Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paso Robles Joint Unified School District	Erin Haley Assistant Superintendent, Educational Services	Ehaley@pasoschools.org (805) 769-1000 x30401

Goal 1

Goal Description
All Students will be Connected to School and Engaged in Learning

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Attendance Rate	2022-23 All Students: 91.3% English Learners: 91.5% Low Socioeconomic: 90.4% Foster Youth: 87.2% DATA SOURCE: CA Dashboard	2023-2024 All Students: 92.2% English Learners: 92% Low Socioeconomic: 91.5% Foster Youth: 91.8% DATA SOURCE: CA Dashboard	2024-2025 All Students K-12: 92.5% English Learners: No Los Socioeconomic: Foster Youth: DATA SOURCE: Aeries	2025-2026 All students K-12: 93.6% English Learners: Los Socioeconomic: Foster Youth: DATA SOURCE: Aeries	District Attendance Rate K-12: 94% English Learners: 94% Low Socioeconomic: 92.9% Foster youth: 90%
1.2	Chronic Absenteeism Rate	2022-23 All students: 26.2% English Learners: 25.5% Low Socioeconomic: 30.4% Foster Youth: 51.6% LTEL: No Data Available DATA SOURCE CA Dashboard	2023-2024 All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster Youth: 31.6% LTEL: 25% DATA SOURCE CA Dashboard	2024-2025 All students: 20.5% English Learners: 24.4% Low Socioeconomic: 23.8% Foster Youth: 25.8% LTEL: 28.5% DATA SOURCE: CA Dashboard	2025-2026 All students: 21.7% English Learners: 20.3% Low Socioeconomic: 22.8% Foster Youth: 26.2% LTEL: No Data Available DATA SOURCE: Aeries	Chronic Absenteeism Rate (K-8) Reduce Chronic Absenteeism rate by 5 percentage points each year toward: All students: 10% English Learners: 10% Low Socioeconomic: 10% Foster Youth: 20%
1.3	Seek parent input and promote parental participation in programs for English learner, low socioeconomic and foster students and students with exceptional needs	LCAP Parent Survey (156 responses) 71.8% of parents reported their child feels connected to school 89.1% of parents reported their child has at least one caring adult they can	2023-24 (414 responses) 89% of parents reported their child feels connected to school 91% of parents reported their child has at least one caring adult they can	2024-2025 (157 responses) 71.3% of parents reported their child feels connected to school 88.5% of parents reported their child has	2025-2026 (171 responses so far) 94% of parent respondents reported their child has at least one caring adult they can go to at school PIQE Participation	LCAP Parent Survey 80% of parents will report that their child feels connected to school 95% of parents will report that their child has at least one caring adult they can go to at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		go to at school PIQE Participation Glen Speck 29.4% EL parent participation with 18.4% graduating from program PRHS 35.4% EL parent participation with 20.2% graduating from program Community school participation 242 of 380 (63%) enrolled parent responses to the input surveys. Site estimates this to be 80% participation considering families with multiple students. DATA SOURCE Local Parent Survey	go to at school PIQE Participation GBDI 60 of 261 EL parent participation 22.95% completing and graduating from the program 14.15% with perfect attendance LFJH 53 of 186 parent participation EL parent participation all 28.44% completing and graduating from the program 5.91% with perfect attendance Community school participation 217 of 349 (57%) enrolled parent responses to the input surveys. Site estimates this to be 62% participation considering families with multiple students. DATA SOURCE Local Parent Survey	at least one caring adult they can go to at school PIQE Participation 40 Elementary Sem 1 30 Secondary Sem 2 DATA SOURCE Local Parent Survey	40 Elementary Sem 1 40 Secondary Sem 2 From 30-40 = 33.33% increase DATA SOURCE Local Parent Survey	PIQE Participation Improve participation by 5% at each school site Community school participation: 90% parent participation
1.4	PASS Universal Screener (Social-emotional)	2023-2024 Percent Mean for: Feelings About School K-2nd grade All Students 93.2% EL 94.3% SES 90.7% Homeless/Foster 94% 3-5th grade All Students 82.3%	2024-2025 Percent Mean Feelings About School K-2 All Students 92.6% EL 93.5% SES 92.7% Homeless: 93.1% Foster 94.4%	N/A - Discontinued PASS	N/A - Discontinued PASS	Percent Mean for: Feelings About School Improve each subgroup by 1 percentage point per year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL 82.6% SES 81.4% Homeless/Foster 85.6% 6-12th grade All Students 70% EL 70.6 % SES 71.9% Homeless/Foster 69.8% and 71.2% Learner Self Worth/Regard K-2nd grade All Students 87.4% EL 88.2% SES 86.8% Homeless/Foster 87.4% 3-5th grade All Students 65.7% EL 60.2% SES 63.4% Homeless/Foster 63.1% 6-12th grade All Students 59.3% EL 56.7% SES 62.5% Homeless/Foster 57.4% and 57.5% General Work Ethic K-2nd grade N/A (Not Measured K-2) 3-5th grade All Students 75.7% EL 73.8% SES 74.5% Homeless/Foster 74.4%	3-5 All Students 80.4% EL 82.4% SES 80.5% Homeless: 80.6% Foster 87.5% 6-12 All Students 69.3% EL 69.4% SES 69.2% Homeless 70.4% Foster 85.9% Learner Self Worth/Regard K-2 All Students 87.8% EL 89.5% SES 87.8% Homeless: 87.6% Foster 85.4% 3-5 All Students 64.3% EL 57.6% SES 62.2% Homeless: 59.0% Foster 58.3% 6-12 All Students 59.6% EL 55.6% SES 58.6% Homeless 57.3% Foster 45.8% General Work Ethic K-2 N/A (Not Measured K-2) 3-5 All Students 76.1% EL 73.3%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		6-12th grade All Students 67.7% EL 68.9% SES 70% Homeless/Foster 67.3% and 67% DATA SOURCE PASS Reports	SES 75.5% Homeless 73.4% Foster 75.0% 6-12 All Students 68.2% EL 69.3% SES 68.2% Homeless 68.1% Foster 67.5% DATA SOURCE PASS Reports			
1.5	California Healthy Kids Survey (annually)	2021-2022 % of students feel safe at school: 5th: 86% 7th: 50% 9th: 43% 11th: 48% Alt Ed: 71% English Learners: 5th: Not reported 7th: 49% 9th: 40% 11th: 36 % Alt Ed: 68% % of students feel connected to school: 5th: 77% 7th: 54 % 9th: 45% 11th: 46% Alt Ed: 71% English Learners: 5th: not reported 7th: 52 % 9th: 41% 11th: 42 % Alt Ed: not reported	2023-2024 % of students feel safe at school: 5th: 75% 7th: 50% 9th: 48% 11th: 43% Alt Ed: 78% English Learners: 5th: Not Reported 7th: 43% 9th: 64% 11th: 56% Alt Ed: Not Reported % of students feel connected to school: 5th: 72% 7th: 48% 9th: 49% 11th: 40% Alt Ed: 63% English Learners: 5th: Not reported 7th: 47 % 9th: 54% 11th: 41 %	2024-2025 % of students feel safe at school: 2024-2025 5th: 73% 7th: No Data 9th: No Data 11th: No Data Alt Ed: No Data English Learners: 5th: No Data 7th: No Data 9th: No Data 11th: No Data Alt Ed: No Data % of students feel connected to school: 2024-2025 5th: 68% 7th: No Data 9th: No Data 11th: No Data Alt Ed: No Data English Learners: 7th: No Data 9th: No Data	No Data Available	% of students feel safe at school: • All subgroups will show improvement of 1% per year % of students feel connected to school: • All subgroups will show improvement of 1% per year DATA SOURCE CHKS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		DATA SOURCE CHKS	Alt Ed: not reported DATA SOURCE CHKS	11th:No Data Alt Ed: No Data DATA SOURCE CHKS		
1.6	Local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Midyear 2023-2024 % of students with a caring adult at school 91.4% of 9th-12th grade students reported they have at least one caring adult they can go to at school 86.3% of 6th-8th grade students reported they have at least one caring adult they can go to at school % of students who report feeling safe at school 56.7% of 9-12th grade students reported feeling safe at school with 37.6% reported feeling neutral 50.5% of 6th-8th grade students reported feeling safe at school with 40.5% reported feeling neutral % of students who feel connected to school 6th-8th grade 42.3% feel connected to school with 44.4% neutral 9th - 12th grade	Midyear 2024-2025 % of students with a caring adult at school 64.25% of 6th-12th grade students reported they have at least one caring adult they can go to at school (CHKS 2024) % of students who report feeling safe at school 81.5% of 6-12th grade students reported feeling safe at school Data Source: Google Survey Fall 2024 % of students who feel connected to school 6th - 12th grade 91.6% feel connected to school Data Source: Google Survey Fall 2024		Midyear 2025-2026 % of students with a caring adult at school 63% % of students who report feeling safe at school 79% % of students who feel connected to school 74% Data Source: LCAP Survey	% of students with a caring adult at school 95% of 9th-12th grade students reported they have at least one caring adult they can go to at school 90% of 6th-8th grade students reported they have at least one caring adult they can go to at school % of students who report feeling safe at school 80% of 9-12th grade students reported feeling safe at school 80% of 6th-8th grade students reported feeling safe at school % of students who feel connected to school 6th-8th grade 80% feel connected to school 9th - 12th grade 80% feel connected to school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		41.5% feel connected to school with 48.3% neutral Data Source: Google Survey February 2024				
1.7	Pupil Suspension Rate	2023-2024 All Students:3.2% EL: 4.8% Low Socio: 4.4% Foster: 12.1% African American: 3.4% DATA SOURCE Aeries	2024-2025 All Students: 2.8% EL: 4.1%, Low Socio: 3.33% Foster: 2.9% African American: 17.9% DATA SOURCE: Aeries		2025-2026 as of 02.17.2026 All Students: 1% EL: 1.06% Low Socio: 1.23% Foster: 7.7% African American: 1.8% Denominators: 6,160 enrolled TK-12 as of 02.17.2026 1,225 English Learners 4,471 Low Socio 26 Foster 55 African American DATA SOURCE: Aeries	Suspension Rate Total: 3% EL: 3% Low Socio:3% Foster: 8% African American: 3%
1.8	Pupil Expulsion Rate	2023-2024 All Students: 0.16% English Learners: 0.08% Low Socioeconomic: 0.16% Foster youth: 4.3% Of those Expelled: EL's:10% (30% RFEP) Low SES: 70% Foster: 10%	2024-2025 All Students: 0.07% English Learners: 0.15% Low Socioeconomic: 0.09% Foster youth: 0% Of those Expelled: EL's:40% (60% RFEP) Low SES: 80% Foster: 0%		2025-2026 as of 01/28/2026 All Students: .016% EL: 0% Low Socio: .02% Foster: 7.7% African American:0% Denominators: 6,160 enrolled TK-12 as of 02.17.2026 1,225 English Learners 4,471 Low Socio	Pupil Expulsion Rate: All Students: 0.10% overall with no disparities between subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		DATA SOURCE Aeries	DATA SOURCE Aeries		26 Foster 55 African American DATA SOURCE: Aeries	
1.9	Middle School and High School Drop Out Rates	2022-2023 Overall: 0.07% English Learners: 0% Low Socioeconomic: 0.11% Foster youth: 0% High School Dropout Rate Baseline using 2022-23 data Overall: 2.2% English Learners: 7.2% Low Socioeconomic: 2.6% Foster youth: 0% Data Source: CalPads Report Fall 1: 1.24 supporting reports 1.1, 1.14, 1.8	2023-2024 Overall: 0.08% (1 student) English Learners: 0% Low Socioeconomic: 0.11% (1/1290 students) Foster youth: 0% High School Dropout Rate 2023-24 data Overall: 2.2% (52/2342 students) English Learners: 7.1% (18/253 students) Low Socioeconomic: 2.6% (40/1515 students) Foster youth: 0% Data Source: CalPads Report Fall 1: 1.24 supporting reports 1.1, 1.14, 1.8	2024-2025 Lewis Flamson Junior High (6101570) • Dropouts: 1 | Homeless: 0 | Migrant: 0 | SWD: 0 | EL: 0 | Socio-Eco Disadv: 1 Independence High (0119354) • Dropouts: 3 | Homeless: 0 | Migrant: 0 | SWD: 0 | EL: 0 | Socio-Eco Disadv: 0 Liberty High (Continuation) (4035762) • Dropouts: 22 | Homeless: 3 | Migrant: 0 | SWD: 1 | EL: 6 | Socio-Eco Disadv: 17 Paso Robles High (4035754) • Dropouts: 19 | Homeless:	No Midyear Data	Junior High dropout rate Overall: 0.05% English Learners: 0% Low Socioeconomic: 0% Foster youth: 0% High School dropout rate Overall: 1% English Learners: 4% Low Socioeconomic: 1% Foster youth: 0% Source: CALPADS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				9 | Migrant: 1 | SWD: 0 | EL: 8 | Socio-Eco Disadv: 16 Paso Robles Independent Study Center (4030235) • Dropouts: 0 | Homeless: 0 | Migrant: 0 | SWD: 0 | EL: 0 | Socio-Eco Disadv: 0 Total Students who have Dropped Out: 45 • Homeless: 12 • Migrant: 1 • Students with Disabilities (SWD): 1 • English Learner (EL): 14 • Socio-Economically Disadvantaged: 34 Lewis Flamson Junior High Rate Overall: .11% (1/884) English Learners: 00% Low Socioeconomic: .11% Foster youth: No data High School Rate		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				Overall: 1.89% (44/2331) English Learners: 5.6% (14/250) Low Socioeconomic: 2.1% (34/1583) Foster youth: No data Data Source: CALPADS 2025-2026 Report for 2024-2025 school year		
1.10	Quality of Facilities (FIT) - Facilities Maintained	2023-2024 Average FIT score district: 90.1% Georgia Brown: 85.63% Pat Butler: 90.35% Kermit King: 93.04% Glen Speck: 96.90% Virginia Peterson: 92.11% Winifred Pifer: 88.46% GF Junior High:86.51% PRHS:88.88% Alt Ed: 94.69% DATA SOURCE CA FIT Reports	2024-2025 Average FIT score district: 88.02% Georgia Brown: 83.23% Pat Butler: 87.65% Kermit King: 88.84% Glen Speck: 92.69% Virginia Peterson: 89.17% Winifred Pifer: 86.56% GF Junior High: 85.11% PRHS: 87.16 Alt Ed: 91.82%	2025-2026 Average FIT score 94.14% Winifred Pifer Elementary 93.38% Virginia Peterson Elementary 96.00% Pat Butler Elementary 95.46% Paso Robles High 91.23% Marie Bauer Early Childhood Education Center 96.20% Liberty High (Continuation) 84.85% Kermit King Elementary 93.53% Independence High / Paso Robles Independent Study Center 95.86%	No New Data	Average FIT Score PRJUSD: 93.1% Improve district average by 3 ppts overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				Glen Speck Elementary 98.40% Georgia Brown Dual Immersion Elementary 92.71% George H. Flamson Middle 94.80%		
1.11	Aftercare Participation - Expanded Learning Opportunity Program TK-6	2023-2024 Participant numbers exclude ASES and 7th & 8th graders served which may be eligible in ELOP counts in some reports TK - 6th grade Students served 23/24: Number of participants: 513 Number of unduplicated participants: 143 DATA SOURCE: Aeries	2024-2025 Number of students participating: 650 Number of unduplicated students participating: 508		2025-2026 Total students served from 8/14/25-1/28/26 On site KK 120 PB 136 GB 205 GS 129 VP 111 WP 134 Off site BGC serves all TK-6th students from any of the 6 elementary school sites - 229 students PSHH - serves only 1st-6th Canyon Creek (PB students) 23 Total served including drops: 1,132 Source: Aeries and EZChildtrack	The goal is to serve 1,200 students or more, when braided with ASES, in the fiscal year 26-27
1.12	Aftercare Participation - ASES K-6	Students served 2023-2024	Students served 2024-2025		2025-2026 TBD as of 01/29/2026:	Maintain the number of students served

