



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 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
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4203

Goal 1

Goal Description
All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Credential Audit and data from CBEDS	One teacher has an Internship Credential working on a full credential with another on a short-	All teachers were fully credentialed and appropriately assigned in	All continuing teachers were fully credentialed and appropriately assigned in the 2022-2023 school	All continuing teachers were fully credentialed and appropriately assigned in the 2023-2024 school	All teachers will be fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	term Staffing Permit working toward an Internship Credential and then a full credential. All remaining teachers were fully credentialed and appropriately assigned in the 2020-2021 school year.	the 2021-2022 school year.	year. There is one new teacher on a permit and one teacher on Local Assignment.	year. There is one teacher with an Internship Credential and one teacher on Local Assignment.	
Board minutes for William's sufficiency	Every student has standards-aligned materials as measured by Williams compliance documentation.	Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2021 and the minutes are posted on the district website.	Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2022 and the minutes are posted on the district website.	Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2023 and the minutes are posted on the district website.	All students will continue to have standards-aligned materials.
Certificated staff survey on implementation of standards	94% of certificated staff members who teach core content areas said they Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards" as measured by the annual teacher survey.	The district average dropped to 88% this year which in part may be due to the piloting and focus on new science materials with NGSS. Based on survey results, 100% of teachers at Rancho are comfortable with state standards with the average for the elementary sites being 86%.	The data from this particular question on the staff survey is unfortunately unavailable for this year; however, information used to inform the Local Indicators indicates that teachers are still feeling confident overall. We had Science Coordinators from the Orange County Department of Education provide multiple trainings along with some professional development from the publishers to support implementation with NGSS standards. We completed the final trainings in Write from the Beginning, which has been a district-wide initiative for the last four years. The professional development focus for the 2023-2024	The survey to staff is not administered until mid-February.	95% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			school year will continue to focus on mathematics, ELA, and Science to support implementation of California State Standards.		
Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards.	All students were provided a device in the 2020-2021 school year due to distance learning. When students are back on campus, a system has been created to assign devices for those in need while continuing to provide devices within each classroom for student use. Qualifying families will also be able to check out a hot spot and/or be connected with low-cost internet providers.	All students were provided a device in the 2021-2022 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. 99.3% of families stated they had access to technology and received communication from the district.	All students were provided a device in the 2022-2023 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. Again, over 99% of families stated they had access to technology and received communication from the district.	All students were provided a device in the 2023-2024 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. The parent survey to determine access to technology and communication from the district will be sent in February.	All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.
Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UDPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site. Attendance at PTA meetings by district staff to connect with parents and	SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for each site as part of parental input into the decision-making process for the development of SPSAs and the LCAP. Virtual meetings were calendared in the 2020-2021 school year with limited participation. Digital sign in sheets were maintained to document participation. Sign in sheets document the participation of district	At the beginning of the year, Principals reviewed roles and procedures with their respective School Site Councils. The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in April where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically.	Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year. The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in April where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically. The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent regularly	Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year. All meetings with Engaged Partners have been scheduled beginning in January.	SSC and DELAC training is conducted every other year to ensure parent participation in the decision-making process. Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation. Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
support efforts to involve the parents of UDPs .	staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.		meets with PTA representatives to discuss what's happening in the district in addition to the "Coffee with Coombs" at each site.		
Survey Results	<p>95% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>97% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".</p> <p>93% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>88% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".</p>	<p>94.6% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>95% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".</p> <p>93.9% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>76.9% of students "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".</p>	<p>Again, approximately 94% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>95.78% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".</p> <p>91.58% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>82% of students "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".</p>	No survey results are available. The survey is administered in February/March.	<p>95% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>97% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".</p> <p>93% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>92% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".</p>
Survey Results Sign Ins	94% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement	88% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement	We were able to disaggregate this data by school site this year, and overall, this is much	No survey results are available. The survey is administered in February/March.	95% or more of parent respondents marking Agree of Strongly Agree with the statement "I am

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	<p>opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p> <p>Monitor sign ins and participation for SELPA involvement, meeting attendance, and the percentage of families of UPPs engaged in activities and decision-making committees.</p>	<p>opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p>	<p>improved. For the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education", the break down for parents responding Agree or Strongly Agree is: El Portal 96.9%; Jordan 91.2%, Macy 94.3%, Meadow Green 93.7%, Olita 100%, and Rancho Starbuck 96.3%.</p>		<p>aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p> <p>Once a baseline is established (since the data is not currently aggregated across multiple meetings), there will be a 5% increase in the number of families actively involved in activities and committees across the district.</p>

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	<p>Certificated Staffing-Teachers Fully credentialed teachers will be employed and appropriately assigned. This includes some teachers that support unduplicated pupils; however, those services are documented elsewhere within the Local Control Accountability Plan (LCAP). Where the documentation of services is provided, the expense is identified as a repeated expenditure.</p>	No	Fully Implemented	All positions have been filled for the year.		\$16,479,066.00	\$7,376,928

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
1.2	<p>Certificated Staffing-Administration and other Support Staff This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).</p>	No	Fully Implemented	All positions have been filled for the year.		\$2,872,876.00	\$1,500,020
1.3	<p>Classified Staffing-Technology Department The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor.</p>	No	Fully Implemented	All positions were filled for the start of the year. A recently vacated position is posted to be filled.		\$442,721.00	\$246,643

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	Catapult is an emergency management system for communication during emergency situations such as a lock down, which is also managed by the Tech Department. It allows for better coordination with outside emergency personnel such as police and fire as well as internally for teachers to account for students. Tech staff also work with students in specialized opportunities to learn about technology such as drones, programming, and robotics.						
1.4	Classified Staffing-Custodial, Maintenance, and Grounds Provide basic custodial, maintenance, and grounds services.	No	Fully Implemented	All positions have been filled for the year.		\$2,144,680.00	\$1,135,817
1.5	Basic Utilities Basic utilities including electrical and water.	No	Fully Implemented	Payments are made on a regular basis for the year.		\$1,050,552.00	\$497,005
1.6	Instructional Materials-Textbooks and Software In order to ensure that all students have standards-aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release of	No	Fully Implemented	All materials were purchased in alignment with requirements for Williams. Any additional textbooks or software licenses are purchased as needed.		\$195,425.00	\$77,401

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	<p>new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2021-2022 school year, we anticipate the purchase of new science materials since the pilot was interrupted in the 2020 school year. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom including Lexia, ST Math, SeeSaw, Kami, and Google Enterprise.</p>						
1.7	<p>Site Technology Allocation Each school is provided with a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site leadership teams to determine how best to use the funds in alignment with their identified needs and goals in their School Plan for Student Achievement (SPSA).</p>	No	Fully Implemented	Sites were given their allocations for the year to plan for purchases.		\$45,000.00	\$9,920

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1.8	<p>Instructional Supplies-Per Pupil Site Allocation Each school was provided with a per pupil allocation for the purchase of instructional supplies. This allocation is based on overall enrollment at the site as calculated from CBEDS data in October. It is adjusted each year in alignment with the Consumer Price Index (CPI).</p>	No	Fully Implemented	Sites were given their allocations for the year including any carryover from the prior year.		\$287,375.00	\$166,063
1.9	<p>Maintenance of Chromebooks Maintain and refresh devices from the first cycle of purchasing in 2015-16. As new Chromebooks are purchased, we have been able to expand the 1-1 Chromebook initiative for grades 3-8 to include the TK-2nd grade classrooms. With sending home devices during the pandemic, there is a greater need for replacement of devices in the coming year in addition to the anticipated need to refresh the older devices. The refresh of devices at Rancho Starbuck in 2021-2022 will allow distribution of those current devices into the lower grades. There is not an expectation for any large-scale expenditures in this area for 2022-2023. Funding for necessary maintenance and purchases for 2023-24 will be designated at First Interim.</p>	No	Fully Implemented	Chromebooks continue to be refreshed with new purchases and rotated for maintenance to ensure all students have access.		\$0.00	\$0