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		K-5 W.Pifer: 99 V.Peterson: 103 G.Speck: 100 Total including drops DATA SOURCE Aeries	K-6 W.Pifer: 84 V.Peterson: 87 G.Speck: 84 Average each day DATA SOURCE Aeries		TK-6th WP - 105 VP - 105 GS - 120 Average each day Source: Aeries and EZChildtrack	based on allocated funding in 23/24 W.Pifer: 99 V.Peterson: 103 G.Speck: 100

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Social Emotional Support** This action includes several components of staffing and programs which focus on the establishment of support of social emotional wellness and connectedness to school. Six elementary counselors, 1.5 mental health therapists, mental health trainees, junior high wellness room counselor, Prevention and Early Intervention counselor at LFJH, Orientation and mentoring programs-LINK Crew and WEB in grades 7-12, Universal screener for social-emotional wellness and Wellness Room upgrades. Six counselors on staff serving students 1.5 mental therapists on staff serving students, one serving students at Liberty High School. Wellness room counselor hired, but wellness room upgrades in process -- architectural plan and working on confirming location Where Everybody Belongs (WEB) for students in grades 7-8 is in play at the LFJR [insert	Yes	Partially Implemented	Students with at least 1 counseling contact during 2025-2026 YTD: LFJH: 777 Paso Robles High: 2,113 Alt Ed: 251	Wayfinder data used to inform counseling outreach	$1,935,388.94	$1080141.18

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	participation numbers per staff lead at the junior high] LINK Crew for students in grades 9-12 [insert participation numbers from leadership teacher at the high school] Wayfinder screener onboard and in use during 2025-2026.						
1.2	**Staff training and coaching to meet the needs of English Learners, Long-term English Learners, low income and foster youth** Staff Professional development days and coaching for certificated on the needs of English Learners, Low Income and Foster Youth 2 PD Days, one in August and one in October, during which there were sessions on Designated and Integrated ELD -- AVID Emerge training on EL strategies. Subsequent and ongoing coaching, staff meeting refreshers and daily implementation of strategies learned. -- West Ed PLC Meetings, also addressing ELD Standards	Yes	Ongoing Implementation	AVID Cohort Data: 2024-2025 Winter iReady ELA 14% Early On/Mid/Above Grade Level 2025-2026 Winter iReady ELA 28% Early On/Mid/Above Grade Level	PD Sign in sheets Walkthrough data	$591,004.17	$421563.53
1.3	**Parent connectedness to school** Six bilingual family support clerks, two and a half bilingual secondary family advocates, one	Yes	Ongoing Implementation	Attendance rate and Chronic Absenteeism	Position Control showing:	$631,886.00	$590152.11

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	district family support clerk, one 0.3 FTE of a public information officer, Spanish and Mixteco interpreter services to support with increased efforts to increase connectedness to school and decrease chronic absenteeism rates with English Learners, low-income and foster youth. To address the red indicator on the 2023 LEA dashboard related to chronic absenteeism, each site has a bilingual student and family support clerk or bilingual family advocate to ensure communication is made with families and efforts are made to remove barriers for our most at-risk populations, specifically foster youth. Family advocates with work closely to contact and check-in with students experiencing homelessness and foster youth individually along with their counselor to understand each child's needs and resources as it relates to school attendance.			rate among English Learners, SED and Foster Youth Survey results: 94% of parents surveyed on the 2025-2026 LCAP Educational Partner Survey feel personally connected to school	6 bilingual clerks 2.5 bilingual secondary family advocates 1 30% Public Information Officer Contracted Spanish and Mixteco translation services		
1.4	**Basic needs for students experiencing homelessness, English Learners, low-income and foster youth** Bus passes, hygiene products, school supplies, backpacks, to ensure basic needs for school are met. Hotspots for wifi connectivity at home for homework and supplemental school programs. PRJUSD is eligible for differentiated assistance/direct technical assistance for support to foster youth, English Learners and Students with disabilities. This action provides access to basic needs to address this area. Foster youth are in the red indicator on the CA School Dashboard for chronic absenteeism and the following schools also have subgroups in the red/orange indicator on the dashboard for chronic absenteeism. Glen Speck- Low SES, white Flamson- Homeless	Yes	Partially Implemented	LCAP funds used so far were for hot spots.	Board approvals, construction plans, purchase orders for kitchen spaces at three schools PRHS Food Services continues to serve our students at the high school. The infrastructure to support one lunch for high school students is challenging at times, but we will be installing a new kiosk to replace the "Hula Hut" to streamline service. This is going to the	$2,206,000.00	$20214.81

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	Lewis - Low SES, SWD, and White Through the Parent Advisory Committee, DELAC and Community Schools Steering Committee work, we have identified transportation and basic needs as a barrier to school attendance. Therefore, we acknowledge that this is an area for improved service to our English Learner, low-income and foster families. Access to basic needs, including transportation support, prove to be a consistent issue with attendance. Transportation is a significant challenge for some students with no general education bussing available. Bus passes provide access to options. Some students do not have wifi at home which prevents them from accessing Google Classroom and other required platforms for school. LREBG Action: Description : Infrastructure funds to support the design and implementation of improved access to meals at PRHS which is shifting to one lunch period for all students. Students advocated for the shift from two lunches to one to increase connectedness to school through improved access to clubs and collaboration with peers. In the two lunch model, not all clubs are offered in both lunch periods. GBDI which is expanding to a TK-8 program and has nearly 75% of students unduplicated and eating on campus. Increased access to meals is essential to the basic needs, wellness, and attendance. Glen Speck which is a Community School with over 80% of students identified as English Learner, low-income or foster and the expansion of access to meals to increase engagement and attendance will be added to this action using LREBG funds in the amount of $1,626,000. Research: Studies show breakfast is an important meal for children (Nicklas, O'Neil & Myers, 2004). Breakfast consumption at school				Board on February 10, and if approved, hopefully installed during Spring Break. Staffing was something that we were worried about during this transition, but we found some great staff who are dedicated and knowledgeable about various cooking and serving methods. Our team has won several friendly interdistrict salad bar competitions this year among all of our school sites. GBDI: We are working on a solid plan that is sustainable for the future and aligns with the facilities master plan at Georgia Brown. The remodel of the kitchen is targeted to be done in the Spring of 2027. About 70% of our students eat on campus daily, and our staff is dedicated to providing the freshest produce and creating innovative recipe ideas for our students. Glen Speck: This kitchen will be getting remodeled starting at the beginning of April. This will expand the ease of serving, where we are		

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	is associated with children's educational performance, (Murphy, Drake & Weineke, 2005), behavior (Murphy et al., 2000) and health (Rampersaud, Pereira, Girard, Adams, & Metzel 2005). This website has a link to a Collection of Evidence-Based Strategies for School Nutrition and Physical Activity https://onlinelibrary.wiley.com/toc/17461561/93/9 Metric: 1.2 Chronic Absenteeism				currently providing about 65% of our students with school meals.		
1.5	**Connectivity to school including Enrichment and afterschool sports** Enrichment opportunities and after school supports including access to elementary and middle school athletic programs and increased connectedness on campus with release periods for teachers coordinating afterschool athletics and leadership.	Yes	Ongoing Implementation	Student participation # of students who feel connected to school: As of 02.19.2026: 81% of student survey respondents feel connected to school In 2024-2025 68% of student survey respondents felt connected to school	K-8 sports events, scheduled, and student participation as shown on rosters	$316,766.00	$120156.04
1.6	**Student mentorship and support for English Learners, Long-term English Learners, low-income and foster youth** Mentoring and Restorative practices	Yes	Ongoing Implementation	Master schedule; student discipline data (progressive discipline: pre-		$320,236.91	$177385.01

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	Two full-time teachers at high school and junior high levels to lead restorative efforts in the ARC room with all students and in an effort to reduce disciplinary incidents and improve attendance efforts through on-campus reteach strategies and evidence-based interventions. Differentiated Assistance - In response to the eligibility for technical assistance for our English Learners and Long-Term English Learners for student performance data on English Language Arts, Math, College and Career Indicator, and Chronic Absenteeism survey data and educational partner input encouraged a more robust mentoring program for this population specifically. English Learners and Long-term English Learners will work closely with staff to develop opportunities for partnerships with other students to inspire and motivate as well as increase connectedness to school.			referral interventions, interventions, referrals, and referrals to the ARC room); two ARC teachers -- one at LFJH and PRHS; attendance data; and mentorship records. # of Students Referred to ARC 2024-2025 by End of Year 250 # of Students Referred to ARC 2025-2026 as of 02.19.2026 286			
1.7	**Community School Support** Establish community school supports at Glen Speck by hiring a Community School Coordinator and administering efforts for 90% parent engagement as required with community school language. Community School Coordinator will facilitate efforts with parents to remove barriers impacting student success including attendance. Outdoor Family Engagement Pavilion to support school activities and a welcoming instructional space for student learning as well as afterschool, evening and weekend events. This action utilizes supplemental and concentration funds to construct an Outdoor	Yes	Partially Implemented	2025-2026 Glen Speck Chronic Absenteeism Rates All Students: 23.3% English Learners: 21.5% Low Socioeconomic: 23.1% Foster Youth: 10%	Hired community School Coordinator Irma Vega Moreno Attendance metrics Parent engagement metrics (see the second column of this doc) Survey response rates Family night attendance	$965,834.45	$261335.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Family Engagement Pavilion—a sheltered, multipurpose area designed to host family engagement nights, outdoor instructional space, multilingual family workshops, cultural celebrations, weekend resource fairs, and other community-building events aligned with CCSPP goals. Glen Speck is 81.6% low SES students and our low SES students at Glen Speck are in the red indicator on the CA School Dashboard for chronic absenteeism. Chronic Absenteeism Rate (K-8) 2023-24 Data All students: 20.1% English Learners: 23.3% Low Socioeconomic: 23.5% Foster Youth: 31.6% Glen Speck Chronic Absenteeism Rate: 25.4% of students were chronically absent in the 2023-2024 school year. (10% or more of the school year) Glen Speck Chronic Absenteeism Rate 2024-2025 All Students: 22.3% English Learners: 25% Low Socioeconomic: 23.7% Foster Youth: No data Source: CA Dashboard				Have not yet built the pavilion. In the planning stages		
1.8	**School facilities with extended day and enrichment opportunities** 4 custodians	Yes	Ongoing Implementation	Winifred Pifer Elementary 93.38%	We hired four fulltime custodians who are assigned to the Director of Maintenance and	$316,818.56	$307798.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	An additional 4 FTE in custodial support based extended learning opportunities funded through supplemental and concentration grant funds, which are supplemental to the school day, such as after school instruction, summer school programs, and field trips for students so that they have additional opportunities beyond the school day to progress towards grade-level standards, access enrichment opportunities and complete course credits towards graduation. With these additional learning opportunities comes an additional need for custodial work in order to maintain facilities and allow access to classrooms, restrooms, and site rooms during the extended school day. To meet this additional need, 6 FTE custodians will be hired to support extended school day programs. The additional custodians will ensure facilities are clean and safe and allow access to restrooms and all rooms. In the report entitled, Expert Report of Glen I Earthman, G. Earthman, from Virginia Polytechnic Institute, states, “Based on my own studies, my review of pertinent research studies, and my background and experience in the field, my conclusion is that school facility conditions do affect student academic achievement.” He further states “…Correlation studies show a strong positive relationship between overall building conditions and student achievement” (p. 4). He further states, “All of the studies cited in this report demonstrate a positive relationship between student performance and various factors or components of the built environment (p.5). Cash and Twilford (2009) further support these claims in improving student achievement and school facilities in a time of limited funding. Cash and Twilford summarized their study by reporting that the cumulative effect of a			Virginia Peterson Elementary 96.00% Pat Butler Elementary 95.46% Paso Robles High 91.23% Marie Bauer Early Childhood Education Center 96.20% Liberty High (Continuation) 84.85% Kermit King Elementary 93.53% Independence High / Paso Robles Independent Study Center 95.86% Glen Speck Elementary 98.40% Georgia Brown Dual Immersion Elementary 92.71% George H. Flamson Middle 94.80% Average FIT score 94.14%	Operations for deployment where needed in support of extended learning opportunities per the LCAP		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	schools facility's condition has been related directly to student outcomes.						
1.9	**Behavior Support And Safe, Inclusive learning environment** BCBA position, Trauma informed practices and 6 behavior paraeducators to deploy to K-6 sites based upon need and percentage of unduplicated students Counselor on Special Assignment to support implementation of Multi-tiered Systems of Support (MTSS) School safety dispatcher at PRHS	Yes	Ongoing Implementation	TK-12 Total Counselor Contacts with the support of Counselor on Special Assignment 5150/Suicidal 25 Re-Entry 15 Suicidal Intervention 167 Self-Harm/Cutting 75 ATOD/BI (substance use) 92 Crisis Response 124 Mandated Reporter 97 Off-site Crisis 47 Counselor outreach 140 Personal/Social/ Health 5592 Individual Counseling 1998	We put in place a counselor on special assignment (COSA) Kristin Souers contract Six behavior paras at K-6 sites School Safety Dispatcher in play In lieu of hiring BCBA position, which we had open but could not fill, we created a second coordinator position to support dually identified students	$750,148.49	$523187.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Group Counseling 1192 The Well Space 1428 504 Meeting/notes 439 Academic Deficiency Support 844 Academic Support 5895 Attendance 132 Call Slip (No show/Declined services) 2158 No code 37 IEP - notes 222 DIS/Counseling IEP 2186 Parent contact 1977 Post high school planning 620 Referral to program/agency OUTSIDE PRJUSD 68 Referral to program/personnel INSIDE PRJUSD 137 SST Meeting/notes			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				31 Tier 1 Classroom Lessons/Presentations 14747 Tier 2 classroom lessons/workshops 1154 Grand Total 41,639 MTSS and PBIS implementation metrics via Minga:			
1.10	**Positive School Culture and Climate** Student Engagement and Connection Specialists and Assistant Principals (6 certificated and one classified) to support PBIS, attendance, and behavior. Site budgets to support the implementation of PBIS and district training. Coordinator of Student Services and PPS to support attendance, school culture initiatives and multi-tiered behavioral efforts for English learners, low-income and foster youth. LREBG Action Description: In response to educational partner feedback and in an effort to maintain a safe and engaging learning environment, LREBG funds will be used to funds Yondr bags to support the implementation of BP 5131.8 at the junior high level in alignment with the priorities related to multi-tiered systems of support and the research therein.	Yes	Ongoing Implementation	PBIS Implementation Minga (Pilot) Tutorial 1154 29 Restroom/Water/Locker 748 20 Tardy 208 15 Nurse 157 24	Student Engagement and Connection Specialists and Assistant Principals support in the area of culture and climate, with the intent to implement PBIS and improve student attendance and behavior Attendance Grades/Achievement Survey Results	$1,672,558.91	$1257591.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Research: CDE defines the importance of MTSS within a school system explaining that it focuses on students in all educational contexts, "Using school-wide and classroom research-based behavioral supports for achieving important social and learning outcomes". https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp With Board approval, PRJUSD will implement a phone-free policy in alignment with Assembly Bill 3216 which outlines the impact of mobile communication devices on mental health and engagement in the classroom. Metric: 2.5, 2.6 Funding: $150,000 through the 2027-2028 school year.			Office 82 2 Library/Testing Center 74 1 Excused Tardy (Att. Only) 24 1 Student Leader 14 3 TA Pass 9 0 College and Career Center 3 0 Still developing practice of distributing positives/incentives Data Source: Minga Referrals (vs. Suspensions) 2024-2025 End of Year LFJH School 1300 PRHS 783			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				GBDI 347 VP 261 KK 228 GS 222 WP Elementary 193 PB 169 Liberty 8 TOTAL 3511 2025-2026 as of 02/19/2026 PRHS 1291 LFJH 669 VP 270 GBDI 173 PB 124 WP 83 KK 62 GS 55 Liberty 4 TOTAL 2731 # of Students Suspended 2024-2025 End of Year 116 (168 Suspensions) 43 English Learners 2025-2026 as of 02/19/2026 53 (78 Suspensions) 16 English Learners			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Data Source: Aeries via Parsec			
1.11	**Transportation Support** Transportation Supports for Unduplicated Students including an additional bus driver to expand routes to San Miguel area before and after school	Yes	Ongoing Implementation	Bus routes	Staffing records	$97,855.50	$85475.18
1.12	**Drug, Alcohol and Trama Informed Practice** Contracted support in addressing drug and alcohol support for students in the secondary setting as well as trauma invested practices for staff K-12. LREBG action Description : Trauma Informed practices districtwide training supported with LREBG funds in the amount of $150,000 or $50,000 for three years. Research: Crisis Prevention Institute published an article titled, "How Trauma-Informed Schools Help Students Succeed" which explains that, "Schools are the single point of connection between home, life and community dynamics, and the responsibility of educators to prepare young people to function successfully in the world as adults can only be bolstered with a trauma-sensitive approach" Metric: 1.2, 1.4, 1.5, 1.7	Yes	Ongoing Implementation	Drug/Alcohol/Trauma-Informed counseling contacts: 92 Districtwide 80 at PRHS		$200,000.00	$72693.44
1.13	**Cultural Sensitivity, Inclusion and Acceptance** To address the red indicator on the CA School dashboard for the LEA related to suspension	No	Ongoing Implementation	Suspension Rate 2024-2025 as of 04/30/2025		$50,000.00	$3738.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	of African American students, staff and student training will be conducted to address a culture of acceptance, diversity and inclusion on school sites. Improved culture, awareness, and acceptance of all students. This training will equip staff with the resources and knowledge to address offensive language when heard in and outside of the classroom, thereby, building a school culture which is accepting of all students and intolerant of derogatory comments and behaviors. The African American subgroup was in the red indicator on the CA School Dashboard page for suspensions and the English Learner, Hispanic, and 2+ race subgroups were in the red/orange indicator on the CA school dashboard for suspensions at PRHS. LREBG Action Description: Inclusive Excellence is the term we are using to describe the collective efforts toward the design of a system which serves all students through education and empathy while evaluating student outcome data in several areas to identify any areas where outcomes differ by subgroup and, subsequently, to research root causes and solutions in those areas. The CDE explains the importance of MTSS on school campuses, "...to develop resources within an LEA that align the academic, behavioral and social-emotional support ....in order to serve the whole child". Based upon our internal data reviews, reduced access to mobile communication devices during the school day is an essential tier 1 support for all students to focus learning and enhance the school culture. https://www.cde.ca.gov/ci/cr/ri/ Metrics: 1.2, 2.5, 2.6 LREBG funds: $50,000 to be spent through 2027-2028			All Students: 2.8% EL: 4.1%, Low Socio: 3.33% Foster: 2.9% African American: 17.9% Suspension Rate 2025-2026 as of 02.17.2026 All Students: 1% EL: 1.06% Low Socio: 1.23% Foster: 7.7% African American: 1.8% Denominators: 6,160 enrolled TK-12 as of 02.17.2026 1,225 English Learners 4,471 Low Socio 26 Foster 55 African American DATA SOURCE: Aeries # of Students Suspended			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				2024-2025 End of Year 116 (168 Suspensions) 43 English Learners 2025-2026 as of 02/19/2026 53 (78 Suspensions) 16 English Learners Data Source: Aeries via Parsec			