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1.10	<p>Classified Staffing-Data Systems Analyst With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14.</p>	No	Fully Implemented	Position remains filled for the year.		\$58,846.00	\$60,564
1.11	<p>Single Plan for Student Achievement (SPSA) SPSA goals will be shared at a regularly scheduled Board meeting including conclusions drawn from data analysis to highlight the unique needs of each individual school site. Each school will provide opportunities for parents to engage with the school community, attend trainings or parent nights designed to support the Home School Connection. These are outlined in the site's Single School Plan for Student Achievement (SPSA). As part of managing and tracking the action items and expenditures in the SPSA, we are looking to purchase Title 1 Crate from 806 Technologies to support the monitoring of services for our</p>	No	Partially Implemented	Sites have shared information with their School Site Councils as part of the needs assessment process. Information on ATSI status has been shared with Principals along with the data released in December on the California School Dashboard. This information is used to shape goals and actions in the coming months in preparation for the SPSA presentations to the Board in May.		\$5,000.00	\$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
	Unduplicated Pupils who drive the development of goals in the SPSA.						
1.12	<p>School Site Council and DELAC Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to provide input on services for English learners at the district level. This is a vital part of involving parents in the decision-making process.</p>	No	Partially Implemented	Annual training and/or refreshers for School Site Council members on their roles and responsibilities happens on site at the beginning of each school year. Each Title I school held a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.		\$0.00	\$0
1.13	<p>Parent Teacher Associations (PTA) Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Meetings are scheduled both in the morning and in the evening to allow for greater attendance. PTAs strive to include parents in meaningful ways from</p>	No	Fully Implemented	Each site has an active PTA with participation by site and district administration at various meetings throughout the year.		\$0.00	\$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
	<p>event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.</p>						
1.14	<p>Family Engagement Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer trainings and/or institutes designed to partner with parents in supporting student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs. The Director of Special Education will continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported.</p>	No		Outreach tools have been funded, and the parent survey will be sent in February.		\$34,647.00	\$5,732
1.15	<p>Classified Staff-Administration and other Support</p>	No	Fully Implemented	All positions have been filled for the year.		\$3,093,966.00	\$1,463,024

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 costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the district office and sites are included here.						