Goal 2

Goal Description
All Students will be College and Career Ready

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	College and Career Readiness Indicator	2022-2023 All Students: 31.9% **English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported **Homeless: 7% **SWD: 5.9% Hispanic: 24.8% White: 42.7% ** Required Action Data Point Source: CA Dashboard - CCI	2023-2024 All Students: 39.9% **English Learners: 4.9% Low-SES: 31.8% Foster: Not Reported **Homeless: 11.8% **SWD: 8.3% Hispanic: 32.6% White: 50.2% ** Required Action Data Point Source: CA Dashboard - CCI	2024-2025 All Students: 41% English Learners: 10.3% Low-SES: 34.5% Foster: Not Reported Homeless: 17.6% SWD: 9.8% Hispanic: 31.7% White: 55.3% ** Required Action Data Point Source: CA Dashboard - CCI	No Data Available	2025-2026 All Students: 36.9% **English Learners: 9.5% Low-SES: 27.4% Foster: Not Reported **Homeless: 12% **SWD: 10.9% Hispanic: 29.8% White: 47.7%
2.2	A-G Completion Rate	2022-2023 All Students: 20.8% English Learners: 1.4% Low-SES: 14.2% Foster: Not Reported Homeless: 1.8% SWD: 2.9% Hispanic: 16.2% White: 28.1% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2023-2024 All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2024-2025 All Students: 17.3% English Learners: 3.0% Low-SES: 12.5% Foster: Not Reported Homeless: 5.4% SWD: 3.2% Hispanic: 10.6% White: 28.4% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	No Data Available	2025-2026 All Students: 30% English Learners: 5% Low-SES: 25% Foster: 5% Homeless: 5% SWD: 10% Hispanic: 35% White: 35% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	AP Testing Participation and Pass Rate	2022-2023 Data All Students: 543 Tests 233 received a 3 or higher = 42.909% English Learner: 0 Low-SES: 543 Tests 210 SES = 38.67% 76 received a 3 or higher = 36.19% Foster: 0 Source: College Board and Aeries	2023-2024 Data All Students (232 Students): 465 Tests, 291 Passed = 63% Low-SES (99 Students): 190 Test, 102 Passed = 53.6% Hispanic (98 Students): 177 Tests (105 Passed) = 59.3% Black/African American (3 Students): 5 Test (4 Passed) = 80% White (106 Students): 221 Test (141 Passed) = 63.8% Asian (7 Students): 19 Test (12 Passed) = 63% Two Or More (14 Students): 36 Test (26 Passed) = 72% Source: College Board and Aeries	2024-2025 All Students 208 Students; 377 Tests; 251 Passed 66.5% passed Low-SES 99 Students; 175 Tests; 111 Passed 63.4% passed Hispanic 87 Students; 150 Tests; 95 Passed 63.3% passed Black/African American 3 Students; 6 Tests; 4 Passed 66.7% passed White 104 Students; 177 Tests; 126 Passed 71% passed Asian 10 Students; 22 Tests; 8 Passed 36% passed Two Or More 4 Students; 11 Tests; 10 Passed 90.9% passed Foster Youth No Data Source: College Board and Aeries	No Data Available	2025-2026 AP Testing Participation and Pass Rate All Students: 50% of those tested will earn a 3 or higher Low-SES: 50% of those tested will earn a 3 or higher Foster: Measurable number of foster youth testing Source: Aeries SIS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	CTE Pathway Completion Rate	2022-2023 Data All Students: 19.6% English Learners: 2.9% Low-SES: 14.5% Foster: Not Reported Homeless: 3.5% SWD: 14.5% Hispanic: 13.8% White: 30.3% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2023-2024 Data All Students: 27% English Learners: 4.5% Low-SES: 22.4% Foster: Not Reported Homeless: 8.5% SWD: 16.5% Hispanic: 21.1% White: 36.3% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2024-2025 All Students: 27.2% English Learners: 5.9% Low-SES: 23.9% Foster: Not Reported Homeless: 11.8% SWD: 17.0% Hispanic: 18.7% White: 43.7% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	No Data Available	2025-2026 All Students: 35% English Learners: 10% Low-SES: 20% Foster: Not reported Homeless: 5% SWD: 20% Hispanic: 35% White: 35% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report
2.5	Statewide Assessment Data ELA	CAASPP ELA Performance Data 2022-2023 7th-11th grade Exceeded: All Students:14.86% English Learners (12mo+): 0.0% Low-SES: 9.83% Foster: 9.09% (All grades) Homeless: 5.68% SWD: 4.35% LTEL: 0% HISP: 9.35% Met: All Students: 29.38% English Learners (12mo+): 2.79% Low-SES: 25.47% Foster: 18.18% (All grades) Homeless: 18.18% SWD: 10.37%	CAASPP ELA Performance Data 2023-2024 7th-11th grade Exceeded: All Students: 13.99% English Learners (12mo+): .49% Low-SES: 9.62% Foster: no data Homeless: 7.9% SWD: 0.55% LTEL: 0% HISP: 9.44% Met: All Students: 28.33% English Learners (12mo+): 1.48% Low-SES: 25.88% Foster: no data Homeless: 8.77% SWD: 7.69% LTEL: 1.11% HISP: 22.49%	CAASPP ELA Performance Data 2024-2025 7th-11th grade Exceeded: All Students: 22% English Learners (12mo+): 0% Low-SES: 17.1% Foster: No data Homeless: 9.3% SWD: 5.2% LTEL (7+ years): 0% HISP: 12.4% Met: All Students: 32.3% English Learners (12mo+): 0% Low-SES: 30.4% Foster: No data Homeless: 16.5% SWD: 8.6% LTEL (7+ years): 3.7% HISP: 29.7%	No Data Available	2025-2026 CAASPP ELA Performance Data 7th-11th grade All Student performance levels and student subgroups will improve by 9 points over the next three years (3 points per year). Met/Exceeded: All Students: 53.24% English Learners (12mo+): 11.79% Low-SES: 44.30% Foster: 36.27% Homeless: 32.86% SWD: 14.72% Long-term English Learner (LTEL): 11.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		LTEL: 2.27% HISP: 24.82% Nearly Met: All Students: 24.55% English Learners (12mo+): 26.82% Low-SES: 26.23% Foster: 9.09% (All grades) Homeless: 18.18% SWD: 25% LTEL: 27.27% HISP: 26.86% Far Below: All Students: 31.21% English Learners (12mo+): 70.39% Low-SES: 38.47% Foster: 63.64% (All grades) Homeless: 57.96% SWD: 59.78% LTEL: 70.45% HISP: 38.97% Source: DataQuest/CAASPP Site	Nearly Met: All Students: 22.45% English Learners (12mo+): 17.24% Low-SES: 22.98% Foster: no data Homeless: 21.93% SWD: 15.39% LTEL: 20% HISP: 23.66% Far Below: All Students: 35.22% English Learners (12mo+): 80.79% Low-SES: 41.52% Foster: no data Homeless: 61.4% SWD: 76.37% LTEL: 78.89% HISP: 44.41% Source: DataQuest/CAASPP Site	Nearly Met: All Students: 19.6% English Learners (12mo+): 20.8% Low-SES: 21.2% Foster: No data Homeless: 22.3% SWD: 23.7% LTEL (7+ years): 17.3% HISP: 22.1% Far Below: All Students: 26% English Learners (12mo+): 79.5% Low-SES: 31.3% Foster: No data Homeless: 52% SWD: 62.5% LTEL (7+ years): 79% HISP: 32.4% Source: DataQuest/CAASPP Site		Hispanic: 43.17% Source: DataQuest/CAASPP Site
2.6	Statewide Assessment Data Mathematics	CAASPP Math Performance Data 2022-2023 7th - 11th grade Exceeded: All Students: 11.97% English Learners (12mo+): 0% Low-SES: 8.03% Foster: 0 Homeless: 1.05% SWD: 1.62% LTEL: 0% HISP: 6.89%	CAASPP Math Performance Data 2023-2024 7th-11th grade Exceeded All Students: 9.83% English Learners (12mo+): 0% Low-SES: 6.58% Foster: no data Homeless: 4.84% SWD: 1.1% LTEL: 0	CAASPP Math Performance Data 2024-2025 7th-11th grade Exceeded: All Students: 11.9% English Learners (12mo+): 0% Low-SES: 7.1% Foster: No data Homeless: 5.7% SWD: 2.8% LTEL (7+ years): 1%	No Data Available	2025-2026 CAASPP Math Performance Data 7th - 11th grade All Student performance levels and student subgroups will improve by 9 percentage points over the next three years (3 points per year).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Met: All Students: 15.24% English Learners (12mo+): 0% Low-SES: 11.17% Foster: 27.27% Homeless: 5.26% SWD: 6.48% LTEL: 0% HISP: 10.57% Nearly Met: All Students: 22.55% English Learners (12mo+): 7.95% Low-SES: 21.37% Foster: 18.18% Homeless: 15.79% SWD: 9.73% LTEL: 8.24% HISP: 20.43% Far Below: All Students: 50.24% English Learners (12mo+): 92.05% Low-SES: 59.44% Foster: 54.55% Homeless: 77.90% SWD: 82.16% LTEL: 91.76% HISP: 62.11% Source: DataQuest/CAASPP Site	HISP: 4.97% Met: All Students: 13.75% English Learners (12mo+): 1.12% Low-SES: 10.91% Foster: no data Homeless: 8.87% SWD: 0.55% LTEL: 1.12% HISP: 11.55% Nearly Met: All Students: 24.86% English Learners (12mo+): 6.74% Low-SES: 24.59% Foster: no data Homeless: 16.13% SWD: 10.44% LTEL: 6.74% HISP: 22.98% Far Below: All Students: 51.57% English Learners (12mo+): 92.14% Low-SES: 57.92% Foster: no data Homeless: 70.16% SWD: 87.91% LTEL: 92.14% HISP: 60.51% Source: DataQuest/CAASPP Site	HISP: 7.7% Met: All Students: 19% English Learners (12mo+): 0% Low-SES: 16% Foster: No data Homeless: 5.1% SWD: 4.2% LTEL (7+ years): 0% HISP: 13.1% Nearly Met: All Students: 23.2% English Learners (12mo+): 8% Low-SES: 22.8% Foster: No data Homeless: 21.4% SWD: 7.7% LTEL (7+ years): -----% HISP: 22.4% Far Below: All Students: 45.9%% English Learners (12mo+): 92% Low-SES: 54% Foster: No data Homeless: 67.8% SWD: 86.6% LTEL (7+ years): 86.4% HISP: 56.8% Source: DataQuest/CAASPP Site		Met/Exceeded: All Students: 36.21% English Learners (12mo+): 9% Low-SES: 28.20% Foster: 9% Homeless: 15.31% Long-term English Learners (LTELS): 9% Hispanic:26.46%
2.7	Statewide Assessment Data Science - Grades 8 and 11	2022-2023 8th and 11th grade Exceeded:	2023-2024 8th and 11th grade	2024-2025 8th and 11th grade	No Data Available	2025-2026 8th and 11th grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		All Students: Grade 8: 9.33% Grade 11: 3.83% English Learners (12mo+): Grade 8: 0% Grade 11: 0% Low-SES: Grade 8: 5.14% Grade 11: 2.91% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 0% Grade 11: 0% SWD: Grade 8: 3.45% Grade 11: 2.82% LTEL: Gr 8: 0% Gr 11: 0% HISPANIC: Gr 8: 3.82 % Gr 11: 2.10 % Met: All Students: Grade 8: 22.22% Grade 11: 24.70% English Learners (12mo+): Grade 8: 1.67% Grade 11: 0 Low-SES: Grade 8: 17.47% Grade 11: 18.02% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 3.70%	Exceeded: All Students: Grade 8: 8.73% Grade 11: 4.28% English Learners (12mo+): Grade 8: 0% Grade 11: 0% Low-SES: Grade 8: 6.40% Grade 11: 3.63% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 2% Grade 11: 2.7% SWD: Grade 8: 5.08% Grade 11: 0% LTEL: Grade 8: 0% Grade11: 0% HISPANIC: Gr 8: 3.91 % Gr 11: 3.12 % Met: All Students: Grade 8: 23.35% Grade 11: 16.95% English Learners (12mo+):: Grade 8: 0% Grade 11: 1.96% Low-SES: Grade 8: 19.53% Grade 11: 13.41% Foster: Grade 8: too small to report Grade 11: too small to report Homeless:	Exceeded: All Students: 8% English Learners (12mo+): 0% Low-SES: 5.1% Foster: 0% Homeless: 1.4% SWD: 0% LTEL (7+ years): no data HISP: 4.9% Met: All Students: 24.2% English Learners (12mo+): 0.6% Low-SES: 20.4% Foster: 0% Homeless: 12.3% SWD: 9.2% LTEL (7+ years): no data HISP: 17.4% Nearly Met: All Students: 54% English Learners (12mo+): 59.6% Low-SES: 60.3% Foster: 100% Homeless: 52.1% SWD: 57.8% LTEL (7+ years): no data HISP: 61.4% Far Below: All Students: 13.8% English Learners (12mo+): 39.7% Low-SES: 14.2% Foster: 0% Homeless: 34.2% SWD: 33%		All Student performance levels and student subgroups will improve by 9 points over the next three years (3 points per year). Science CAST Performance Data (Grades 8 and 11) All student performance levels and student subgroups will improve by no fewer than 3 percentage points each year for a total of at least 9 points over the next three years. Met/Exceeded: All Students: Grade 8: 40.55% Grade 11: 37.53% English Learners: Grade 8: 9% Grade 11: 9% Low-SES: Grade 8: 31.61% Grade 11: 29.93% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 10.70% Grade 11: 19.81% SWD: Grade 8: 21.07% Grade 11: 18.86% LTEL Gr 8: 12.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grade 11: 10.81% SWD: Grade 8: 8.62% Grade 11: 7.04% LTEL: Gr 8: 3.23% Gr 11: 0% HISPANIC: Gr 8: 17.56 % Gr 11: 16.82 % Nearly Met: All Students: Grade 8: 54.67% Grade 11: 57.39% English Learners (12mo+): Grade 8: 68.33% Grade 11: 62.50% Low-SES: Grade 8: 58.90% Grade 11: 62.21% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 55.56% Grade 11: 64.86% SWD: Grade 8: 51.72% Grade 11: 61.97% LTEL: Gr 8: 64.52% Gr 11: 52% HISPANIC: Gr 8: 60.69 % Gr 11: 62.76 % Not Met: All Students: Grade 8: 13.78% Grade 11: 14.09% English Learners (12mo+):	Grade 8: 16% Grade 11: 2.70% SWD: Grade 8: 1.69% Grade 11: 4.76% LTEL: Grade 8: 0 Grade11: 6.67% HISPANIC: Gr 8: 18.75 % Gr 11: 10.90 % Nearly Met: All Students: Grade 8: 54.25% Grade 11: 67.78% English Learners (12mo+):: Grade 8: 71.43% Grade 11: 52.94% Low-SES: Grade 8: 56.90% Grade 11: 69.55% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 52% Grade 11: 62.16% SWD Grade 8: 49.15% Grade 11: 71.43% LTEL: Grade 8: 66.67 % Grade11: 46.67 HISPANIC: Gr 8: 59.77 % Gr 11: 72.59 % Not Met: All Students: Grade 8: 13.68% Grade 11: 10.99%	LTEL (7+ years): no data HISP: 16.3% Source: DataQuest/CAASPP Site		Gr 11: 9% HISPANIC: Grade 8: 30.38% Grade 11: 27.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grade 8: 30% Grade 11: 37.50% Low-SES: Grade 8: 18.49% Grade 11: 16.86% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 40.74% Grade 11: 24.32% SWD: Grade 8: 36.21% Grade 11: 28.17% LTEL: Gr 8: 32.26% Gr 11: 48% HISPANIC: Gr 8: 17.94 % Gr 11: 18.32 % Source: DataQuest/CAASPP Site	English Learners (12mo+):: Grade 8: 28.57% Grade 11: 45.10% Low-SES: Grade 8: 17.17% Grade 11: 13.41% Foster: Grade 8: too small to report Grade 11: too small to report Homeless: Grade 8: 30% Grade 11: 32.43% SWD: Grade 8: 44.07% Grade 11: 23.81% LTEL: Grade 8: 33.33% Grade11: 46.67% HISPANIC: Gr 8: 17.58 % Gr 11: 13.40 % Source: DataQuest/CAASPP Site			
2.8	Access to and enrollment in a Board Course of Study inclusive of and including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.	2023-2024 45 Courses in 14 Pathways AP coursework - 18 Courses Dual enrollment Courses - 32 Courses Visual and Performing Arts - 24 Courses Intensive ELD - 5 Courses Coteaching ELA and Math - 8 Courses	2024-2025 51 Courses in 15 Pathways (22 Courses Dual Enrolled, 37 A-G approved), AP coursework - 18 Courses, Dual enrollment Courses - 33 Courses (73 Sections), Visual and Performing Arts - 25 Courses, Intensive ELD - 5 Courses, Co Teaching		2025-2026 48 Courses in 15 Pathways 17 AP Courses 32 Dual Enrollment courses 75 Dual Enrollment Sections 36 VAPA courses 12 Intensive ELD courses 12 Co-taught ELA and/or math courses Source: Aeries	Our three-year target includes maintenance of strong CTE, AP, Dual Enrollment, VAPA and support classes in ELD and Co-Taught courses Career Technical Education - 45 Courses in 14 Pathways AP coursework - 18 Courses Dual enrollment Courses - 32 Courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Data Source: PRHS Course Guide and Master Schedule	ELA and Math - 6 Courses			Visual and Performing Arts - 24 Courses Intensive ELD - 5 Courses Coteaching ELA and Math - 8 Courses Data Source: PRHS Course Guide and Master Schedule
2.9	Outcomes of Broad Course of Study	2022-2023 Dual Enrollment Completion: -Seniors Completing 1 Semester - 258 in 2022 (Data for 2023 Incorrectly Reported) -Seniors Completing 2 or more Semesters - 48 in 2022 (Data for 2023 Incorrectly Reported) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report Post Secondary Placements: -Percentage of Students Enrolled in College One Year After Graduation --All Institutions - 73% --2 Year - 43% --4 Year - 31% Source: Student Clearinghouse CTE Pathway Completion: 113	2023-2024 Dual Enrollment Completion: -Seniors completing one semester - 33 (5.3%) in 2024, a decrease from 258 (56%) in 2022. -Seniors completing two or more semesters - 118 (19.1%) in 2024, an increase from 48 (10.4%) in 2022 Post Secondary Placements: • Percentage of Students Enrolled in College Immediately After Graduation (PRHS Data Only) --All Institutions - 73% for the Class of 2023 increased from 67% for the Class of 2022 --2 Year - 43% for the Class of 2023 decreased from 44% for the Class of 2022 --4 Year - 31% for the	2024-2025 -Seniors Completing 1 Semester: 6.1% (36 students) ** -Seniors Completing 2+ Semesters: 20.0% (117 students) Post Secondary Placements: Seniors Completing 1+ = 26% Percentage of Students Enrolled in College One Year After Graduation All Institutions: 64% 2 Year: 35% 4 Year: 29% Source: Student Clearinghouse CTE Pathway Completion: 27.2% 259 Completers Agricultural Business 4 Agricultural Mechanics 24	2025-2026 Dual Enrollment: All Students: 42% ELs: 16.23% CTE Enrollment: All Students: 40% ELs: 3%	Dual Enrollment Completion: -Seniors Completing 1 Semester - 60% -Seniors Completing 2 or more Semesters - 20% Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report Post Secondary Placements: -Percentage of Students Enrolled in College One Year After Graduation --All Institutions - 78% Source: Student Clearinghouse