Goal 2

Goal Description
Early Literacy

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Early Childhood Accountability Plan and quarterly updates on progress.	The Early Childhood Leadership Team has met to develop the beginnings of the Early Childhood Accountability Plan. Quarterly updates were provided during the 2020-2021 school year; however, progress on some goals was delayed due to school closures including the opening of a state-funded preschool. The hope is to complete the plan in the coming year with programs and services beginning in the 2021-2022 school year.	The Early Childhood Leadership team has monthly meetings to revisit goals and determine next steps to enhance our work with programs and resources to support families in early childhood. The Learning Link, Fun Physical Friday, Young Essential Scholars (YES) Newsletter, Early Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website are programs and resources that are currently in place and	The Early Childhood Leadership Team (ECLT) continues to meet as a group and individually with the lead on the First 5 Grant to discuss ways of enhancing our resources and programs to meet the needs of our families with children ages newborn to five years old. We continue to diversify our group with more members with various lenses to support our conversations. We have added a preschool teacher and a grandparent who participated in the Learning Link. As we look at the data on both the	The Early Childhood Leadership Team (ECLT) continues to meet as a group and monitor steps outlined on the Early Childhood Accountability Plan (ECAP). The Strategic Change Questionnaire is also used to evaluate progress and set goals for next steps in serving families. A Parent Cafe was added this year for additional supports. All programs and resources align with the Early Developmental Index (EDI) with an emphasis on vulnerable areas according to the data. With this data we have developed skill	The three-year plan will have been developed and implemented including quarterly updates to the plan.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>examples of ways we serve our families in the 2021-2022 school year. The ECLT also uses the Program Guidance Tool and Early Childhood Accountability Plan to celebrate accomplishments and determine next steps in ongoing efforts to support families that are aligned with the First 5 deliverables.</p>	<p>Early Childhood Accountability Plan (ECAP) and Strategic Direction Questionnaire (SDQ), we find that we are well on our way to meeting the First 5 deliverables and continued growth with the First 5 deliverables. This year we focused on health and working with various organizations to provide screenings and education for our young scholars. We had the UCI eye mobile to screen vision and provide glasses for identified scholars, Healthy Smilies for dental screenings, and the Priority Center to provide the Ages and Stages Questionnaire (ASQ) around the developmental domains that align with the Early Developmental Index (EDI) and Foundations (standards for preschool) for our preschool scholars. We continue provide the Learning Link, Young Essential Scholars (YES) Newsletter, Early Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website as programs and resources to serve our families in the 2022-2023 school year. We are excited to see growing numbers participate in all areas, especially our</p>	<p>builder kits to provide for families through our programs and at community events. Our preschool teachers are now trained to administer the Ages and Stages Questionnaire (ASQ) that aligns with the developmental domains on the EDI and Foundations, preschool standards. We use the Ready4k text applications and Young Essential Newsletter as vehicles for resources for families linked to early childhood and community partnerships events. We continue to update the LJSD webpage dedicated to early childhood with information, resources and programs to support families with children ages newborn to 5. We also are using social media to share the various resources, programs and events and celebrations. We are collaborating with the La Habra Little Learners in the spring with a literacy day to focus on ways parents/guardians can support their young learners at home for school readiness. We will be partnering with the local library and other providers with an array of activities to consider.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Learning Link. We also held our first parent professional development on Gross and Fine More Skill that was selected based on a vulnerable area for readiness according to our EDI data.		
Agendas and Minutes from the Early Childhood Leadership Team.	The agendas and minutes from the 2020-2021 school year reflect the initial planning of this group for reaching out to engage stakeholders to help develop the vision and plan for early literacy within Lowell Joint. The committee includes primary teachers, a principal, the district nurse, various other district personnel, parents, and community members to support outreach to families with children ages 0-5 that are not enrolled within our school system.	The 2021-2022 agenda and minutes are ongoing reflections of the work completed with the diverse Early Childhood Leadership Team. With the new Universal Pre-Kindergarten plan, the team has added new members to include educators and staff representative of the P-3 alignment. An Early Childhood Program Coordinator has been hired to oversee the planning and implementation of UPK in LJSD for the 2022-2023 school year including the support for opening of two preschools, learning link and other resources to support families and with children ages 0-5. The California State Preschool Program application has been submitted with hopes to offer both fee based and state funded preschools.	The 2022-2023 agenda and minutes are ongoing reflections of the work completed by our ECLT. We met both as a group and within smaller groupings to assess data and discuss ways to enhance programs and resources to support our families with children ages newborn to five. Our newly hired Early Childhood Program Coordinator worked with Early Learning Specialist and Preschool Team to support both the fee based and state funded preschools at two of our elementary settings. Based on parent need, we shifted one preschool to be full school day while the other was part day with morning and afternoon classes. In the 2022-223 school year we had 52 total scholars at our preschool. We had 93 families participate in the Learning Link. We had 23 families participate in our Family Night. Based on data from our Early Developmental Index (EDI), the team members focused on health as well.	In 2023-2024 we continue to meet as a collective team, but also find that with the ECAP action steps there are smaller teams or partnerships that meet based on the need. Our collaborative work is shared at ECLT team meetings. The Parent Cafe will be used to work with families directly involved with the Learning Link and Preschools to provide a safe place to dialogue and discuss ways to enhance our work in serving the 0-5 population and families. A survey was sent in the new year about participation and we have 5 interested parents/guardians that will meet monthly to explore enhancing support using the EDI data and parent voice as the advocates. We continue to use data to shift, now offering full day, part year preschool programs and the Learning Link every 6 weeks to encourage more families in participation. This year we have 60 spaces every 6 weeks that are full with a waiting list of families for our Learning Link. With	The Early Childhood Leadership Team will continue to assess data around the needs of our early learners and their families to develop programs and connect families with resources to support school readiness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>We used organizations to help with vision checks, dental screening and presentations, as well as developmental screenings. We held a parent night based on data around EDI to support families with a increased knowledge around gross and fine motor skills. We developed a skill builder kit for families that provided activities to support gross motor skills. We will continue to use our data to enhance programs and resources in the 2023-2024 school year.</p>	<p>the collaborative support of the La Habra Little Learners, we can also offer Fun Physical Fridays at a local park that will begin in February. Parents will also have access to a health mobile at these Friday events for developmental screenings and access to resources from the La Habra Collaborative such as diapers. The LJSD preschools that are at 3 different campuses have grown and we have 66 total scholar. We met together to explore the EDI data with the preschool and TK teachers. Based on feedback, we were able to provide sensory bins for fine and gross motor development that aligned with our EDI data. We also were able to provide doll houses to foster social play opportunities for our young scholars. This is another area of need. We continue to use the skill builder kits as resources for our Learning Link, Preschool and TK families emphasizing the various ages and focused on vulnerable areas on the EDI. We also work with First 5 and our community task forces with the skill builder kits to share at community events. The First 5 deliverables are constantly reviewed and new actions steps guide</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				the work of the ECLT and our ongoing agenda items.	
Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K	The Early Literacy Teacher on Special Assignment (TOSA) has begun sending out newsletters through Constant Contact and is developing a brochure to support parents with understanding developmental milestones for early learners. There are 58 participants signed up to receive monthly newsletters after initial emails to staff and parents. Ready4K licenses have been purchased with 47 people currently signed up to receive weekly texts with activities and information for parents targeting the specific ages of their children.	The Early Literacy Teacher on Special Assignment (TOSA) uses the Young Essential Newsletter (YES) to share programs and resources to support families. We have increased to 70 participants. We went from a monthly newsletter to a quarterly newsletter and strategically provided activities, community based programs, information linked to the Early Developmental Index (EDI) to inform families on ways to support their child with age appropriate kindergarten readiness resources. Using data from the Early Developmental Index (EDI), a informational brochure on a domain (Gross and Fine Motor Skills) was developed to support families in both English and Spanish. This brochure also offers easy activities linked to various ages to guide parents/guardians in ways to support their child in this area. This brochure is shared at our Learning Link, our collaborative and community providers build awareness around the current data. The data for Ready 4K indicates that over 4000 text messages	We continue to offer both the Young Essential Scholars (YES) Newsletter and Ready4K text messaging application to our families. We have 80 families receiving the newsletter and over 11000 text messages and 600 custom messages delivered to our Ready4K families. The Newsletter continues to provide activities, community opportunities and information about developmentally appropriate resources for our families with children ages newborn to five. We highlight the vulnerable areas outlined our EDI data with helpful information about the domains (Physical Health & Well Being, Social Competence, Emotional Maturity, Language & Cognitive Development, and General Knowledge & Communication) along with various ways to support their child with school readiness skills. Similarly, the text messaging application aligns with the developmental domains and provides families with 3 messages a week linked to the age of their child/children, with a fact,	The use of the Young Essential Newsletter (Y.E.S), Ready4K Text Messaging and Skill Builder Kits are resources that our team utilizes to emphasize and have a lens on early childhood. We have 90 families linked to our newsletter. The Newsletter continues to house resources, activities and events that families can find helpful to school readiness. There is always information about the EDI data to help families have a better understanding of the data along with developmentally appropriate activities. The Ready4K free text messages continues to be sent to our 96 participating families with over 17,000 messages linked to tips on building skills in SEL, math, and literacy linked to the developmental age of the child. With this application we can send other messages to these families. We have been able to provide over 700 custom messages to date. We currently do not collect data about the skill builder kits. We do provide at the first day of each Learning Link session. We have 6 sessions each year that run for 6 weeks. We will	Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		and 500 custom messages have been delivered to our participants related to curriculum developed for their child.	tip and activity for a specific domain. Using information from our surveys on the newsletter we also developed a skill builder and parent night focused on interest around gross and fine motor skills.	be providing a survey at the end of the year to collect data about the skills builder kits and their impact. We also were able to send a skill builder kits to all our TK families. We will be sending a survey for feedback in February.	
Sign-ins to document parent involvement in the Learning Link.	The Learning Link has not opened yet, so we have no data.	A google form for registration of participation in the Learning Link is used to collect information about families and their child. Our Aeries data base tracks attendance of families attending the Learning Link, We currently have 50 families participating in our Learning Link on a regular basis. Due to high levels of participation and limited space we have 12 families a day with outdoor Fun Physical Fridays with a focus on gross and fine motor skills with 30 participating families. We have increased our Instructional aide form 10 hours to 15 hours and now 18 hours to meet the demand and hope to increase next year at various school sites.	In the 2022-2023 school year we used google survey for registration of the Learning Link. We decided to have 6 week sessions in order to maximize the number of slots we could offer families in the district and surrounding areas. We then used google documents as a tracking of attendance. The google documents and survey are housed in a shared drive for the team. We had 94 families participate in our Learning Link this year. We offered 6 sessions throughout the year with 2 classes on Monday/Wednesday and 2 classes on Tuesday/Thursday. We also had a Hop Into Spring (38 families in attendance) and End of the Year Celebration (42 families in attendance) at the park and had similar Fun Friday activities that we did in the 2021-2022 school year. We did an end of the year survey for families to gather more data with 46 participating of the 94 to get feedback. Due to	In the 2023-2024 school year we decided to continue using Google Forms for registration as well as a Google spreadsheet for attendance. We have added another form to track phone calls and emails related to enrollment, absences and feedback around parent/guardian participation in the Learning Link. As well, our Learning Link facilitator used Class Dojo to communicate with families. We find these tools useful in tracking data as well as cohesiveness with team members. We can contact parents when absent to check in and see if there is any support needed. We have a video for families that register for the Learning Link with expectations for participation both for the parent and for the facilitator. In this we can make sure that families know more about the Learning Link. We also offer family events such as our Fall Fun, Winter	Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			increase in numbers, we are looking at ways to open a second Learning Link in the new school year. We are also considering the use of Aeries again to track families and will work with our analyst to compare data collection and determine the best system to utilize.	Celebration, and will be offering Hop into Spring and an end of the year graduation for our Learners that will be going to preschool. We offer these events as opportunities to gather together to celebrate while focusing on music and motor skills aligned with our EDI data. We were unable to fund a second Learning Link, but due to our collaborative work with the La Habra Little Learners, will be offering Fun Physical Friday again beginning in February. We are looking at ways to better track participation in the Learning Link, thus conversations about Aeries will start to determine the best system to utilize.	
Enrollment in the preschool program.	The preschool program has not opened yet. A for-fee option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.	Two preschool locations have been strategically determined by leadership for the 2022-2023 school year. There will be 48 spaces at both campuses with a goal of 24 fee based and 24 state funded spaces for our LJSD families. (LJSD re-applied for a state funded program) We did open a Learning Link in October of 2022 to serve families with spaces limited to 12 using some of the First 5 funds to hire an instructional aide to facilitate learning with parents/guardians and their children in activities	Because the demand from families was more for a full-day program, we enrolled the 4 year olds in CSPP slots at one site in order to extend the time using ELOP funds to provide more of a full day option. This meant limiting the number of CSPP slots we used at the one site. We did not receive the contract from the state until November which also made enrollment challenging. Of the 96 slots available, we eliminated 24 with the more full day option. We had approximately 60	Preschool opportunities have expanded to three campuses while offering both CSPP and Fee-Based programs for part day and full day experiences.	All slots within a for-fee and/or state-funded preschool will be filled to provide support for our earliest learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		linked to Kindergarten readiness. With growing demand our Learning Link plus Fun Physical Friday is up to 12 families a day and is serving 48 families with children ages 0-5 years old.	students with capacity for 72.		
Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching.	<p>While many of the teachers attended training in OCDE Project GLAD in 2013-14 and 2014-15, there has not been any follow up. Additionally with many new staff in the district over the last 6 years, a number of people need to attend the initial 2-day training and the 4-day demo. Eight teachers attended the 2-day in June of 2021.</p> <p>A google site was started to provide resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint</p>	In the 2021-2022 school year there has been a shortage of substitute teachers thus having an impact on the opportunities for professional development. We were able to have another 2 Day Research and Theory training for GLAD with 8 additional participants. In addition, we continue to provide resources and support through the TOSA Newsletter and Google Site specifically focusing on high impact strategies to support listening, speaking, reading and writing across the grade levels. Planning efforts for the 2022-2023 school year are to have opportunities to offer the initial 6 day training and follow up during the summer and school year as well as after school. The TOSA has specific time allocated for teacher support, modeling of strategies and coaching in daily schedule.	In the 2022-2023 school year we continue to face a shortage of substitute teachers thus having an impact on professional development. We continue to provide resources and support using the TOSA Newsletter and Google Site with specific strategies that are part o the GLAD (Guided Language Acquisition Design) focusing on listening, speaking, reading and writing strategies across the grade levels. We did provide 2 after school professional developments for the middle school educators around language acquisition specifically around designate and integrated English Language Development In additions, we did use the Early Development Index data to determine that both language skills related to social competence and communication were vulnerable areas for our children. We had a professional development for our preschool and TK instructional aides that was	In 2023-2024 school year we continue to strategically support teachers with professional learning opportunities around language acquisition. We utilize the TOSA newsletter and Google Site to highlight specific strategies lined to language development and linguistic supports (sensory, graphic and interactive) for our multi-language learners. We continue to work with the middle school educators with integrated English language professional development, 2 this year with another opportunity at the end of January. In addition the TOSAs have provided coaching opportunities and modeling of strategies across the content areas. We engaged in a process using the ELL Shadowing by Ivannia Soto to collect data on levels of speaking and listening in the classroom during one full day of instruction. The data was utilized as a bridge to the desired results for our multi-language learners across	All teachers will have attended both the initial 2-day training and the 4-day demonstration for OCDE Project GLAD. In addition, regularly scheduled follow up sessions will be provided along with in-class modeling and coaching by the Early Literacy TOSA who is also a trainer for OCDE Project GLAD. Implementation by teachers is clearly evident through artifacts within the room and shared resources developed by teachers in on the google site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>provided by professor Jennifer Kinkle to support educators on ways to enhance communication and social skills.</p>	<p>the content areas. Middle school teachers will commit to school-wide implementation with data collection to continue conversations on the impact of these strategies on student success. During our district-wide professional development days we provided sessions in math and language arts with Guided Language Acquisition Design (GLAD) strategies linked to district curriculum. Our TOSA has met with various grade levels to plan standards based units while modeling and co-teaching language acquisition strategies. The district is planning after school opportunities for teachers to meet, reflect and plan strategies starting in February with an emphasis on effective strategies while using our district curriculum and resources (Teachers Lounge - Make & Take). With a continued lack of substitutes, the district continues to strategically vision ways to provide professional development and follow up to meet the needs of our teachers.</p>	