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report Data Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	Class of 2023 increased from 23% for the Class of 2022 Data Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	Animal Science 11 Ornamental Horticulture 15 Design, Visual, and Media Arts 10 Performing Arts 8 Production and Managerial Arts 18 Residential and Commercial Construction 5 Education 51 Software and Systems Development 26 Business Management 23 Patient Care 27 Food Service and Hospitality 9 Systems Diagnostics...28 Grand Total 259 Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report; College/Career Levels and Measures Report and Data		
2.10	Appropriately Credentialed Teachers	2023-2024 District % of teachers appropriately credentialed: 96% District % of teachers intern credentialed: 4% Data Source: HR	2024-2025 District % of teachers appropriately credentialed: 93.14% District % of teachers intern credentialed: 6.86% Data Source: HR		2025-2026 96% District Teachers are appropriately credentialed. 3.15 % District Teachers are on intern, emergency credentials.	District % of teachers appropriately credentialed: 100% Data Source: HR

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Data Source: PRJUSD Human Resources	
2.11	Implementation of the state board adopted academic content and performance standards for all students, including how the programs and services will enable English Learners to access the common core academic content knowledge and English language proficiency.	2023-2024 EL Coordinator/Site Admin will provide feedback in every ELD/newcomer class on a quarterly basis specific to the the implementation of state ELD standards using the ELD Monitoring Tool. Baseline TBD from monitoring tool.	2024-2025 We successfully implemented culturally relevant practices and professional development in both integrated and designated ELD. All educators participated in collaborative planning sessions focused on analyzing EL data to effectively implement EL strategies across all academic areas. Practical strategies for enhancing student discourse among ELs was integrated into classroom practices, fostering a more inclusive learning environment. We established an understanding for ELD translanguaging, enabling students to leverage their linguistic resources effectively in their learning processes.	2025-2026 We successfully implemented culturally relevant practices and professional development in both integrated and designated ELD, as required by the State. All educators participated in collaborative planning sessions focused on analyzing EL data to effectively implement EL strategies across all academic areas. Practical strategies for enhancing student discourse among ELs were integrated into classroom practices, fostering a more inclusive learning environment. We established an understanding for ELD translanguaging, enabling students to leverage their linguistic resources effectively in all learning processes. As part of our 2025-2023 Strategic Plan, we emphasized the	2025-2026 - Midyear We use the walkthrough tool to monitor the following: Implementation of culturally relevant practices and professional development in both integrated and designated ELD, as required by the State. Collaborative planning sessions among teachers focused on analyzing EL data to effectively implement EL strategies across all academic areas. Ongoing coaching in the use of practical strategies that enhance student discourse and foster a more inclusive learning environment. We established an understanding for translanguaging, enabling students to leverage their linguistic resources effectively in all learning processes.	Feedback will reflect fidelity to the instruction of ELD standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				need for Tier I instruction to include comprehensible input, student discourse with sentence frames, and other key scaffolds for English Learners.	In our 2025-2023 Strategic Plan, we emphasize the need for a robust Tier I instruction to include comprehensible input, student discourse with sentence frames, and other key scaffolds for English Learners knowing that these strategies help all students. # of Walkthroughs documented YTD as of 02.12.2026 687	
2.12	High School Graduation Rates	2022-2023 All Students: 87% **English Learners: 67.1% Low-SES: 83.8% Foster: Not Reported **Homeless: 59.6% **SWD: 65.2% Hispanic: 84.1% White: 92.8% LTEL: TBD 2023 Liberty Graduation rate: 74.1% graduated English Learners: 64.5% Hispanic: 74.5% Low-SES: 73.1% LTEL: TBD ** Required Action metric	2023-2024 All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% ** Required Action metric Source: CA Dashboard - Graduation Rate	2024-2025 All Students: 88.4% English Learners: 83.2% Low-SES: 87.1% Foster: 100% Homeless: 80.6% SWD: 70.2% Hispanic: 87.2% White: 90.9% Source: CA Dashboard - Graduation Rate	No Data Available	Overall graduation rate of 90% with each subgroup improving graduation rate 2 percentage points per year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Source: CA Dashboard - Graduation Rate				
2.13	Early Assessment Program (EAP) ELA and Math	2022-2023 ELA Score 4: 18.45% Math Score 4: 8.49% ELA Score 3: 29.70% Math Score 3: 14.90% ELA Score 1 and 2: 51.85% Math Score 1 and 2: 76.60 Percent of grade 11 students scoring "Standard Exceeded" (Level 4) - enroll in GE English and/or mathematics college level courses upon entering the CSU Percent of grade 11 students scoring "Standard Met" (Level 3) - must complete an approved year-long English and/or mathematics course in the twelfth grade with a grade of "C-" or better. (Students then enroll in GE English and/or mathematics college-level courses upon entering the CSU.) Percent of grade 11 students scoring "Standard Nearly Met" (Level 2) or Standard	2023-2024 Math Percent of grade 11 students scoring "Standard Exceeded" (Level 4): 4.97% Percent of grade 11 students scoring "Standard Met" (Level 3): 12.97% ELA Percent of grade 11 students scoring "Standard Exceeded" (Level 4): 16.21% Percent of grade 11 students scoring "Standard Met" (Level 3): 29.28% Data Source: ETS CAASPP Testing Site	2024-2025 Math Percent of grade 11 students scoring "Standard Exceeded" (Level 4): 8.08% Percent of grade 11 students scoring "Standard Met" (Level 3): 18.31% ELA Percent of grade 11 students scoring "Standard Exceeded" (Level 4): 23.36% Percent of grade 11 students scoring "Standard Met" (Level 3): 34.17% Source: CA Dashboard	No Data Available	Percent of students scoring "Standard Exceeded" and "Standard Met" will increase by 2 ppts each year in both math and ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Not Met (Level 1) - placed in supported GE English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, high school coursework or high school grade point average, and college transfer coursework). Data Source: ETS CAASPP Testing Site				
2.14	FAFSA Completion Rate	Class of 2023 FAFSA Submitted PRHS 65% LHS 9% IHS 37% FAFSA Completed PRHS 62% LHS 8% IHS 34% Applied for Cal Grants PRHS 56% LHS 0 IHS 0 Awarded Cal Grants PRHS 43% LHS 0 IHS 0	Class of 2024 FAFSA Submitted PRHS 67.83% LHS 11.03% IHS 48.28%% FAFSA Completed PRHS 65% LHS 9.66% IHS 44.83% Applied for Cal Grants PRHS 61.09% LHS 0 IHS 0 Awarded CALGrants PRHS 44.48% LHS 0 IHS 0	Class of 2025 FAFSA Submitted PRHS 69% LHS 90% IHS 71% FAFSA Completed PRHS 67% LHS 86% IHS 57% Applied for Cal Grants PRHS 68% LHS 86% IHS 57% Awarded CALGrants PRHS 29% LHS 10% IHS 10%	Class of 2026 FAFSA Submitted: 246 FAFSA Awaiting Parents: 224	FAFSA Completion rates PRHS 80% LHS 30% IHS 60%
2.15	Access to Standards Aligned Instructional Materials	All Students have access to standards aligned instructional	All Students have access to standards aligned instructional	All Students have access to standards aligned instructional	All Students have access to standards aligned instructional	All Students have access to standards aligned instructional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		materials in grades TK-12. The board certified Williams Act textbook sufficiency by the eighth week of school. There were no uniform complaints regarding the lack of instructional materials.	materials in grades TK12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.	materials in grades TK12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.	materials in grades TK12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.	materials in grades TK-12. The board approved the Williams Act by the eighth week of school and there were no uniform complaints regarding the lack of instructional materials.
2.16	A-G and CTE Pathway Completion Rates	2022-2023 Overall: 7.8% (45) SED - 4.5% (18) SWD - 1.4% (1) EL - 0% (0) Homeless - 0% (0) Foster - No Data Reported	2023-2024 Overall: 9.2% (58) SED - 6.6% (32) SWD - 1.1% (1) EL - 0% (0) Homeless - 3.7% (3) Foster - No Data Reported	2024-2025 Overall: 27.2% English Learners: 5.9% Low-SES: 23.9% Foster: Not Reported Homeless: 11.8% SWD: 17.0% Hispanic: 18.7% White: 43.7% A-G All Students: 17.3% English Learners: 3.0% Low-SES: 12.5% Foster: Not Reported Homeless: 5.4% SWD: 3.2% Hispanic: 10.6% White: 28.4% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	No Data Available	A-G and CTE Pathway Completion Rates will increase by 3% per year toward the goal of the overall rate of 20% of students who are A-G and CTE pathway completers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.17	Formative Assessments Grades 7-10 Mathematics	No 2022-2023 baseline data for grades 7-10	iReady Math Spring 2024 Grades 7-10 Mid or Above Grade Level: All Students: 8% English Learners: 1% Low-SES: 5% Foster: No Reported Homeless: Not Reported SWD: 1% Early On Grade Level: All Students: 21% English Learners: 1% Low-SES: 18% Foster: No Reported Homeless: Not Reported SWD: 3% One Grade Level Below: All Students: 18% English Learners:3% Low-SES: 17% Foster: Not Reported Homeless: Not Reported SWD: 7% Two or Three Grade Levels Below: All Students: 54% English Learners: 95% Low-SES: 60% Foster: Not Reported Homeless: Nte reported SWD: 89% Total students tested: 1833	iReady Math Spring 2025 Grades 7-10 Mid or Above Grade Level: All Students: 8.3% English Learners: 0.7% Low-SES: 4.9% Foster: 0% Homeless: 0% SWD: 1.4% Early On Grade Level: All Students: 22% English Learners: 1.4% Low-SES: 18.9% Foster: 0% Homeless: 9.8% SWD: 3.2% One Grade Level Below: All Students: 17.6% English Learners: 4.3% Low-SES: 17.8% Foster: 0% Homeless: 10.5% SWD: 7.2% Two or Three Grade Levels Below: All Students: 52.1% English Learners: 93.5% Low-SES: 58.4% Foster: 100% Homeless: 79.7% SWD: 88.2% Total Students Tested: 1765	iReady Math Winter 2026 Grades 7-10 Mid or Above Grade Level: All Students: 5.2% English Learners: 0.4% Low-SES: 2.8% Foster: Not Reported Homeless: Not Reported SWD: 0.9% Early On Grade Level: All Students: 22.3% English Learners: 1.8% Low-SES: 18% Foster: Not Reported Homeless: Not Reported SWD: 2.2% One Grade Level Below: All Students: 20% English Learners: 5.6% Low-SES: 19% Foster: Not Reported Homeless: Not Reported SWD: 7.4% Two or Three Grade Levels Below: All Students: 52.5% English Learners: 92.2% Low-SES: 60.2% Foster: Not Reported Homeless: Not Reported	5 point growth each year from one band to the next.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					SWD: 89.6% Total Students Tested: 1799	
2.18	Formative Assessments Grades 7-10 ELA	No 2022-2023 baseline data for grades 7-10	iReady ELA Spring 2024 Grades 7-10 Mid or Above Grade Level: All Students: 17% English Learners: 1% Low-SES: 11% Foster: No Reported Homeless: Not Reported SWD: 5% Early On Grade Level: All Students: 14% English Learners: 3% Low-SES: 12% Foster: No Reported Homeless: Not Reported SWD: 5% One Grade Level Below: All Students: 18% English Learners: 4% Low-SES: 19% Foster: Not Reported Homeless: Not Reported SWD: 9% Two or Three Grade Levels Below: All Students: 51% English Learners: 92% Low-SES: 58% Foster: Not Reported	iReady ELA Spring 2025 Grades 7-10 Mid or Above Grade Level: All Students: 17.5% English Learners: 1.8% Low-SES: 11.7% Foster: 0% Homeless: 3.6% SWD: 5.4% Early On Grade Level: All Students: 14.8% English Learners: 2.5% Low-SES: 12.6% Foster: 0% Homeless: 6.5% SWD: 6.4% One Grade Level Below: All Students: 18.7% English Learners: 5.4% Low-SES: 19.6% Foster: 0% Homeless: 11.6% SWD: 9.4% Two or Three Grade Levels Below: All Students: 48.9% English Learners: 90.2% Low-SES: 57%	iReady ELA Winter 2026 Grades 7-10 Mid or Above Grade Level: All Students: 16.9% English Learners: 1.7% Low-SES: 12% Foster: Not Reported Homeless: Not Reported SWD: 4.4% Early On Grade Level: All Students: 13.5% English Learners: 3.7% Low-SES: 12.4% Foster: Not Reported Homeless: Not Reported SWD: 3.9% One Grade Level Below: All Students: 18.2% English Learners: 4.4% Low-SES: 18.8% Foster: Not Reported Homeless: Not Reported SWD: 5.7% Two or Three Grade Levels Below: All Students: 51.5%	5 point growth each year in the two upper bands, and 5 point move from 2+ Grades Below to 1 Grade Below.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Homeless: Nte reported SWD: 80% Total Students tested: 1858	Foster: 100% Homeless: 78.3% SWD: 77.8% Total Students Tested: 1782	English Learners: 90.2% Low-SES: 56.8% Foster: Not Reported Homeless: Not Reported SWD: 86% Total Students Tested: 1789	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Secondary Academic and Counseling Support and Mentorship** 3.33 High School Counselors, 1 Middle School Counselors, 0.75 Alternative Education Counselor, Counseling Secretary at PRHS College and Career Assessment Program Data Analysis Ed Tech TOSA (100%)/LCAP specialist (47.5%) FASFA Support - College Coaches In response to the red indicator on the CA School Dashboard for graduation rate at the district level and the College and Career Indicator at PRHS, Independence High School and Liberty for English Learners, homeless, and SWD, PRJUSD added additional counseling support including, but not limited to, an International bilingual counselor using supplemental funds to address the disparity in this area. 2023 Graduation Data shows a discrepancy between the performance of subgroups listed below.	Yes	Partially Implemented	LEWIS FLAMSON ACADEMIC COUNSELING contacts 2025-2026 YTD as of 02.12.2026 Academic Deficiency Support 17 Academic Support 1137 PASO ROBLES HIGH ACADEMIC COUNSELING Academic Counseling contacts 2025-2026 YTD as of 02.12.2026		$1,066,416.82	$968592.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The intent of this goal and action is to increase counseling support in a targeted manner to address these discrepancies through a comprehensive system of support and increased accessibility of counselors to students and families. The lowest performing group/school within this action are English Learners at Liberty Continuation High School where we have used supplemental funds increase counseling as well as Equity Multiplier funds to increase mental health and bilingual family advocate support. 2023-24 Graduation Rate All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% 2024 Graduation Rate - Liberty HS All Students: 79.6% **English Learners: 66.7% Low-SES: 78.8% Foster: No Data Reported Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3% College and Career Indicator: 2024 Data All Students: 21.3% English Learners: 2.3% Low-SES: 15.6% Foster: Not Reported Homeless: 6.1% SWD: 4.4% Hispanic: 15% White: 28.6%			Academic Deficiency Support 301 Academic Support 4621 ALT EDUCATION MENTAL HEALTH COUNSELING 2025-2026 YTD as of 02.12.2026: Alt ED Codes Count 504 Meeting/notes 112 Academic Deficiency Support 262 Academic Support 31 Attendance 12 Call Slip (No show/Declined services) 203 Counselor outreach 13 Crisis Response 4 Group Counseling 28 IEP - notes 17			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Liberty High School CCI: 2024 All Students: 2.3% **English Learners: 0% Low-SES: 2.5% Foster: No Data Reported Homeless: 3.7% **SWD: 0% Hispanic: 2.1% White: 3.0%			Individual Counseling 335 Mandated Reporter 4 No code 1 Off-site Crisis 1 Parent contact 190 Personal/Social/ Health 382 Post high school planning 16 Referral to program/agency OUTSIDE PRJUSD 27 Referral to program/personnel INSIDE PRJUSD 48 Self-Harm/Cutting 1 SST Meeting/notes 2 Suicidal Intervention 10 Tier 1 Classroom Lessons/Presentations 211 Tier 2 classroom			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				lessons/worksh ops 411 Grand Total 2395 _____ _____ FAFSA Completion (including parent portion) as of 02/10/2026: 246 FAFSA IN PROCESS (awaiting parent portion) 224			
2.2	**Advancement for Individual Determination (AVID 7-12)** Advancement via Individual Determination (AVID) is a program intended to improve percentage of students attending college with a particular emphasis on first-generation college goers and disadvantaged youth. This action funds the AVID training for the district, tutors, college trips, and AVID elective offerings at PRHS and LFJH. 7 sections, one per secondary grade with two in eighth grade	Yes	Ongoing Implementation	AVID Cohort Data: 2024-2025 iReady Middle of the Year Math Data 11% Early On/Mid/Above Grade Level 2025-2026 40% Early On/Mid/Above Grade Level		$285,643.47	$186843.78
2.3	**Algebra 1 Math Support** Additional FTE to reduce class size in Algebra at PRHS, math professional development,	Yes	Ongoing Implementation	Math MOY to MOY		$603,840.29	$337344.74