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	<p>Early Literacy Teacher on Special Assignment (TOSA) The Early Literacy Teacher on Special Assignment (TOSA) is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with strategies for the development of literacy. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. The Early Literacy TOSA will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. This is especially important in returning from disrupted schooling to ensure that the foundational skills developed in the primary grades are addressed in supporting students with proficiency in reading and writing.</p>	Yes	Fully Implemented	This position continues to be funded by First Five and one-time dollars. There are a few expenses related to costs associated with the position. Primary teachers	TOSAs keep logs of their activities along with a shared calendar that staff are able to sign up on.	\$148,556.00	\$65,245
2.2	<p>Early Literacy Committee Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.</p>	No	Fully Implemented	The Early Childhood Leadership Team (ECLT) continues to meet as a group and work individually to address the action steps outlined on the Early Childhood Accountability Plan (ECAP). The Strategic Change Questionnaire is used to evaluate		\$1,000.00	\$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
				<p>progress and set goals for next steps in serving families. All our programs and resources align with the Early Developmental Index (EDI) with an emphasis on vulnerable areas according to the data. With this data we have developed skill builder kits to provide for families through our programs and at community events. Our preschool teachers are now trained to administer the Ages and Stages Questionnaire (ASQ) that aligns with the developmental domains on the EDI and Foundations, preschool standards. We use the Ready4k text applications and Young Essential Newsletter as vehicles for resources for families linked to early childhood and community partnerships events. We continue to update the LJSD webpage dedicated to early childhood with information, resources and programs to support families with children ages newborn to 5. We also are using social media to share the various resources, programs and events</p>			

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
				and celebrations. We are collaborating with the La Habra Little Learners in the spring with a literacy day to focus on ways parents/guardians can support their young learners at home for school readiness. We will be partnering with the local library and other providers with an array of activities to consider.			
2.3	<p>Early Literacy-Community Engagement The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing support with community resources and navigating school readiness:</p> <ul style="list-style-type: none"> • Establish relationships with neighboring community providers, parent groups and individuals in the LJSD district boundaries. • Develop ongoing communication with existing providers, parent groups and individuals to work collaboratively in supporting early learning. • Utilize YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups and 	No	Fully Implemented	A Parent Cafe was started this year for families to gather for information on resources or access to classes to support preparing their child/children for school. Community partnerships with the La Habra Collaborative and La Habra Little Learners Task Force support early learning programs. Families also have access to outdoor activities housed at nearby parks for music and movement through collaborative work with the La Habra task force and community providers. Continued partnerships with Help Me Grow, UCI Eye Mobile, Healthy Smiles and the Priority Center support screenings aligned with developmental milestones.	Families subscribing to Ready-4-K and attendance at meetings/trainings are a good indicator of involvement along with input from surveys and attendance at community events.	\$30,002.00	\$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
	<p>individuals that support early learners.</p> <ul style="list-style-type: none"> • Provide a Learning Link for families to engage in meaningful activities linked to early learning. • Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community. • Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5. 						
2.4	<p>Early Literacy-Preschool Program and Learning Link With approximately 55% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well since we would be able to offer a program at less expensive rates than some of the local alternatives. We have applied for two preschool licenses so that we are able to move forward with a state-funded preschool as funds</p>	Yes	Fully Implemented	Preschool opportunities have expanded to three campuses while offering both CSPP and Fee-Based programs for part day and full day experiences. The Learning Link now offers 6 week classes to provide more opportunities for expanded family participation.	Monthly reports to the state for CSPP along with required monitoring for the First Five grant provide details for implementation of plans and services.	\$37,344.00	\$12,393

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
	<p>become available and a fee-based option. We will continue to run a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal was to have the space open for 10 hours a week, which we were able to do in the spring of 2021. So we are exploring options to increase hours and potentially offer a second site. With all of the additional offerings under Universal Pre-Kindergarten, we will examine the feasibility once we have enrollments for both TK and preschool completed.</p>						
2.5	<p>Transitional Kindergarten Transitional Kindergarten is not currently compulsory, however, those students who would not otherwise be enrolled in preschool or other school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills. This is especially true for frequently underserved student groups. Providing opportunities in both TK and preschool programs at no cost for UPPs helps to level the playing field in developing school-readiness skills. This includes the addition of Instructional Aides in order to maintain the required 12-1 ratio under Universal Pre-Kindergarten</p>	Yes	Fully Implemented	All positions were filled for both teachers and instructional aides to support TK classrooms.	State requirements are monitored through reporting on ratios.	\$1,048,155.00	\$567,612

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
	along with the TK teachers that were already funded. This Action is principally directed at UPPs.						

Goal 3

Goal Description

Modernization and Maintenance of Facilities

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Board agendas and minutes Bond Oversight Committee agendas and minutes	The Facilities Master Plan will be Board approved and implementation will begin with regular updates to the Board of Trustees on progress.	The Facilities Master Plan was Board approved and implementation is monitored with regular updates to the Board of Trustees on progress.	Implementation of the Facilities Master Plan is monitored with regular updates to the Board of Trustees on progress.	The Facilities Master Plan continues to be monitored and updated with regular reporting to the Board of Trustees on progress.	Identified timelines for priorities within the Facilities Master Plan will be met including projects completed under the bond.
SARCs and FIT Reports	All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher.	All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher.	All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. Two received "Exemplary" status.	All school sites were inspected in the Fall of 2023 using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. Two received "Exemplary" status.	All school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)
Board agendas and minutes Bond Oversight Committee agendas and minutes	Three of the sites have completed the scope of work identified in the bond with some additional district-funded work being completed in the summer of 2021 (marquees, painting).	Jordan is now completed (4th of 6 sites) and Meadow Green is moving to the Maybrook site for the 2022-23 school year.	Meadow Green is now completed (5th of 6 sites) and Rancho Starbuck is moving to the Maybrook site for the 2023-24 school year.	Rancho Starbuck has been temporarily relocated to the Maybrook campus and bond-related work has begun with projected completion prior to the end of this school year.	All schools will have completed the work identified in Measure LL including new roofing, HVAC systems, and the associated electrical and plumbing. Some sites also required updated piping for sewer lines. Additional district-funded projects will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					be completed including marques, painting, and water bottle filling stations.

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	<p>Facilities Master Plan</p> <p>Given the scope of work necessary to support the aging facilities within the district, a Facilities Master Plan needs to be approved to prioritize the major maintenance projects in conjunction with the work being done through Measure LL. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional bond dollars will allow District funds for maintenance to be used on other needs on the prioritized list within the Facilities Master Plan. The plan will set the vision for the next 20 plus years as "Caretakers of a Legacy". The plan was developed over the last few years and is ready to be submitted for Board approval. Once approved, there will be regular updates to the Board. There are \$2,056,000 dollars budgeted for non-personnel expenses out of Fund 14, 25, and 40. These are not included in the general fund budget.</p>	No	Partially Implemented	The Facilities Master Plan continues to be monitored and updated with regular reporting to the Board of Trustees on progress.		\$0.00	\$0
3.2	<p>FIT Reports</p> <p>Continue to inspect all school sites to ensure that facilities are in "Good Repair."</p>	No	Fully Implemented	All school sites were inspected in the Fall of 2023 using the Facilities Inspection Tool (FIT) to		\$0.00	\$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
				ensure that facilities are in "Good Repair" or higher. Two received "Exemplary" status.			
3.3	Measure LL-Bond In November of 2018 the community passed a bond to support the much needed facilities work at each of the six sites. The scope of work is outlined in the Master Plan and the expenditures are documented here to support the ongoing work in meeting this goal beyond the use of general fund monies. There is \$13,267,359 budgeted in non-personnel for major maintenance and modernization for the 2021-2022 school year with an additional \$115,392 in personnel. These costs are not included in the general fund budget since they are a reflection of the bond monies.	No	Partially Implemented	Rancho Starbuck has been temporarily relocated to the Maybrook campus and bond-related work has begun with projected completion prior to the end of this school year.		\$0.00	\$0

Goal 4

Goal Description

In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Dashboard	Roughly 48% of English learner students were making progress towards	Students took 3 Diagnostic Tests this year. In a sampling of our EL	In a sampling of our EL students, 91% of our students have increased	50.3% of English learners made progress towards English language	60% of English Learners will be making progress towards English language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Progress Indicator (ELPI) ELPAC Data Las Links iReady Data	English Language proficiency in 2019 on the English Learner Progress Indicator. In the 2018-2019 year, we had 19% scoring well-developed (4) on the ELPAC and another 44% at moderately developed (3). We have current data for our 3rd-8th grade students with 19% still at the well-developed (4) on the ELPAC and another 36% at moderately developed (3) for 2021. We do not have the TK-2nd grade scores for 2021 from the state as of yet.	<p>students, 91% of our students have increased performance from Diagnostic 1 to Diagnostic 3. 40% of the students exceeded the typical growth, and of those, 32% exceeded the stretch growth, which works to support closing the achievement gap.</p> <p>For students in grades 3-8, 33% scored at the moderately developed level with 21% well-developed. This is an overall of 54%, which is about the same as our baseline year.</p>	<p>performance from Diagnostic 1 to Diagnostic 3. 40% of the students exceeded the typical growth, and of those, 32% exceeded the stretch growth, which works to support closing the achievement gap.</p> <p>On the 2021-22 ELPAC for students in grades 3-8, 36% scored at the moderately developed level with 16% well-developed. This is an overall of 52%. On the 2022-23 ELPAC for students in grades 3-8, initial results show that 42% scored at the moderately developed level with 16% well-developed. This is an overall of 60%.</p> <p>29% of our students maintained ELPI Levels and 45% of our students progressed at least one ELPI level.</p>	proficiency, which is an increase of 5% over the prior year. 50% increased one level on the ELPI with 29% maintaining their level from the prior year. 21% decreased at least one level from the prior year.	proficiency with 25% scoring well-developed and 50% at moderately developed. For the summative ELPAC, we would like to increase the number of students scoring at the well-developed range by 5% while also increasing those in the moderate range by 5%
SBAC Data	For ELA, 23% of English learners met or exceeded the standard with only 16% in mathematics. This is in comparison to English only students with 64% meeting or exceeding the standard for ELA and 56% for mathematics.	Current data is not available for SBAC. Using our benchmark iReady data, we show that 91% of our EL students increased performance in ELA and 70% increased in their performance in Math.	For 2022, ALL students scored 47% who met or exceeded the standard on the CA Dashboard in ELA and 33% in Math. English Learners performed with 12% met or exceeded in ELA and 10% in Math. When Spring of 2023 data becomes available, new data will be analyzed to determine if additional actions are necessary.	For 2023, ALL students scored 47% who met or exceeded the standard on the CA Dashboard in ELA and 45% in Math. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math. EL students had an overall growth of	To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				2% in ELA and 3% in Math.	
Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at 8.1% and the state at 8.6%.	We don't have new RFEP rates for 2021-22 from Dataquest at this time. We reclassified 59 students with the potential for a few more in the next few weeks as CAASPP scores become available.	DataQuest reports a 2021-22 Reclassification Rate of 15.5%. Based on current ELPAC reports, our RFEP rate for the 2022-23 school year is 16%.	DataQuest reports a 2022-23 Reclassification Rate of 8.0%. %.	Reclassification rates will remain above both county and state rates.
iReady Data	<p>An initial diagnostic will be administered by September of 2021 since this is a new assessment system. From this, both goals and stretch goals will be determined for each student.</p> <p>iReady data will allow us to track Spanish proficiency for our Dual Language students, which we have not done in the first 2 years of the program with a formal assessment tool.</p>	<p>Students took 3 Diagnostic tests throughout the year and showed substantial growth. In ELA:</p> <p>August: 17% Above Grade Level Most Recent: 39% Above Grade Level August: 21% On Grade Level Most Recent: 20% On Grade Level Total moved from 37% on or above grade level to 60%</p> <p>MATH:</p> <p>August: 5% Above Grade Level Most Recent: 27% Above Grade Level August: 14% On Grade Level Most Recent: 21% On Grade Level Total moved from 19% on or above grade level to 48%</p>	<p>Students took 3 Diagnostic tests throughout the year and showed substantial growth.</p> <p>ELA</p> <p>August 2022: 19% scored above grade level Most Recent: 42% scored above grade level August 2022: 20% scored on grade level Most Recent: 20% scored on grade level Total moved from 39% on or above grade level to 62%</p> <p>MATH:</p> <p>August 2022: 7% scored above grade level Most Recent: 31% scored above grade level August 2022 14% scored on grade level Most Recent: 21% scored on grade level Total moved from 21% on or above grade level to 52%</p>	<p>Diagnostic 1 Assessment Period: 08/17/2023 - 09/15/2023</p> <p>Reading Diagnostic 1: Total Students Assessed: 2,800 Total Students at Mid or Above Grade Level: 589 (21.04%) Total Students Early On Grade Level: 535 (19.11%) Total Students One Grade Level Below: 1,043 (37.25%) Total Students Two Grade Levels Below: 332 (11.86%) Total Students Three or More Grade Levels Below: 301 (10.75%)</p> <p>Math Diagnostic 1: Total Students Assessed: 2,784 Total Students at Mid or Above Grade Level: 204 (7.32%) Total Students Early On Grade Level: 421 (15.15%) Total Students One Grade Level Below: 1,438 (51.66%)</p>	<p>80% of students will meet their goals with 30% completing stretch goals. These numbers will be re-evaluated upon training within the system and monitoring growth over the first year of implementation.</p> <p>60% of Spanish learners will be making progress towards Spanish Language proficiency in alignment with our goal for developing English proficiency with our English learners. This may be adjusted after baseline data is gathered in the fall of 2021.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>Total Students Two Grade Levels Below: 410 (14.74%) Total Students Three or More Grade Levels Below: 311 (11.16%)</p> <p>Diagnostic 2 Assessment Period: January 8, 2024 - January 31, 2024</p>	
Professional Development records Classroom Observations	<p>All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning.</p> <p>8 teachers hired after 2015 were trained in the 2-day Research portion of Project GLAD with the 4-day Demonstration scheduled for the fall since all elementary teachers were trained in 2013-2015.</p> <p>All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI).</p>	<p>Teachers continue to utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching.</p>	<p>Teachers continue to be go through professional development to be GATE certified and integrate depth and complexity strategies.</p> <p>They utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to</p>	<p>Most teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies.</p> <p>We had Thinking Maps and Write from the Beginning specific professional develop come in to support teachers so they can support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers continue to demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional</p>	<p>All teachers will be trained in both Thinking Maps and Write from the Beginning.</p> <p>All teachers will have been through both the 2-day and 4-day portions of Project GLAD training and a system of ongoing follow-up and coaching will be in place to support implementation.</p> <p>All teachers will be trained in Explicit, Direct Instruction (EDI).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			show teacher effectiveness and stay in line with the CA standards for teaching.	practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching.	
<p>Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate</p>	<p>Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism.</p> <p>One student was taken through the SARB process prior to school closures.</p> <p>Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the percentage of students chronically absent, the overall attendance rate, and the middle school drop out rate to measure student engagement.</p> <p>With the change in attendance protocols for the 2019-2020 school year, no P2 data was available. However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of attendance within Aeries.</p> <p>Because of the school closures in March of 2019,</p>	<p>Letters were automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. Some adjustments were made with the number of students required to quarantine/isolate multiple times due to Covid regulations, which would otherwise have resulted in identification as chronically absent.</p> <p>Principals were regularly given Chronic Absentee lists to follow up with students.</p> <p>Current attendance data within Aeries as of May 2022 shows an average attendance of 94.2% with a range from 91.84% to 95.76% between the six sites. Given the extreme number of students who experienced one or more quarantine/isolation experiences due to Covid, this is not surprising.</p> <p>We had no drop outs in the 2021-2022 school year.</p>	<p>Chronically Absent Letters were automatically generated in Aeries on the 3rd, 5th, and 9th absence to notify parents for both truancy and chronic absenteeism. At that time, the School Attendance Review Team puts the student on an attendance contract. Schools used tiered intervention strategies to support students and families. SARB Meetings are scheduled after the 12th absence.</p> <p>Dataquest reports our Chronic Absentee rate at 16.6% for the 2021-2022 school year, which is a significant increase from 2020-2021; however, the comparable state and county percentages at 30.8% and 21.3% respectively, indicate that our systems and supports are still working in this different climate relatively speaking. The 2022-23 data is not available on Dataquest as of yet: however, we had approximately 550 students (including those</p>	<p>Principals are given Chronic Absentee lists each month to follow up with students.</p> <p>Current attendance data within Aeries as of month 4 shows an average attendance of 95% districtwide.</p> <p>We have had no drop outs in the 2023-2024 school year to date.</p> <p>The Chronic Absentee rate for 2022-23 settled at 18%, which was a slight increase overall for the district. This continues to be an area of concern that we are working to address.</p>	<p>Continue to generate letters and monitor student attendance.</p> <p>All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process.</p> <p>Principals will continue to receive monthly lists of chronically absent students as well as those in danger of becoming chronically absent to engage in preventative measures.</p> <p>Attendance rates will continue to be at 96% or higher.</p> <p>The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.</p> <p>Maintain the drop out rate at less than 1% for middle school students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>there is not a direct comparison point for Chronic Absenteeism on the CA Dashboard. However, SARB documentation for the county shows a rate of 4.34%. This is an average across all grade levels.</p> <p>We had no drop outs in the 2019-2020 school year.</p>		<p>who left the district) who were chronically absent. This is about the same as 2021-2022 so we anticipate the percentage will be similar for 2022-23.</p> <p>Principals were regularly given Chronic Absentee lists to follow up with students.</p> <p>Current attendance data within Aeries as of May 2023 shows an average attendance of 92% districtwide.</p> <p>We had no drop outs in the 2022-2023 school year.</p>		
<p>CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)</p>	<p>To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are generated to summarize the meetings held and review any identified needs.</p>	<p>Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention throughout the school day, counseling, and peer tutoring.</p>	<p>Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention throughout the school day, counseling, and peer tutoring.</p> <p>Students have also been offered a tuition free extension of the school day through the Expanded Learning Opportunities Program in which intervention and enrichment have been provided.</p>	<p>CREW is now called the CARE program. CARE stands for Counseling and Resource Enhancement, and the CARE Team consists of 1 counselor, 4 full-time psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. All unhoused students, foster youth, and English learners are regularly met with by team members. There have been 1,096 contacts as of December 2023.</p>	<p>Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.</p>
<p>Suspension and Expulsion Rates</p>	<p>Due to school closures in March of 2019, there is not</p>	<p>There were no expulsions in the 2020-2021 data</p>	<p>There were no expulsions in the 2021-2022 data</p>	<p>The overall suspension rate for the district was</p>	<p>The overall suspension rate for the district will be</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	a direct comparison point on the CA Dashboard for suspensions and expulsion rates. However, we had no expulsions and a 1.6% Suspension Rate reported on Dataquest for the 2019-2020 school year.	reported from Dataquest with only 6 suspensions across the district for a .2% suspension rate. This is partly driven by distance learning with no students in person for a significant chunk of the year.	reported from Dataquest. There were 90 suspensions across the district for a 2.3% suspension rate. This is lower than the state average and 0.1% above the County average.	1.8% for the 2022-23 school year and there were no expulsions. There have been no expulsions to date in the current year.	less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.