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	math tutors. 2 full-time Math/Science Teachers on Special Assignment to support 7th-12th grade. To address red indicators for the LEA on the CA school dashboard in the area of mathematics for English Learners, foster youth, homeless, and students with disabilities, the high school will provide support from a teacher on special assignment related to best instructional math practices as well as alignment of instruction and assessments in all algebra classes. Additionally, Algebra 1 classes at the high school will have a reduced class size maximum to provide more individualized and focused support to all students and especially our subgroups which demonstrate a disparity on the dashboard. LREBG Action: In response to the large number of students who we have determined to struggle in the comprehensive high school for a variety of reasons, additional staff is needed to support the influx of enrollment at Independence and Liberty High School sites with a large number of students struggling in mathematics. Research: The alternative education options in a continuation high school and independence High School prove to be very effective for many students through the alternative means of course completion and alternative means of attendance in the IHS design. California Dept. of Education Continuation Education webpage provides information about several resources for educational option programs which increase attendance and intervention options. https://www.cde.ca.gov/sp/eo/cd/resources.asp Metric: 1.2, 2.5 and 2.6 specifically for IHS and Liberty High Schools Funding: $139,301 of LREBG funds to be			MOY MATH iReady Winter 2024-2025 Math All Students Mid or Above Grade Level: All Students: 7.5% English Learners: 1.5% Low-SES: 4.3% Foster: 0% Homeless: 0.9% SWD: 2.5% Early On Grade Level: All Students: 16.4% English Learners: 4.2% Low-SES: 13.1% Foster: 5.9% Homeless: 6.4% SWD: 6% One Grade Level Below: All Students: 40.3% English Learners: 42.6% Low-SES: 42.7% Foster: 64.7% Homeless: 40.6% SWD: 27.6% Two or Three Grade Levels Below:			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	spent in funding an additional teacher at Alternative Education site. CAASPP Math Performance Data 2024 7th-11th grade Exceeded All Students: 9.83% English Learners: 0.44% Low-SES: 6.58% Foster: no data Homeless: 4.84% SWD: 1.1% LTEL: 0 Met: All Students: 13.75% English Learners: 0.89% Low-SES: 10.91% Foster: no data Homeless: 8.87% SWD: 0.55% LTEL: 1.12%			All Students: 45.7% English Learners: 51.7% Low-SES: 39.9% Foster: 29.4% Homeless: 52.2% SWD: 69.3% 4544 ********** MOY MATH iReady Winter 2025-2026 Math ALL STUDENTS Mid or Above Grade Level: All Students: 7.5% English Learners: 1.3% Low-SES: 4.8% Foster: Not Reported Homeless: Not Reported SWD: 3% Early On Grade Level: All Students: 16.8% English Learners: 4% Low-SES: 13.8% Foster: Not Reported			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Homeless: Not Reported SWD: 4.4% One Grade Level Below: All Students: 39% English Learners: 40% Low-SES: 39.7% Foster: Not Reported Homeless: Not Reported SWD: 27.3% Two or Three Grade Levels Below: All Students: 36.7% English Learners: 54.5% Low-SES: 41.7% Foster: Not Reported Homeless: Not Reported SWD: 65.3% 4875			
2.4	**Junior High ELA and Math Support** Reduced class size in both 7th and 8th grade math through increased FTE funded through this action. Two math paraeducators at LFJH. To address the red indicator on the dashboard for the LEA in English language arts and	Yes	Ongoing Implementation	Math MOY to MOY LFJH Math 2024-2025 Winter	iReady Completion Rate 2024-2025 91% iReady Completion Rate 2025-2026 97%	$732,588.47	$363487.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	mathematics for English Learners, foster youth, students experiencing homelessness, and Students with disabilities as well as the following subgroups at Flamson, English Learners, Hispanic, low income, and Students with Disabilities an additional 50 minutes of instruction will be provided in ELA and math support classes. In addition, the math teacher on special assignment will provide support related to best instructional math practices as well as alignment of instruction and assessments in all math classes. Additionally, Math 8 classes at the junior high will have a reduced class size maximum to provide more individualized and focused support to all students and especially our subgroups which demonstrate a disparity on the dashboard. LREBG Action: Increased support in mathematics has been a high area of identified need across the district and particularly at the junior high and high school level. Embedded math support through in-class tutoring options funded with LREBG in the amount of $200,000. Research: Research from the National Student Support Accelerator site operated by Stanford University explains the significant impact of high-impact tutoring for students. https://nssa.stanford.edu/research Metric: 2.6 Funding: $200,000 of LREBG funds will be used through 2027-2028 to support high dosage math tutoring/support in the class and outside of the school day.			7% Mid/Above 15% Early 27% One Below 13% Two Below 38% Three+ Below 2025-2026 Winter 7% Mid/Above 17% Early 30% One Below 13% Two Below 33% Three+ Below	Students in the red reduced 5 ppts		
2.5	**College and Career Industry Trips, Awareness, and Education** College and Career Field Trips for Unduplicated Students an Families	Yes	Ongoing Implementation	# of College and Career Trips planned for Oct-May 2025-2026		$1,809,281.19	$242480.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	College and Career Center upgrades to expand educational opportunities and resources for all students. In alignment with the district effort to build college and career awareness K-12, supplemental funds will be used to support the expansion of college and career trips to the elementary level as well as expand the awareness and resources related to college and career readiness through designated locations on campus. Additionally, this action will support the enhancement and improvement of College and Career center locations at secondary sites to maximize the resource accessibility for students in designing a most academic and approachable space for students to explore their options post high-school. Director of DAPA (50%) Career Tech at PRHS (100%) College Trips Career Industry Trips Establishment of Cosmetology			(as of 02.10.2026) 14 Average of 16 non-AVID trips per year: 2023-2024, 2024-2025, 2025-2026			
2.6	**Access to Zero Period and Summer Original Credit Offerings for English Learners, Students Experiencing Homelessness, and Students with Disabilities** In response to the red indicator on the CA School dashboard for the college and career indicator of EL, homeless, and SWD at the district and PRHS, zero period access to credit recovery or classwork will alleviate the issue in the regular school day for some unduplicated students when they are unable to access electives due to mandated ELD or special education support classes. Access to credit recovery or additional courses in zero period alleviates the class schedule during the school	No	Ongoing Implementation	# of Students Enrolled in Summer School 667 EL 75 Homeless 42 SWD 53		$173,757.57	$131609.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	day to create access to electives and enrichment courses, thereby, increasing connectivity and graduation rates. Based upon the district CCI measure and input from educational partners, this continues to be an area of focus for our district to engage all students. 2024 Data College and Career Indicator: All Students: 39.9% **English Learners: 4.9% Low-SES: 31.8% Foster: Not Reported **Homeless: 11.8% **SWD: 8.3% Hispanic: 32.6% White: 50.2% LREBG Action: Funds are allocated to provide zero period and summer access to Career Technical Education and other elective courses which will increase the opportunity for students to meet the CCI, particularly our most impacted populations including those listed above. Research: Research from the US Dept of Education article, "Achieving Dramatic School Improvement: An Exploratory Study" outlines the importance of shared data to identify needs. Our LREBG needs assessment showed us the discrepancy between pathway completer data across subgroups. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ed.gov/sites/ed/files/rschstat/eval/other/dramatic-school-improvement/exploratory-study.pdf Metric: 1.2, 2.5, 2.6 Funding: $173,757 through 2027-2028 will support the staff and materials/supplies to implement the programs listed above.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.7	**Academic Support for Dual-Identified Students with Disability** Two full-time Teachers on Special Assignment to support dual-identified Students with disabilities as well as professional development in the best practices for coteaching. Performance data indicates a discrepancy between students with disabilities and other subgroups in graduation rates as well as student achievement outcomes. Over 60% of our students with disabilities are dual-identified as English Learner or low-income. Therefore, the additional support with IEP development and coaching as well as best practices for instruction will bring great attention to student needs and addressing the barriers to their success. 2023-2024 Data All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% CAASPP Math Performance Data 2023-24 7th-11th grade Exceeded All Students: 9.83% English Learners: 0.44% Low-SES: 6.58% Foster: no data Homeless: 4.84% SWD: 1.1% LTEL: 0 Met:	Yes	Ongoing Implementation	Students with Disabilities Gr 7-11 CAASPP 2024-2025 Students with Disabilities 9.6% Met/Exceed in ELA 3.2% Met/Exceed in Math (up from 2023-2024 which showed 1.65% Met/Exceed in Math) iReady 2025-2026 MOY 8.3% At/Above ELA 3.4% At/Above in Math		$292,536.44	$146171.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	All Students: 13.75% English Learners: 0.89% Low-SES: 10.91% Foster: no data Homeless: 8.87% SWD: 0.55% LTEL: 1.12% Nearly Met: All Students: 24.86% English Learners: 10.67% Low-SES: 24.59% Foster: no data Homeless: 16.13% SWD: 10.44% LTEL: 6.74% Far Below: All Students: 51.57% English Learners: 88% Low-SES: 57.92% Foster: no data Homeless: 70.16% SWD: 87.91% LTEL: 92.14% Source: ETS testing site						
2.8	**Extended Support for Students: Afterschool, Summer School, SAT and AP prep** Extended support Secondary schools afterschool tutoring during the school year, Summer school program for students in grades 1-12, Saturday school support for SAT and AP prep, PSAT for all students) Additionally, to address the red indicator on the dashboard for graduation rate of SWD, PRHS will explore the expansion of offerings with Edgenuity for SWD in grades 9-12, targeting	Yes	Ongoing Implementation	# of Students Enrolled in Summer School 667 EL 75 Homeless 42 SWD 53		$1,127,419.40	$136568.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Grade 9 students who are non-promotes and upperclassmen who have failed more than one class to provide equitable access to this resource for all students. LREBG Action: Summer school is being funded with LREBG funds at approximately $300,000 a year for the next three years in this action. Edgenuity is a research-based credit recovery program utilized in the summer session for students who need to retake a course to stay on track for graduation. RESEARCH: The following article from Harvard Graduate School of Education provides reference to the research around summer programs and the impact it can have on student achievement. https://www.gse.harvard.edu/ideas/usable-knowledge/23/06/summer-programs-can-help-kids-catch-after-covid Metric: 1.2, 2.5, 2.6 Funding: $905,999 will be funded through LREBG funds to support the implementation of summer school for all grades 1-12 through the 2027-2028 school year. Additionally, all students will be provided access to the PSAT assessment over the next three years and, lastly, high impact tutoring will be funded to implement through the aforementioned summer school programs.						
2.9	**Intervention Support at PRHS through credit recovery** To address the red indicator on the dashboard for graduation rate of SWD, PRHS will Implement opportunities for SWD in grades 9-12, targeting Grade 9 students who are non-promotes and upperclassmen who have failed more than one class to access credit recovery	No	Ongoing Implementation	# of Students Enrolled in Edgenuity for credit recovery in 2025 89 PRHS students		$420,948.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	options. . LREBG Action: 5 sections of credit recovery option included in the master schedule using LREBG funds to address the graduation rate and CCI by embedding opportunities at the comprehensive high school to keep students on track for graduation. These funds include a total of 5 sections in the master schedule each year for three years. Research: Logic models and LEA studies per the Edgenuity webpage (https://www.imaginelearning.com/research-and-evaluation/) provide research around the impact on online credit recovery programs. We know that our English Learners, Long-Term English Learners, and SWD have higher fail rates than other subgroups and hope to interrupt this trend by embedding intervention options into the school day. Metric: 2.1, 2.5, 2.6 Funding: $420,948 to be spent through 2027-2028			enrolled in Edgenuity Credit Recovery 10/89, or 11% are English Learners 42/89, or 47% are Reclassified English Language Proficient (RFEP) 12/89, or 13.48% Students with Disabilities			
2.10	**Mentorship for Homeless-identified Students** In response to the red indicator on the dashboard, Flamson Middle School (soon to be renamed Lewis Flamson Junior High) will use district and/or Community based educational partners to support weekly mentorship and check ins to support increased attendance for students in the homeless subgroup	No	Partially Implemented	No Data Available		$200.00	$0
2.11	**Technology/Software Devices**	Yes	Ongoing Implementation	1:1 devices-students	Tech inventory	$650,000.00	$6727.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Technology for students in grades K-12 providing access to the materials and supplies needed for supplemental instruction, intervention and development of 21st century skills. Devices and support are prioritized for low-income, foster youth, and English Learners based on need, but provided LEA-wide to reduce stigma and increase equitable access across all school sites. This universal approach also allows teachers and staff to implement consistent tools and instructional strategies, which is especially important for continuity of services for these students.			currently in play K-12. Moving to diminish and have .5 to 1 in K-2 in answer to the community call for less tech in the younger grades and to diminish the cost of purchasing and maintaining tech devices. Each device costs more this year to purchase and/or maintain than last year.			