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	<p>Professional Development (District-wide) Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. The focus prior to the pandemic was on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need for Unduplicated Pupils across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. Another training component will be the new iReady assessment system to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students in reconnecting after the pandemic. This includes our students from low</p>	Yes	Fully Implemented	We have completed 2 of the 3 PD days scheduled. The next one is scheduled for March 29. Teachers have been provided with choice in learning to improve individual support in areas that serve the needs of students. Session 1 focus was math concepts. Session 2 focus was ELA support.	It provided the opportunity for teachers to go deeper into curriculum. Outside experts in Thinking Maps, iReady, behavior, UDL, math, and the use of TOSAs were used to achieve these outcomes.	\$420,000.00	\$35,585

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
	income households along with our English learners who were especially impacted by the school closures. Early-release Mondays will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time. A consultant was also hired to provide ongoing professional development for new teachers in induction.						
4.2	<p>Professional Development-English Learners Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition Design). Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD.</p>	Yes	Fully Implemented	District staff and TOSAs have provided professional learning opportunities in on-site trainings. This training focuses on scaffolding instruction, identifying students level of language proficiency, and implementation of state standards. There has also been specific in-class support with GLAD implementation and lesson delivery. Units have been created and taught in the classroom with the support and coaching of district staff.	3 Professional Development opportunities have been provided to the junior high with a focus on ELD Standards, and classroom coaching has been provided at the elementary level. This was done by internal staff so no expense has been incurred to date.	\$35,000.00	\$0
4.3	<p>Progress Monitoring and Support of English Learners In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier</p>	Yes	Fully Implemented	Teachers at all schools are providing 30 minutes of ELD instruction to focus on language development. Three Bilingual Aides/Parent	Las Links is no longer used as an assessment tool. iReady is being used for all students as a	\$250,376.00	\$76,905

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
	<p>1 instruction, four Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. This has been done through Las Links as an additional assessment specific to our English learners.</p>			<p>Liaisons support teachers, students, and families. Teachers and Intervention Coordinators work with English Learners to create goals and monitor progress. They have tracked their own progress and report how they did at each grading period at minimum.</p>	<p>universal assessment.</p>		
4.4	<p>Dual Immersion Program The district developed a Dual Immersion Program two years ago</p>	Yes	Fully Implemented	Dual Language Immersion continues to support Spanish	iReady is the tool used in place of Las	\$1,003,806.00	\$426,864

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
	<p>both to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 4 grades available (TK-3rd grade) with 4th being added in the 2022-23 school year. iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency. Spanish fluency will be assessed using Las Links in the coming year. All new core materials have been purchased for the program to better address Spanish language standards and support differentiation based on student needs.</p>			<p>speakers and give the opportunity for English only students to develop a second language. Currently, there is one class per grade level, TK - 5 with 6th grade being added in the 2024-25 school year. Dual teachers have been provided with an opportunity to go through professional development specific to supporting language and being successful in a dual language program.</p>	<p>Links to support the tracking of Spanish proficiency. We will continue to support this</p>		
4.5	<p>ELD, Reading Intervention, and Spanish Elective at Rancho In addition to a double block of English for all students, English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. We typically have less than 15 long-term English learners across the entire district, but the added support helps to prepare students for the increased language demands at both the intermediate and high school levels. A Spanish elective allows for a cognitive break in the day for English learners who are also in need of developing Spanish language proficiency. Some English only students are also in the class</p>	Yes	Fully Implemented	<p>Rancho students focus on ELA through a double block of English Language Arts. English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. A Spanish elective allows for a cognitive break in the day for English learners who are also in need of developing Spanish language proficiency. English only students are also in the class to develop beginning Spanish,</p>	<p>Read 180 is used as part of the ELD time as a supplemental tool to improve comprehension and language.</p>	\$68,355.00	\$31,351

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
	to develop beginning Spanish, which also allows native Spanish speakers the opportunity to support their English only peers.			which also allows native Spanish speakers the opportunity to support their English only peers.			
4.6	Before and After School Intervention Continue to hire staff to provide for extended day intervention classes principally directed toward the needs of our UPPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	Yes	Fully Implemented	Schools are providing before and afterschool intervention. Their specific targets depend on student need and the individual needs and focus areas of the school. We continue to look and partner with outside agencies to provide this tutoring for students.	Boys and Girls Club is one agency that works with our students with homework support.	\$80,000.00	\$38,000
4.7	Intervention Coordinators Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students.	Yes	Fully Implemented	Each school has at least one intervention coach. They meet with district personal to ensure continuity across the district between schools. They are trained with various data keeping and software programs to look at and disaggregate student data. The work is started with our UPP students and moved on to benefit all students.	Teachers trained to use data reports in iReady, Illuminate, and CAASPP to guide and support their instructional practices.	\$21,273.00	\$9,170

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
4.8	<p>Intervention Support During the Day As part of differentiation within the classroom, teachers provide support to students in making progress toward identified goals. For our English learners, Bilingual Aides provide push-in support for language development. Elementary sites with Title I funds have hired an Intervention Aide in addition to other intervention supports within the day. The District had provided an aide for each site during the 2021-22 school year with one-time dollars to support the most struggling students in closing some of the gaps created from the prior year. With some additional one-time dollars, the District will fund an aide per site again for the 2023-2024 school year.</p>	Yes	Fully Implemented	The use of Bilingual Aides help to support our EL students throughout the school day. This is under guidance of the certificated teacher. Teachers work with students to identify a growth area. Students work with the intervention support to track their data and know how much they are expected to grow to maintain appropriate growth or to catch up in areas of need. Two Intervention teachers are also available at the elementary sites and one at Rancho for targeted support during the day.	iReady Stretch growth reports are used to help identify need. Intervention support pushes into classrooms to help in smaller groups. 3 Bilingual Aides are used and they are spread out across schools to balance the number of students and families they support.	\$370,796.00	\$125,000
4.9	<p>Teacher Planning/Choir Teacher Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an FTE for a music teacher, which allows for additional collaboration time at the elementary level during music instruction while also increasing student access to the Arts.</p>	No	Fully Implemented	The choir teacher continues to provide release time for teachers so they can plan and work with their team to design lessons, analyze data, and prepare various teaching units.	Teachers are provided with a 45 minute block weekly.	\$215,953.00	\$72,691

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
4.10	<p>Classified Staff-Instructional Assistants & Special Ed Support Aides</p> <p>These assistants and aides provide direct support to our students with special needs. This can include one-on-one instruction or guided practice, small group support, support for a specific student while mainstreamed, and work within a self-contained classroom.</p>	No	Fully Implemented	Special Education classrooms are equipped with Instructional Aides. Some of these are 1:1 paraprofessionals and others are classroom support.	Staffing shortages have made hiring and retaining aides difficult. This is especially true as wages increase in other job sectors.	\$1,526,399.00	\$741,347
4.11	<p>Math Intervention-Rancho Starbuck</p> <p>Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section). This Action is principally directed at UPPs.</p>	Yes	Fully Implemented	Math intervention sections are provided at Rancho. The focus is on UPPs but can be also used for all students who need the support.	OCDE is also working with Rancho to support this goal.	\$49,956.00	\$22,318
4.12	<p>Illuminate</p> <p>Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UPPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.</p>	Yes	Fully Implemented	Teachers continue to use a technology program/system to assist in monitoring student progress and analyzing data to close achievement gaps. This allows them to build standards based assessments, look at state level data, and have continuity with	Aeries is also used as our student information system. Illuminate is an additional resource.	\$25,000.00	\$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
				grade books and report cards.			
4.13	<p>Reading Intervention-Rancho Starbuck As needed, maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8). There has not been a need for additional sections outside of expense in Goal 4 Action 5. The site has managed intervention in Reading through the one section and the FLEX program based on targeted student needs. This Action is principally directed at UPPs.</p>	No	Not Implementing	Sections were not necessary for the current year.		\$0.00	\$0
4.14	<p>Coordination of Services Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UPPs) by certificated personnel at the District Office. With the growing supports and services from the inception of LCFF for our Unduplicated Pupils (from just over \$230,000 to over \$2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism,</p>	Yes	Fully Implemented	The added classified personnel have supported the implementation of various programs, analyzing and disaggregating data, and providing various crucial reports to administration.		\$260,959.00	\$142,568

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
	and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10.						
4.15	<p>ABA Class and Program Specialist Position Both a Program Specialist and an ABA Teacher are funded to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.</p>	No	Fully Implemented	The ABA Teacher and Program Specialist continue to provide support for our students with significant disabilities. This model is primarily focused on behavior modification that impeded learning.		\$298,903.00	\$182,368
4.16	<p>Learning Hubs-Libraries School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings. Additional funds were expended in</p>	Yes	Fully Implemented	School libraries have continued to be open additional hours to provide homework and tutoring help Some provide before and after school intervention in the library so that students are able to receive the targeted support they need in flexible groupings.	Libraries got a refresh in the 2022-23 school year to add titles and replace where needed.	\$263,256.00	\$96,161

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 2022-23 school year to refresh school libraries with additional titles and replacements where needed. This Action is principally directed at UPPs.						
4.17	<p>MTSS Coordination and Monitoring of UPPs</p> <p>District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.</p>	Yes	Fully Implemented	District personnel has revised and updated the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.	The district has begun addressing the SART/SARB process as it connects to MTSS.	\$339,343.00	\$154,349
4.18	<p>Assessment System</p> <p>In order to assess unduplicated pupils and provide appropriate supports, the district needs to invest in a more comprehensive system that will allow for benchmarks, language proficiency assessments and intervention content targeted to</p>	Yes	Fully Implemented	iReady is used as benchmarks that provide continuity between grade levels. Teachers can monitor progress over years and look at more than just the current year. This system allows	Teachers have utilized all components of this tool including diagnostic components, personalized	\$160,000.00	\$231,838

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
	<p>student need. A group of teachers were brought together to evaluate the iReady program along with district personnel and Principals. We will be introducing the new system in the 2021-2022 school year, which will necessitate new baseline data for benchmarks as well as training for staff. The data provided from the system will better allow us to assess and monitor our unduplicated students although it will benefit all. The Dashboard will allow for filtering based on high need student groups so that English learners, Foster Youth and low income students can be readily identified in terms of both need and targeted supports. This is funding for a two-year implementation along with some one-time professional development costs.</p>			<p>the district to monitor our unduplicated pupils closely and provide interventions and scaffolds in a timely manner.</p>	<p>instruction, and the resources to communicate to families.</p>		
<p>4.19</p>	<p>Classified Staff-Custodial Support Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies. This Action is principally directed at UPPs.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Additional night custodians continue to support school sites in the daily cleaning of classrooms. The addition of after school programs have changed the order and timing of when and how schools are cleaned. The additional support helps to make sure the facilities are kept as safe and positive environments.</p>		<p>\$274,737.00</p>	<p>\$120,583</p>

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
4.20	<p>Attendance Monitoring Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement.</p>	No	Fully Implemented	Student absences are monitored regularly and attendance letters are sent out for students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement.	District Attorney meetings sharing the legal responsibilities are used and attended by families who do not show progress after a School Attendance Review Team has put a contract in place that is not followed by the family.	\$12,000.00	\$8,972
4.21	<p>Creative Response to Emotional and Educational Wellness The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students. This has continued during the 2021-22 school year. The counselor</p>	Yes	Fully Implemented	CREW is now called the CARE program. CARE stands for Counseling and Resource Enhancement, and the CARE Team consists of 1 counselor, 4 full-time psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. All unhoused		\$1,071,703.00	\$546,662

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	<p>and interns monitor the social emotional needs of our UPPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services continue to be critical in meeting the social emotional needs of those students still experiencing the effects of trauma from the pandemic. Contacts with Foster Youth, ELs, and low income students (primarily Homeless) are documented weekly to ensure timely supports.</p> <p>In 2021-22, we added services through Care Solace, a third-party vendor who operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. We continue to hire counseling interns to expand support services to our students with only one counselor for the district. Having interns allows every site to provide much needed services. These services are in addition to the existing partnership with the Gary Center (no cost) and a partnership with Supervisor Hahn's Office for limited counseling support. This was a high priority in feedback on the LCAP, so we have increased the number of interns for the coming year with 5.5 counseling interns and six psych interns. The pay was also slightly increased to remain competitive in</p>			<p>students, foster youth, and English learners are regularly met with by team members. There have been 1,096 contacts as of December 2023.</p>			

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
	attracting the best candidates. A consultant was also hired to oversee the program and provide ongoing support to the interns.						
4.22	<p>Nurse and LVNs Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UPPs (partial funding for the District Nurse). Offsetting the cost for support to these students along with other local funds has allowed us to hire a nursing assistant who checks in with Foster Youth specifically each week. There is a focus on monitoring the specific needs of our low income families who may need assistance with no or low cost healthcare, screeners, immunizations, or other healthcare supports. An additional LVN position was created to support the district and adjustments were made to the Health Tech position for the 2022-23 school year. These will continue for 2023-2024.</p>	Yes	Fully Implemented	Nursing staff continues to check in with families to make sure specific needs of students - mostly SED, Foster Youth, and Homeless.	Annual report not available until May.	\$344,990.00	\$149,963