Goal 3

Goal Description
Every English Learner will Make Progress toward Reclassification Each Year.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	English Language Proficiency Assessments for California (ELPAC) on the English Language Performance Index (ELPI)	2022-2023 48.1% ELs who progressed at least one ELPI level 2.7% ELs who maintained ELPI level 4 30.9% ELs who maintained ELPI levels 1,2L, 3L, 3H 18.3% ELs who decreased one level on ELPI Data Source: CA School Dashboard	2023-2024 41.4% ELs who progressed at least one ELPI level 0.9% ELs who maintained ELPI level 4 36.9% ELs who maintained ELPI levels 1,2L, 3L, 3H 20.8% ELs who decreased one level on ELPI Data Source: CA School Dashboard	2024-2025 43.1% ELs who progressed at least one ELPI level 1.4% ELs who maintained ELPI level 4 40.5% ELs who maintained ELPI levels 1-3 14.9% ELs who decreased one level Data Source: CA School Dashboard	No Data Available	60% of EL students will progress at least one level or maintain a level 4
3.2	Rate of English Learner students making progress toward English proficiency	2022-2023 50.9% making progress toward English language proficiency Data Source: CA School Dashboard	2023-2024 42.2% making progress toward English language proficiency Data Source: CA School Dashboard	2024-2025 44.5% making progress toward English language proficiency Data Source: CA School Dashboard	No Data Available	60% of students will make progress toward English language proficiency
3.3	EL Reclassification Rate	2023-2024 Reclassification Rate: 12.3% Number of students reclassified: 86	2024-2025 Reclassification Rate: 3.35% Number of students reclassified: 45		2025-2026 Reclassification Rate as of 01/27/2026: 3.39%	Increase the percentage of English Learner students reclassified each year by 3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Number of students who scored a 4 on the 2023 Summative ELPAC: 208 41% of students who scored a 4 on the Summative LCAP were reclassified Number of students reclassified: 102 Elementary: 50 Junior High: 26 High School: 26 Data Source: Aeries and Summative ELPAC test results	Elementary: 21 Junior High: 10 High School: 14 Source: Aeries		Number of students reclassified as of 01/27/2026: 45 Elementary: 28 Junior High: 4 High School: 13 Source: AeriesAnticipated rate for 2025-2026: 9% In addition to the 45 reclassified so far during 2025-2026, 46 additional students earned a 4 on the most recent Summative ELPAC and qualify for at least two of the four criteria. Moreover, when we receive the results of the 2025-2026 Summative ELPAC in May, we should be poised to reclassify another 30+ students, potentially empowering a total of 120 students to reclassify during the 2025-2026 school year. Revised criteria to be in alignment with the State and to be more equitable. For example, for Criterion #3 (of the four state required criteria) we are now using the state-recommended	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					OPTEL. The OPTEL is a standardized rubric that necessitates garnering feedback from more than just the ELA teacher. For Criterion #4, student achievement, we are using Lexile Level rather than limiting achievement to the CAASPP or iReady, which are all-encompassing, in many ways redundant with the ELPAC, and for students with testing fatigue, these tests can measure more than achievement, e.g., technological prowess and/or perseverance. During the midyear review, the district noted a difference between local RFEP counts reported in Aeries and those reflected in CALPADS. The district has continued to use Aeries for LCAP reporting to maintain consistency across this three-year LCAP cycle, while reviewing CALPADS as a validation check; differences are attributable to certification timing and snapshot dates rather	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					than changes in outcomes.	
3.5	Long-term English Language Learners (7+ years in ELD) by Grade-span	2023-2024 Total LTELs: 266 Elementary: 0 Middle: 143 High School: 123 Data Source: Aeries	2024-2025 Total LTELs: 131 Elementary:: 0 Junior High: 101 High School: 130 Data Source: Aeries		2025-2026 Midyear Total LTELs: 226 Elementary: 0 Junior High: 78 (9 at GBDI) High School: 148 Gr 7: 30 Gr 8: 48 Gr 9: 61 Gr 10: 32 Gr 11: 29 Gr 12: 26 Data Source: Aeries 2022-2023-2023-2024: 8.87% Decrease 2023-2024-2024-2025: 5.62% Decrease	Reduce the number of long-term English Learners by 10% each year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**English Language Development Teachers** To address the district level reds on the CA School Dashboard, 6.5 full-time ELD teachers proportionally allocated to elementary sites based upon EL enrollment numbers and FTEs for Middle school and high school ELD classes within master schedule dependent upon enrollment numbers, newcomer classes and support based upon enrollment numbers of newcomer students.	Yes	Ongoing Implementation	3 FTEs at the high schools 1.8 FTEs at the junior high school 6.7 FTEs at the elementary schools		$1,439,132.98	$1556581.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Additional FTEs teaching one or two periods of ELD per semester, depending on enrollment			
3.2	**Professional Development for Teachers to Address English Learners and Long-Term English Language Learners** Sub release time for designated ELD, integrated ELD and the unique needs of Long-term English Language Learners in the classroom and school environment.	Yes	Planned	Title III funded professional development trainings to inform LCAP substitute pay		$30,000.00	$0.00
3.3	**English Language Development Coordination** EL Coordinator and support: EL Coordinator 80% (105,000) + cell phone + mileage EL Secretary 0% (26,000) + mileage	Yes	Partially Implemented	K-8 English Learner Achievement Data iReady Winter to Winter 2024-2025 29% one grade level below 9% at/above grade level 2025-2026 31% one grade level below 7% at/above grade level		$190,087.86	$139090.10
3.4	**Newcomer support curriculum**	Yes	Not Implementing	Not applicable		$10,000.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Supplemental Materials for Newcomer and ELD including parent resources and bilingual books						
3.5	**Bilingual Support in Class** Eight Bilingual Paraeducators at PRHS (2), Lewis Flamson Junior High (2) Kermit King (1), Pat Butler (1), Virginia Peterson (1) and Glen Speck (1). Interpreter devices to support instruction and parent engagement To address the red indicator for ELPI at Pat Butler Elementary School and Virginia Peterson Elementary School, part time classified staff to provide targeted ELD and newcomer instructional support during the school day.	Yes	Ongoing Implementation	K-8 English Learner Achievement Data iReady Winter to Winter 2024-2025 29% one grade level below 9% at/above grade level 2025-2026 31% one grade level below 7% at/above grade level		$444,246.47	$333677.70
3.6	**Parent Engagement Programs** Parent Institute for Quality Education (PIQE) and additional parent education opportunities	Yes	Ongoing Implementation	40 parents attending at Glen Speck. 40 at the high school starting in February		$40,000.00	$23100.00
3.7	**ELPAC Testing** ELPAC Testing - Certificated and Classified Staff Time	Yes	Ongoing Implementation	Initial ELPAC administration to all newcomers. 167 Initial ELPACs		$51,024.00	$7599.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				administered as of 02.19.2026			
3.8	**English Language Development Supplemental Materials for English Learners and Long Term English Learners students** English Language Development Supplemental Materials for English Learners and Long Term English Learners students. To address the needs of LTEL and English Learner EL students, we will purchase supplemental ELD curriculum and materials. This curriculum is designed to enhance our existing ELD program, providing targeted support that addresses the specific challenges faced by LTELs and EL students. By incorporating this supplemental curriculum, we aim to improve language proficiency by providing additional resources and structured activities to accelerate language acquisition and proficiency. The curriculum includes built-in assessments to monitor student progress, allowing educators to adjust instruction and interventions to better support student growth. The curriculum will offer personalized learning, with differentiated instruction tailored to meet the diverse needs of LTELs and EL students, ensuring that each student receives the appropriate level of support and challenge. By integrating this supplemental ELD curriculum, we are committed to providing a comprehensive and effective approach to language development, ensuring all our LTELs and EL students have the opportunity to succeed academically and achieve their full potential.	No	Not Implementing	K-8 EL Achievement Data iReady Winter to Winter 2024-2025 29% one grade level below 9% at/above grade level 2025-2026 31% one grade level below 7% at/above grade level		$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.9	**Bilingual teachers compensation to promote student connection and parent engagement** Certificated stipends for parent engagement and student connection - bilingual teachers	Yes	Partially Implemented	3 stipends paid YTD as of January, 2026		$25,512.00	$0.00