Goal 5

Goal Description

Enrichment and 21st Century Skill Development

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Completion of GATE Certification	Three staff members have currently completed GATE certification (meeting the requirements outlined by the OCC GATE consortium). There are an additional 30 plus teachers scheduled to be trained in the 2021-2022 school year.	An additional 64 staff members have completed GATE certification this year. There are 30 additional staff scheduled to be certified in the 2022-2023 school year. The 64 teachers who have completed GATE certification have a subscription to Byrdseed.com- a resource to help teachers incorporate GATE standards into their classrooms.	There are a total of 83 GATE certified teachers in our district. An additional 19 teachers completed GATE certification in Fall 2022. The 19 teachers who completed the Fall certification were given a Byrdseed.com subscription as a resource to help incorporate GATE standards into their daily lessons. There are 38 teachers scheduled to be certified in the 2023-2024 school year.	There are a total of 95 GATE certified teachers in our district (73%). An additional 18 teachers are currently in Cohort 8. Cohort 8 will complete their certification on February 23, 2024.	All teachers within the district will be GATE certified.
GATE Assessments and Local Norms	We are in the process of purchasing assessments and developing local norms.	The CogAT was chosen to be the assessment to use as the Universal Screener. This assessment was purchased and second-grade teachers were trained to proctor within the classroom. The CogAT was given to all second-grade students throughout the district in the Spring of 2022 with the exception of students whose families decided to opt out of any GATE identification. A team of teachers and staff is being developed in order to develop more specific local norms as the identification process continues. An additional assessment for creativity is	Spring 2023 the CogAT was given to all second grade students throughout the district. Fourth grade teachers were trained to proctor the CogAT within the classroom. Fourth grade students throughout the district were given the CogAT for the first time in Spring 2023. Two measures were added this year for GATE identification, the test of creativity and teacher recommendation. A team of teachers and staff was created to review multiple measures and assist in the identification process. A final list of approximately 16 - 20 GATE identified	The CogAT testing dates are January 22 - February 9, 2024. All second and fourth grade students will be taking the Cognitive Abilities Test along with the Test of Creativity. A team of teachers and staff will be created to review multiple measures and assist in the identification process. A final list of approximately 16 - 20 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations will be completed by April 2024.	Appropriate staff will be trained on administering assessments and evaluating criteria for GATE identification using local norms.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		being identified as part of the multiple measures and will be administered in the fall of 2022.	students (per grade), based on local norms, the test of creativity, and teacher recommendations will be completed Summer 2023. The 2021-2022 school year had 18 students GATE identified based on local norms. .		
TOSA Calendar	Supports in the 2020-2021 school year focused on the elements necessary for distance learning with a heavy emphasis on technology support, software resources, and blended learning models. With the first GATE training this summer, the TOSA will be able to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year.	During the 2021-2022 school year, TOSA support transitioned back to in-person support. TOSAs were able to schedule time with teachers, students, and parents with an emphasis on early literacy, STEAM integration, technology support, and software resources following hybrid learning. GATE training has continued with in class support offered and executed. The implementation of ViewSonic Boards within classrooms began with district-wide training followed by individual follow through training.	Our TOSA support was reconfigured during the 2022-2023 school year, allowing for a deeper focus on our GATE identification and implementation. TOSAs were able to assist teachers with the implementation of GATE strategies within their curriculum. The identification process was built upon and now includes screening in second and fourth grade. Building upon enrichment activities for students, the TOSAs have continued to support 21st-century skill development through various STEAM activities both during and after school.	TOSAs continue to support both GATE and STEAM on a regular basis as reflected on their calendars with time spent in classrooms and in training. Involvement with OCC Gate and the OCDE Science Network provide TOSAs with additional support outside of the district to better support teachers in the classroom.	The TOSA's calendar will reflect in-class support of teachers in implementing strategies, facilitation of the identification process with the GATE Advisory Committee, and equal time developing and supporting the STEAM program.
STEAM lab purchases and activity logs Professional Development records	3 of the 5 elementary sites have access to a STEAM lab with varying levels of usage that is not really tracked to determine equal access from all students.	All 5 elementary school STEAM labs are now outfitted with furniture and supplies to provide a positive and enriching environment for students to participate in STEAM activities. A signup sheet is in process of development for sites to use during the 2022-2023 school year.	STEAM labs have received matching equipment and furnishing, and setup has been completed at all sites. Principals have been able to schedule time with TOSAs for training with desired pieces of equipment focused on building the capacity of their staff in connection with STEAM and its	Each site has a STEAM lab with available resources. TOSAs have had additional professional development with a science consultant from OCDE to support teachers in increasing access to labs and STEAM related activities in the classroom.	All sites will have a STEAM lab built out with resources on hand for STEAM activities. Teachers will have toured the labs and received professional development on how to integrate the lab into their core curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			integration into their core curriculum.		
STEAM Participation- Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP Computer Science and/or Robotics during the school day and as part of after school enrichment.	Activity logs for the elementary STEAM labs reflect some teacher participation in bringing students to the lab for activities (about 20%). Sign in sheets/Attendance show 300 students participated in the Computer Science club, AP Computer Science, and/or Robotics during the 20/21 year.	Now that students are back on campus full time, school sites have resumed the in-person coding and robotics clubs after school or on Saturdays. With the furniture and materials added to STEAM labs, participation in bringing students to the STEAM labs for activities has increased to 30%.	With the addition of our extended school day, our participation in coding and robotics activities has continued to grow. STEAM labs have seen continued use throughout the school day, and students have had the opportunity to utilize newer technology introduced at the beginning of the school year, increasing their participation.	The number of students involved in after school programs has increased to approximately 700 students, which includes opportunities for enrichment and STEAM activities. The use of STEAM labs varies from site to site, TOSAs are providing additional support to integrate STEAM into the day more frequently for all sites.	Activity logs will reflect all students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities. Participation in Computer Science club, AP Computer Science and/or Robotics will increase by 5%.

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	Professional Development-GATE Certification Training teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom benefits all students. As a small district with typically two teachers at a grade level per site, it is important to train all teachers. This ensures that all students will have access to a highly qualified teacher who understands the unique needs of gifted and talented learners and can differentiate instruction accordingly. A portion of the Teacher on Special Assignment who will coordinate trainings and provide coaching support to teachers around implementation of strategies is included here along	No	Fully Implemented	Nearly all teachers completed the GATE certification and are implementing the use of depth and complexity in their daily instruction. This has provided our students with access to a highly qualified teacher who really understands the unique needs of all learners.	Trainings are coordinated by the district's Teacher on Special Assignment who also provides support in the classroom.	\$108,000.00	\$4,628

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
	with the costs for training and resources.						
5.2	<p>GATE Identification The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity along with a non-verbal assessment will be included along with more traditional measures. Training all teachers in the characteristics of gifted and talented students is to ensure teachers are not just identifying students who are doing well in school. The Universal Screener was administered to all 2nd graders this year, and the data is being evaluated to determine further assessments as part of the multiple measures.</p>	Yes	Fully Implemented	Second grade student go through the identification process for GATE. The comprehensive identification criteria has supported identification of all subgroups, including a non verbal component for our English Learners. Teachers have been trained to identify the characteristics of gifted students to make sure that all students are given the opportunity to do well in school and have access to enrichment.	Fourth grade students have been added to the identification process. The window for administering the Universal Screener is currently open for both grade levels.	\$55,718.00	\$22,054
5.3	<p>STEAM Enrichment Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into</p>	No	Fully Implemented	STEAM programs and labs have been used as an integrated tool with the new science adoption and as a place for other activities connected to curriculum. This supports the development of College and Career	Our TOSAs provide support and training on how to connect these labs with curriculum. They support and train teachers using	\$58,883.00	\$16,925

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	<p>Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program along with overseeing GATE. Many of the new offerings through the Expanded Learning Opportunities funding will support STEAM enrichment: coding, robotics and art for example.</p>			<p>Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This has been shown to be especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system.</p>	<p>Virtual Reality and robotics as example.</p>		
5.4	<p>Technology Integration-21st Century Skills Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UPPs. The TOSA also provides support for Illuminate and training teachers on reports for</p>	Yes	Fully Implemented	<p>The Teacher on Special Assignment (TOSA) assists staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UPPs. The TOSA has also provided support for</p>	<p>There is a stipend for work outside contracted days so analyzing the years progress and planning for the next year can be done.</p>	\$268,085.00	\$76,462

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
	<p>data analysis to monitor progress for English learners, students from low income families, and Foster Youth. This often means supporting parents of these students as well who need training in navigating digital resources for use in the home. With the completion of the Chromebook initiative, we are developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps for example in support of our English learners. Includes stipend for work outside contracted days.</p>			<p>Illuminate and training teachers on reports for data analysis to monitor progress for English learners, students from low income families, and Foster Youth. The district is developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps, for example, in support of our English learners. The TOSA works to support these initiatives.</p>			