Goal 4

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Local Assessments for ELA K-6	iReady ELA Spring 2024 Results Grades K-5 (Grade 6 added next school year) Mid or Above Grade Level: All Students: 27% English Learners: 6% Low-SES: 12% Foster: Homeless: Early On Grade Level: All Students: 22% English Learners: 13% Low-SES: 23% Foster: Homeless: One Grade Level Below: All Students: 31% English Learners: 36% Low-SES: 31% Foster: Homeless: Two or Three Grade Levels Below: All Students: 24% English Learners: 45% Low-SES: 34% Foster: Homeless:	iReady ELA Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 28% English Learners: 6% Low-SES: 21% Foster: Sample Size too small Homeless: 24% SWD: 10% Early On Grade Level: All Students: 21% English Learners: 14% Low-SES: 20% Foster: Sample Size too small Homeless: 35% SWD: 12% One Grade Level Below: All Students: 30% English Learners: 37% Low-SES: 33% Foster: Sample Size too small Homeless: 14% SWD:26 % Two or Three Grade Levels Below: All Students: 22%	No Data Available	iReady ELA Winter 2026 Results Grades K-6 Mid or Above Grade Level: All Students: 18% English Learners: 1.4% Low-SES: 13% Foster: No data Homeless: No data SWD: 6.6% Early On Grade Level: All Students: 18% English Learners: 6.2% Low-SES: 16.2% Foster: No data Homeless: No data SWD:12.2% One Grade Level Below: All Students: 35% English Learners: 35.7% Low-SES: 37.9% Foster: No data Foster: No data SWD: 28.1% Two or Three Grade Levels Below: All Students: 30%	Increase by 5 percentage points each year students who are early on grade-level or above grade level toward the target of 55%. Decrease by 5 percentage points each year the students who are one year or more below grade level to a target of no more than 45% of students below grade level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Data Source: iReady reports	English Learners: 43% Low-SES: 26% Foster: Sample Size too small Homeless: 27% SWD: 52% Data Source: iReady reports		English Learners: 56.7% Low-SES: 32.9% Foster: No data Homeless: ____% SWD: 53.1 Total Students Tested: 2446 Source: iReady	
4.2	Local Assessments for Math K-6	iReady Math Spring 2024 Results Grades K-6 Mid or Above Grade Level: All Students: 15% English Learners: 4% Low-SES: 7% Foster: Homeless: Early On Grade Level: All Students: 18% English Learners: 11% Low-SES: 14% Foster: Homeless: One Grade Level Below: All Students: 47% English Learners: 55% Low-SES: 48% Foster: Homeless: Two or Three Grade Levels Below: All Students: 19% English Learners: 30% Low-SES: 30% Foster: Homeless:	iReady Math Spring 2025 Results Grades K-6 Mid or Above Grade Level: All Students: 20% English Learners: 7% Low-SES: 15% Foster: Sample Size too small Homeless: 23% SWD: 8% Early On Grade Level: All Students: 21% English Learners: 15% Low-SES: 19% Foster: Sample Size too small Homeless: 51% SWD: 10% One Grade Level Below: All Students: 43% English Learners: 52% Low-SES: 47% Foster: Sample Size too small Homeless: 15% SWD: 41%	No Data Available	iReady Math Winter 2026 Results Grades K-6 Mid or Above Grade Level: All Students: 9% English Learners: 1.5% Low-SES: 6.1% Foster: No data Homeless: No data SWD: 4.9% Early On Grade Level: All Students: 14% English Learners: 4.9% Low-SES: 12.4% Foster: No data Homeless: No data SWD: 6.2% One Grade Level Below: All Students: 53% English Learners: 54.7% Low-SES: 55.5% Foster: No data Homeless: No data SWD: 43.7%	Increase by 5 percentage points each year students who are early on grade-level, mid, or above grade level toward the target of 45%. Decrease by 5 percentage points each year the students who are one year or more below grade level to a target of no more than 55% of students below grade level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Data Source: iReady Data Reports	Two or Three Grade Levels Below: All Students: 15% English Learners: 27% Low-SES: 18% Foster: Sample Size too small Homeless: 11% SWD: 41%		Two or Three Grade Levels Below: All Students: 23% English Learners: 37.9% Low-SES: 26% Foster: No data Homeless: No data SWD: 45.2% Total Students Tested: 2770 Source: iReady ********** iReady Math Winter 2025-2026 Grade 3 Mid or Above Grade Level: All Students: 4.2% English Learners: 0.8% Low-SES: 2.4% Foster: Sample Size too small Homeless: Sample Size too small SWD: 0% Early On Grade Level: All Students: 10% English Learners: 5% Low-SES: 8.4% Foster: Sample Size too small Homeless: Sample Size too small SWD: 3.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					One Grade Level Below: All Students: 56% English Learners: 43% Low-SES: 53.9% Foster: Sample Size too small Homeless: Sample Size too small SWD: 35.2% Two or Three Grade Levels Below: All Students: 30.3% English Learners: 41.2% Low-SES: 35.6% Foster: Sample Size too small Homeless: Sample Size too small SWD: 61.5% Source: iReady	
4.3	State Assessment for ELA 3rd-6th	CAASPP ELA Performance Spring 2023 Exceeded: All Students: 16.93% English Learners: 0.51% Low-SES: 10.27% Foster: 9.09% (All foster not just 3-6) Homeless: 5.4% Met: All Students: 22.43% English Learners: 7.59% Low-SES: 20.45%	CAASPP ELA Performance Spring 2024 Exceeded: All Students: 17.47% English Learners: 0.8% Low-SES: 11.67% Foster: NA Homeless: 7.65% SWD: 4.13% LTEL: 0 Hispanic: 11.1% Met: All Students: 24.43%	CAASPP ELA Performance Spring 2025 CAASPP ELA Performance Data 2024-2025 Grades 3-6 Exceeded: All Students: 16.3% English Learners (12mo+): 0.6% Low-SES: 10.4% Foster: No data Homeless: 4.75% SWD: 4.3% LTEL (7+ years): 0%	No Data Available	Increase each student group by 5 percentage points each year toward a target of 55% students who met or exceeded standards Decrease each student group by 5 percentage points each year toward a target of 45% of students who have Nearly Met or are Far Below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Foster: 18.18% (All foster not just 3-6) Homeless: 17.12% Nearly Met: All Students:24.06% English Learners:21.26% Low-SES: 25.35% Foster: 9.09% (All foster not just 3-6) Homeless: 17.12% Far Below: All Students:36.58% English Learners: 70.63% Low-SES: 43.94% Foster: 63.64% (All foster not just 3-6) Homeless: 60.36% Source: Data Quest	English Learners: 11.17% Low-SES: 22.24% Foster: NA Homeless: 15.93% SWD: 7.34% LTEL: 7.89% Hispanic: 21.11% Nearly Met: All Students: 21.7% English Learners: 17.29% Low-SES: 23.25% Foster: NA Homeless: 17.83% SWD: 11.47% LTEL: 13.16% Hispanic: 22.89% Far Below: All Students: 35.61% English Learners: 70.74% Low-SES: 42.85% Foster: NA Homeless: 58.60% SWD: 77.06% LTEL: 78.95% Hispanic: 44.90% Source: Data Quest	HISP: 9.2% Met: All Students: 24.6% English Learners (12mo+): 6.8% Low-SES: 25.5% Foster: No data Homeless: 18.8% SWD: 7.1% LTEL (7+ years): 16.3% HISP: 22.3% Nearly Met: All Students: 24.1% English Learners (12mo+): 16.3% Low-SES: 25.3% Foster: No data Homeless: 16.6% SWD: 17.6% LTEL (7+ years): 22.4% HISP: 26% Far Below: All Students: 35% English Learners (12mo+): 76.3% Low-SES: 38.8% Foster: No data Homeless: 59.9% SWD: 71% LTEL (7+ years): 61.2% HISP: 42.5% Source: CA Dashboard		
4.4	State Assessment for Math 3rd-6th	Spring 2023 Exceeded: All Students: 13.37%	Spring 2024 Exceeded:	Spring 2025 Exceeded:	No Data Available	Increase each student group by 5 percentage points each year toward a target of 45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		English Learners: 0.25% Low-SES: 7.56% Foster: 0% (All foster not just 3-6) Homeless: 3.45% Met: All Students: 19.88% English Learners: 4.72% Low-SES: 17.51% Foster: 27.27% (All foster not just 3-6) Homeless: 12.07% Nearly Met: All Students: 29.76% English Learners:25.56% Low-SES: 32.26% Foster: 18.18% (All foster not just 3-6) Homeless: 26.73% Far Below: All Students: 36.99% English Learners: 69.48% Low-SES: 42.68% Foster: 54.55% (All foster not just 3-6) Homeless: 57.76% Data Source: Data Quest	All Students: 14.32% English Learners: 1.43% Low-SES: 8.97% Foster: NA Homeless: 4.47% SWD: 3.65% LTEL: 2.63% Hispanic: 8.02% Met: All Students: 18.77% English Learners: 5.97% Low-SES: 16.34% Foster: NA Homeless: 14.53% SWD: 5.02% LTEL: 0% Hispanic: 15.76% Nearly Met: All Students: 29.18% English Learners: 26.49% Low-SES: 29.93% Foster: NA Homeless: 28.49% SWD: 16.44% LTEL: 15.79% Hispanic: 29.13% Far Below: All Students: 37.73% English Learners: 66.11% Low-SES: 44.76% Foster: NA Homeless: 52.51% SWD: 74.88% LTEL: 81.58% Hispanic: 47.09% Source: Data Quest	All Students: 14% English Learners (12mo+): 0.8% Low-SES: 9.4% Foster: No data Homeless: 6.1% SWD: 3.3% LTEL (7+ years): 0% HISP: 7.8% Met: All Students: 18.2% English Learners (12mo+): 6.4% Low-SES: 15.5% Foster: No data Homeless: 12.2% SWD: 7.1% LTEL (7+ years): 2% HISP: 15.5% Nearly Met: All Students: 28.6% English Learners (12mo+): 26.4% Low-SES: 29.1% Foster: No data Homeless: 24.2% SWD: 15.7% LTEL (7+ years): 20.4% HISP: 28.5% Far Below: All Students: 39.2% English Learners (12mo+): 66.4% Low-SES: 46% Foster: No data Homeless: 57.5% SWD: 73.8% LTEL (7+ years): 77.6% HISP: 48.2%		students who met or exceeded standards Decrease each student group by 5 percentage points each year toward a target of 55% of students who have Nearly Met or are Far Below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				Source: CA Dashboard		
4.5	State Assessment for Science	2022-2023 Science Exceeded: All Students:11.27% English Learners:0 Low-SES: 4.14% Foster: Too Few to report Homeless: 0 SWD: 1.52% Met: All Students: 21.6% English Learners: 2.94% Low-SES: 19.55% Foster: Too Few to report Homeless:9.68% SWD: 7.58% Nearly Met: All Students: 52.58% English Learners:56.86% Low-SES: 59.02% Foster: Too Few to report Homeless:61.29% SWD: 48.48% Far Below: All Students:14.55% English Learners:40.20% Low-SES: 17.29% Foster: Too Few to report Homeless:29.03% SWD: 42.42%	2023-2024 Science Exceeded: All Students: 9.89% English Learners:0 Low-SES: 4.68% Foster: Too Few to report Homeless: 0 SWD: 0% LTEL: NA Hispanic: 2.94% Met: All Students: 19.33% English Learners: 2.65% Low-SES: 16.39% Foster: Too Few to report Homeless: 12.5% SWD: 7.69% LTEL: NA Hispanic: 14.34% Nearly Met: All Students: 51.24% English Learners: 58.41% Low-SES: 56.86% Foster: Too Few to report Homeless: 57.14% SWD: 40% LTEL: NA Hispanic: 56.62 Far Below: All Students:19.55% English Learners: 38.94%	2024-2025 Science CAASPP Science Performance Data 2024-2025 Grades 3-6 (5th only) Exceeded: All Students: 13.9% English Learners (12mo+): 0% Low-SES: 7.9% Foster: No data Homeless: 6.3% SWD: 2.4% LTEL (7+ years): 0% HISP: 7.3% Met: All Students: 24% English Learners (12mo+): 2.7% Low-SES: 18.6% Foster: No data Homeless: 0% SWD: 9.8% LTEL (7+ years): 2.9% HISP: 18.8% Nearly Met: All Students: 47.2% English Learners (12mo+): 51.4% Low-SES: 53.8% Foster: No data Homeless: 60.4% SWD: 39% LTEL (7+ years): 44.1% HISP: 53.9%	No Data Available	Increase by 5 percentage points each students group each year to meet the target of 40% met or exceeded standards in CAST

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Data Source: Data Quest	Low-SES: 22.07% Foster: Too Few to report Homeless: 30.36% SWD: 52.31% LTEL: NA Hispanic: 26.1%	Far Below: All Students: 14.9% English Learners (12mo+): 45.9% Low-SES: 19.7% Foster: No data Homeless: 33.3% SWD: 48.8% LTEL (7+ years): 52.9% HISP: 20% Source: CA Dashboard		
4.6	3rd Grade Literacy	iReady ELA Spring 2024 Grade 3 All Students: 26% English Learners: 6% Low-SES: 12% Foster: Homeless: SWD: 10% Early On Grade Level: All Students: 30% English Learners:12% Low-SES: 34% Foster: Homeless: SWD: 17% One Grade Level Below: All Students: 32% English Learners: 26% Low-SES: 25% Foster: Homeless: SWD: 15%	iReady ELA Spring 2025 Grade 3 Mid or Above Grade Level: All Students: 25% English Learners: 3% Low-SES: 20% Foster: Sample Size too small Homeless: 30% SWD: 4% Early On Grade Level: All Students: 28% English Learners:20% Low-SES: 26% Foster: Sample Size too small Homeless: 15% SWD: 20% One Grade Level Below: All Students: 21% English Learners: 27%	No Data Available	iReady ELA Winter 2026 Grade 3 Mid or Above Grade Level: All Students: 18.9% English Learners: 0.8% Low-SES: 12.5% Foster: 0% Homeless: 3.1% SWD: 9.3% Early On Grade Level: All Students: 23.3% English Learners: 9.8% Low-SES: 23.2% Foster: 33.3% Homeless: 20.3% SWD: 11.1% One Grade Level Below: All Students: 20.7% English Learners: 26.8%	Increase by 3 percentage points each year students attaining The Early On Grade Level and Mid or Above Grade Level categories for all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Two or Three Grade Levels Below: All Students: 23% English Learners: 56% Low-SES: 30% Foster: Homeless: SWD: 58% Source: iReady	Low-SES: 23% Foster: Sample Size too small Homeless: 20% SWD: 5% Two or Three Grade Levels Below: All Students: 27% English Learners: 51% Low-SES: 31% Foster: Sample Size too small Homeless: 35% SWD: 72% Source: iReady		Low-SES: 21.2% Foster: 33.3% Homeless: 21.9% SWD: 13% Two or Three Grade Levels Below: All Students: 43.2% English Learners: 62.6% Low-SES: 43.1% Foster: 33.3% Homeless: 54.7% SWD: 66.6% Source: iReady	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Reading Intervention teachers and reading and math paraeducators TK-6th grade** 8 Reading Intervention FTEs 1 FTE at KK 1 FTE at PB 1 FTE at VP 1.25 FTE at WP 1.75 FTE at GS 2 FTE at GBDI Paraeducators TK, K, at all school sites Additional 1st grade paraeducators in every class at W.Pifer, and G.Speck Additional 2nd grade paraeducator per site at W.Pifer and G.Speck To address the red indicator for LEA in ELA for English Learners, foster youth and homeless	Yes	Ongoing Implementation	8 Reading Intervention FTEs 1 FTE at KK 1 FTE at PB 1 FTE at VP 1.25 FTE at WP 1.75 FTE at GS 2 FTE at GBDI Reading interventionists tier students: Tier 1: 35th percentile+ Tier 2: 21-34th percentile		$2,365,905.00	$1,884,779.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	identified students, PRJUSD will provide focused reading intervention teachers. Reading intervention teachers will participate in MTSS review process around data to ensure these subgroups are highlighted and students in these subgroups are individually reviewed and supported.			Tier 3: 0-20th percentile On iReady diagnostic Tier 3 instruction involves a minimum of 30 minutes 4x week of pull-out small-group instruction Tier 2 instruction involves small group and 1:1 in class with classroom teacher Tier 1 involves whole-group Universal Design for Learning and small group instruction in class with the classroom teacher Tier 3 students MOY to MOY: Students with Disabilities 2024-2025 iReady Winter 20% one below grade level			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				3% at/above grade level Students with Disabilities 2025-2026 iReady Winter 20% one below grade level 6% at/above grade level iReady Reading K-8 Total Tier 3 K-8: 40.81% Tier 3 in 2025 34.41% Tier 3 in 2026 Source: iReady Trend Analysis in Parsec			
4.2	**Extended learning opportunities outside school day** Extended learning opportunities including, but not limited to afterschool and summer extension of library hours at each site and elementary tutoring	Yes	Ongoing Implementation	Increased the hours for the six elementary library techs from 6 hours to 8 hours so they could provide support before and after school. Also implemented summer reading incentive programs		$148,906.32	$136,800.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Library circulation data: Tracy at GB or at Pifer... iReady Reading K-8 Total Tier 2 K-8: 33.71% Tier 2 in 2025 30.76% Tier 2 in 2026 Source: iReady Trend Analysis in Parsec			
4.3	**Additional Academic Support - Strategic Support curriculum** Strategic Support Curriculum and Assessment for math and reading District Assessment Support position to assist with disaggregation of data and intervention support for English Learners, low-income and foster youth. Data and Assessment Administrator provides support to the Director of Data, Assessment and Plan Alignment and throughout Educational Services, supporting with assessment administration and data collection and disaggregation. This data is used for myriad purposes. Shown here is an example of how administration of assessments with increasing fidelity benefits students.	Yes	Ongoing Implementation	iReady completion data: LFJH moved from 91 to 97% completion rate. Overall administration of the Middle of the Year (MOY) iReady diagnostic increased year to year by 11% in math and 13% in reading, widening the swath of students we are able to support		$654,061.53	$609,447.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	**Early literacy support and library techs** Six library techs' base six-hour pay before adding the two extra hours. Research tells us that many of our underserved students lack literacy resources in the home. These staff members will support increasing access to literacy resources beyond the regular school day. Early Literacy and School Readiness Coordinator to support with the design and planning of early literacy programs in partnership with school sites and parents.	Yes	Partially Implemented	No Data Available		$675,410.12	$411,414.74
4.6	**Instructional Coaches to support best instructional practices for English Learners, low-income and foster youth** Three instructional coaches will focus on best instructional practices for student learning with a focus on English Learners, low SES, and foster youth. Additionally, a full-time TIP mentor for new teachers will support new hires with best instructional practices and differentiation strategies to meet the needs of all students through best instructional teaching practices.	Yes	Partially Implemented	2 Elementary 1 Middle (vacant) 1 High School TIP Mentorship position reduced (fewer new teachers) and a fourth coaching position added; however this position remains unfilled		$545,680.69	$388,158.50
4.7	**Professional Development to address the best practices in meeting needs of unduplicated students in the classroom** Professional Development to address the best practices in meeting needs of unduplicated students in the classroom specific to the range	Yes	Ongoing Implementation	No Data Available		$1,049,091.62	$786,637.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	of students in grades TK-6 as it aligns to early literacy and mathematics. 50% of Director of Curriculum and Instruction position is funded through this action as the role supports site leaders and teachers with the training and implementation of differentiated instruction to improve outcomes for our English Learners, low-income and foster youth. Professional Development as it relates to most effective practices for best instruction of unduplicated students and professional learning communities. Additional professional development in the LETRS foundations of literacy program for all teachers new to the district as well as compensation for the completion of this program. LREBG Action: Partnership with West Ed to provide tailored professional development at every school site with teacher leaders and administration to support the effective implementation of professional learning communities (PLCS) across the district. RESEARCH: Collective Teacher Efficacy has the highest effect size on student achievement according to the research of John Hattie. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ Additionally, staff input has indicated a need for additional support in the area of training for professional learning communities. Metric: 2.5, 2.6, 4.3, and 4.4 Funding: $700,000 will be spent in 2025-2026 from LREBG funds to support the implementation of West Ed across the district.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.9	**Education Technology to Support Instruction for English Learners, Low-income and foster youth** Education Technology to Support Instruction for English Learner, low-income and foster youth to enhance instruction, access, and embedded supports for unique learning needs. This is an LEA-wide goal that is written broadly to address the unique needs of our English Learner, low-income and foster youth students in and outside of the classroom but on our school campuses. Through both communication and engaging instruction, students feel welcomed in their school environment, therefore, this action is important to the broad spectrum of resources in designing a supportive school environment for our students.	Yes	Partially Implemented	High school tech enhancements. Intended to be Ben Qs which the high school teachers ended up not preferring. 3.5K for pilot of options Goal is to create flexible learning environments that create the conditions for student discourse and engagement		$350,000.00	$3,500.00
4.10	**Pat Butler classified intervention staff** To address the red indicators on the dashboard for English Learner and Students with Disabilities in the area of English Language Arts, classified staff to identify, screen, determine the appropriate intervention for, provide pull-out targeted intervention support to, and track the process for and progress of students identified as intervention candidates.	No	Not Implementing	Was implemented during 2024-2025 as required per ATSI program improvement.		$40,000.00	$0.0
4.11	**MTSS Data Retreats - Virginia Peterson** MTSS Data Retreats- Release days for teachers including intervention teachers and Special Education teachers for grade level assessment data analysis and planning Federal funds to release teachers for data	No	Ongoing Implementation	Peterson Midyear Data: 2024-2025 Middle of the Year (MOY)		$14,041.50	$0.0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	review and progress monitoring in ELA with specific progress monitoring in English Language Arts with a focus on students with disabilities.			proficiency in ELA: 39% Grade K 39% 2025-2026 Middle of the Year (MOY) proficiency in ELA: 38% Grade K 65% 2024-2025 Middle of the Year (MOY) proficiency in math: 26% Grade K 29% 2025-2026 Middle of the Year (MOY) proficiency in math: 27% Grade K 50% Source: iReady			

Goal 5

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Graduation Rate	2023 All Students: 74.1% **English Learners: 64.5% Low-SES: 73.1% Foster: No Data Reported Homeless: 66.7% SWD: 62.5% Hispanic: 74.5% White: 76.9% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	2024 All Students: 79.6% **English Learners: 66.7% Low-SES: 78.8% Foster: No Data Reported Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	2025 All Students: 80.1% English Learners: 83.9% Low-SES: 81.1% Foster: No data Homeless: 81.8% SWD: 69.6% Hispanic: 83.2% White: 69% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	No Data Available	Increase each group each year by 2.5 ppts 2026 Data - Liberty HS All Students: 81.6%% **English Learners: 72% Low-SES: 80.6%% Foster: No Data Reported Homeless: 74.2% SWD: 70% Hispanic: 82% White: 84.4%
5.2	College and Career Indicator	2023 All Students: 5.32% **English Learners: 3.3% Low-SES: 6% Foster: No Data Reported Homeless: 3.7% **SWD: 6.7% Hispanic: 5.8% White: 4% ** Required Action Data Point Source: CA Dashboard - CCI	2024 All Students: 2.3% **English Learners: 0% Low-SES: 2.5% Foster: No Data Reported Homeless: 3.7% **SWD: 0% Hispanic: 2.1% White: 3.0% ** Required Action Data Point Source: CA Dashboard - CCI	2025 All Students: 11.8% Low-SES: 11% Foster: No data Homeless: No data Hispanic: 10.9% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	No Data Available	Increase each group each year by 5 ppts 2026 CCI Data - Liberty HS All Students: 20.32% **English Learners: 18.3% Low-SES: 21% Foster: No Data Reported Homeless: 18.7% **SWD: 21.7% Hispanic: 20.8% White: 19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.3	CTE Pathway Completion Rate	2023 All Students: 2.2% (3) English Learners: 0 Low-SES: 1.7% (2) Foster: No Data Reported Homeless: 0 SWD: 0 Hispanic: 1.9% (2) White: 3.8% (1) Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report"	2024 All Students: 3.05% (4) English Learners: 0 Low-SES: 3.28 (4)% Foster: No Data Reported Homeless: 7.4% (2) SWD: 0 Hispanic: 3.13% (3) White: 3.03% (1) Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2025 All Students: 11.8% **ELs: 7.4% Low-SES: 11% Foster: not reported ** Required Action Data Point Source: CA Dashboard - Graduation Rate	No Data Available	Increase each group each year by 5 ppts 2026 Data - Liberty HS All Students: 17.2% (3) English Learners: 15% Low-SES: 16.7% (2) Foster: No Data Reported Homeless: 15% SWD: 15% Hispanic: 16.9% (2) White: 18.8% (1)
5.4	College Credit Course Completion	2023 All Students: 2/135 (1.4%) English Learners: 0/30 (0%) Low-SES: 2/116 (1.7%) Foster: No Data Reported Homeless: 0/27 (0%) SWD: 0/15 (0%) Hispanic: 2/103 (1.9%) White: 0/25 (0%) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	2024 All Students: 1/131 (0.76%) English Learners: 0/23 (0%) Low-SES: 1/122 (0.81%) Foster: No Data Reported Homeless: 1/27 (3.7%) SWD: 0/21 (0%) Hispanic: 1/96 (1%) White: 1/33 (3%) Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	2025 All Students: 0% ELs: 0% Low-SES: 0% Foster: 0% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	No Data Available	Increase each group each year by 5 ppts 2026 Data - Liberty HS All Students: 16.4% English Learners: 15% Low-SES: 16.4% Foster: No Data Reported Homeless: 15% SWD: 15% Hispanic: 16.4% White: 15%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Mental Health support** Mental Health Therapist will provide frequent check-ins, individual counseling/therapy, and small group support/activities to remove barriers impeding EL, SED, and Hispanic student attendance. Low attendance (due to mental health issues) was a major contributor to improving the graduation rates and CCI rates among our English Learner, low socioeconomic and Hispanic student populations.	No	Ongoing Implementation	# of Contacts in 2025-2026 ALT ED: 504 Meeting/notes 112 Academic Deficiency Support 262 Academic Support 31 Attendance 12 Call Slip (No show/Declined services) 203 Counselor outreach 13 Crisis Response 4 Group Counseling 28 IEP - notes 17 Individual Counseling 335 Mandated Reporter 4 No code 1 Off-site Crisis 1 Parent contact 190	Average Daily Attendance Summary data: 80.14% as of 02.12.2026 Source: Aeries	$57,855.41	$36,342.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Personal/Social/ Health 382 Post high school planning 16 Referral to program/agency OUTSIDE PRJUSD 27 Referral to program/personnel INSIDE PRJUSD 48 Self-Harm/Cutting 1 SST Meeting/notes 2 Suicidal Intervention 10 Tier 1 Classroom Lessons/Presentations 211 Tier 2 classroom lessons/workshops 411 Grand Total 2395 _____ 10 Tier 2 SEL Classroom Lessons Provided in ELD classes			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				40 EL students have come and gone through the school year and of that we have: 1 student successfully reclassified 6 early graduates 7 returned to PRHS/IHS/Grizzly because they caught up on credits Our EL cohort earned an average of 6.6 more credits in Q2 than Q1 Source: Aeries			
5.2	**Parent Connectivity** Bilingual Family Advocate will provide frequent check-ins, one-on-one student support, communicate with parents, and connect students/parents with resources to improve attendance rates and graduation rates negatively impacting our target metrics of graduation percentage and CCI scores. (Specifically, the bilingual family advocate will address transportation issues, bus passes, clothing vouchers, medical referrals, and connect with SARB on behalf of EL, SED, Hispanic students). Bilingual paraeducator will support all students and specifically focus on the targeted subgroups highlighted in the CA Dashboard related to College and Career Indicator.	No	Ongoing Implementation	Alt Ed Parent contacts 190 Referral to program/agency OUTSIDE PRJUSD 27 Referral to program/personnel INSIDE PRJUSD 48		$56,515.50	$48,000.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Campus Assistant to help support with student attendance through home visits, attendance monitoring, parent communication, mentoring, and transportation.						
5.3	**Academic support** Bilingual paraeducators will provide tutoring in English and Math to help students complete course credits toward graduation and improve CAASPP test taking skills impacting CCI performance. Specifically, Paras/Tutors will provide pull out support, classroom support, and after school tutoring. 2024 Graduation Data shows a discrepancy between the performance of subgroups listed below. The intent of this goal and action is to increase counseling support in a targeted manner to address these discrepancies through a comprehensive system of support and increased accessibility of counselors to students and families. 2024 Data: All Students: 89.1% **English Learners: 76.1% Low-SES: 86.4% Foster: N/A **Homeless: 79.3% **SWD: 75.8% Hispanic: 87.4% White: 91% 2024 Data - Liberty HS All Students: 79.6% **English Learners: 66.7% Low-SES: 78.8% Foster: No Data Reported	No	Ongoing Implementation	iReady Winter to Winter: ELA 2024-2025 7% Yellow/Green (1 Gr Below/Early On/At/Above) 2025-2026 14% Yellow/Green (1 Gr Below/Early On/At/Above) MATH 2024-2025 4% Yellow/Green (1 Gr Below/Early On/At/Above) 2025-2026 10% Yellow/Green (1 Gr Below/Early On/At/Above)	# of tutoring sessions and/or # of students served in said tutoring sessions Para schedules	$37,843.62	$23,311.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Homeless: 77.4% SWD: 73.1% Hispanic: 77.4% White: 85.3%						
5.4	**Career Technical Education** .40% CTE teacher to create a Health Care CTE pathway to improve CCI for all students and subgroups identified in ATSI. College and Career Technician to support with student goals, career and college trips, and FAFSA completion on campus. College and Career Indicator: 2024 Data All Students: 39.9% **English Learners: 4.9% Low-SES: 31.8% Foster: Not Reported **Homeless: 11.8% **SWD: 8.3% Hispanic: 32.6% White: 50.2% 2024 Data - Liberty HS All Students: 2.3% **English Learners: 0% Low-SES: 2.5% Foster: No Data Reported Homeless: 3.7% **SWD: 0% Hispanic: 2.1% White: 3.0%	No	Ongoing Implementation	Liberty students participating in the Healthcare Pathway: 6, or 5.5% of current students as of 02.18.2026		$112,785.47	$69,954.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 6

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	Graduation Rate	2023 All Students: 90% **English Learners: No Data Low-SES: 90.5% Foster: No Data Homeless: No Data SWD: No Data Hispanic: 92.9% White: 86.7% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	2024 All Students: 87.9% **English Learners: No Data Low-SES: 87.0% Foster: No Data Homeless: No Data SWD: No data Hispanic: 87.5% White: 86.7% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	2025 All Students: 88.4% English Learners: No data Low-SES: 91.4% Foster: No data Homeless: No data SWD: No data Hispanic: 87.1% White: No data ** Required Action Data Point Source: CA Dashboard - Graduation Rate	No Data Available	Increase the graduation rate by 2.5% each year in each subgroup.
6.2	College and Career Indicator	2023 Data - Independence HS All Students: 3.3% **English Learners: No Data Reported Low-SES: 4.8% Foster: No Data Reported Homeless: No Data Reported **SWD: No Data Reported Hispanic: 7.1% White: 0% ** Required Action Data Point	2024 Data - Independence HS All Students: 9.1% **English Learners: No Data Reported Low-SES: 8.7% Foster: No Data Reported Homeless: No Data Reported **SWD: No Data Reported Hispanic: 12.5% White: 6.7% ** Required Action Data Point	2025 Data - Independence HS All Students: 14% **English Learners: No Data Reported Low-SES: No Data Reported Foster: No Data Reported Homeless: No Data Reported **SWD: No Data Reported Hispanic: No Data Reported White: No Data Reported	No Data Available	Increase the College and Career Indicator by 5% each year in each subgroup.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Source: CA Dashboard - CCI	Source: CA Dashboard - CCI	** Required Action Data Point Source: CA Dashboard - Graduation Rate		
6.3	CTE Pathway Completion Rate	2023 All Students: 3.33% English Learners: No Data Reported Low-SES: 0% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 0% White: 6.67% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2024 All Students: 9.09% English Learners: No Data Reported Low-SES: 8.7% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 6.25% White: 13.3% Source: CA Schools Dashboard Additional Reports - Met UC/CSU/CTE Pathway Completion Report	2025 All Students: 14% **ELs: Not reported% Low-SES: 11.4% Foster: Not reported% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	No Data Available	Increase the CTE Completion rate by 5% each year in each subgroup
6.4	College Credit Course Completion (One Semester)	2023 All Students: 0% English Learners: No Data Reported Low-SES: 0% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 0% White: 0%	2024 All Students: 3.03% English Learners: No Data Reported Low-SES: 4.35% Foster: No Data Reported Homeless: No Data Reported SWD: No Data Reported Hispanic: 0% White: 6.7%	2025 All Students: 0% **ELs:0% Low-SES: 0% Foster: 0% ** Required Action Data Point Source: CA Dashboard - Graduation Rate	No Data Available	Increase the College Credit course Completion rate by 5% each year in each subgroup

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	**Mental Health support** In response to the discrepancy in graduation rate and College and Career Indicator, a mental health therapist is available to support students at Independence High School. 10% of a full-time FTE to support Independence High School students.	No	Ongoing Implementation	# of Contacts Therapist served 22/179 (12%) of students at least once during Semester 1	Grades/GPA	$6,387.00	$36,342.48
6.2	**Positive School Culture and Climate** In an effort to increase connectedness to school and a sense of relevance and connectedness on campus, IHS will have a 6 hour campus assistant to provide ongoing support and presence to students for on-campus instruction. The campus assistant is a continual and welcoming presence to students upon arriving at school.	No	Ongoing Implementation	No Data Available	No Data Available	$15,786.00	$16,406.27
6.3	**Bilingual Support for Students and Families** Bilingual Family Advocate will provide frequent check-ins, one-on-one student support, communicates with parents, and connect students/parents with resources to improve	No	Ongoing Implementation	Alt Ed Parent contacts 190	Attendance rate # of bus passes, clothing vouchers, medical referrals, and	$55,908.00	$60,430.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	attendance rates and graduation rates negatively impacting our target metrics of graduation percentage and CCI scores. (Specifically, the bilingual family advocate will address transportation issues, bus passes, clothing vouchers, medical referrals, and connect with SARB resources. Bilingual paraeducator will support all students including English Learners with academic support for IHS classes online and in-person.			Referral to program/agency OUTSIDE PRJUSD 27 Referral to program/personnel INSIDE PRJUSD 48	SARBs on behalf of EL, SED, Hispanic students		
6.4	**Access to Career Technical Education** (40%) CTE teacher to create and expand access to a Health Care CTE pathway to improve CCI for all students at Independence High School. College and Career Technician to support with FAFSA, college and career trips and goal setting.	No	Ongoing Implementation	# of Independence High students enrolled in the CTE Healthcare Pathway 2025-2026: 5/142 or 3.5%		$96,526.00	$64,564.37

Goal 7

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 8

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 9

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 10

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	88,338,058	88,516,288
LCFF Supplemental/Concentration Grants	20,555,982	20,729,978