



# Lowell Joint School District

*A Tradition of Excellence Since 1906*

## Supplement to the Annual Update to the 2021–22 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 562.902.4200

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Because of the short timeline involved in developing plans along side the current planning for the Local Control Accountability Plan (LCAP), discussions related to the additional monies (Educator Effectiveness, Expanded Learning Opportunity Program, and the Universal Pre-Kindergarten) were held during the already scheduled meetings with educational partners for LCAP input. It was discussed separately from the LCAP process as an opportunity to include one-time dollars in services we would be able to provide for students that fit within the categories identified for appropriate expenditures. With that in mind, educational partners were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various educational partners for both the LCAP and these new one-time funds. The Assistant Superintendent of Educational Services is meeting with the Parent Teacher Associations (PTAs) for each school site, with the staff at each school site, the District English Learner Advisory Committee (DELAC), the LCAP Advisory Committee, California School Employees Association (CSEA) for classified staff, and Lowell Joint Education Association (LJEA) for certificated staff. In addition, communications through the Superintendent's Office in the Healthy Families Update for both staff and parents provided information on potential opportunities for input at meetings as well as regularly scheduled meetings with PTAs. The surveys conducted for the LCAP also provide information from parents, staff, and students that have helped to inform services that we may provide under the Extended Learning Opportunities Grant/Program even though the survey was specific to the LCAP process. Discussions specific to the development of all plans were also part of both Instructional Cabinet meetings and Principal meetings. The Board of Trustees is updated on a weekly basis through the Superintendent's Office in addition to information shared at regularly scheduled Board meetings once a month.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

As a district, Lowell Joint doe snot receive and concentration monies and was therefore, not eligible for these additional funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Again, due to the short timeline involved in developing plans along side the current planning for the Local Control Accountability Plan (LCAP), discussions related to the development of the Extended Learning Opportunities Grant Plan (ELO-G), the Learning Continuity Plan, and the Safe Return to Instruction plan were held during the already scheduled meetings with educational partners for LCAP input. It was discussed separately from the LCAP process as an opportunity to include one-time dollars in services we would be able to provide for students over the next two years that fit within the categories identified for appropriate expenditures. With that in mind, educational partners were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various educational partners for both the LCAP and these new on-time and ongoing funds. The Assistant Superintendent of Educational Services is meeting with the Parent Teacher Associations (PTAs) for each school site, with the staff at each school site, the District English Learner Advisory Committee (DELAC), the LCAP Advisory Committee, California School Employees Association (CSEA) for classified staff, and Lowell Joint Education Association (LJEA) for certificated staff. In addition, communications through the Superintendent's Office in the Healthy Families Update for both staff and parents provided information on potential opportunities for input at meetings as well as regularly scheduled meetings with PTAs. The surveys conducted for the LCAP also provide information from parents, staff, and students that have helped to inform services that we may provide under the Extended Learning Opportunities Grant/Program even though the survey was specific to the LCAP process. Discussions specific to the development of all plans were also part of both Instructional Cabinet meetings and Principal meetings. The Board of Trustees is updated on a weekly basis through the Superintendent's Office in addition to information shared at regularly scheduled Board meetings once a month.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Elementary and Secondary School Emergency Relief Plan (ESSER III) is being monitored for implementation in terms of identified actions and expenditures on a regular basis. A coding system was implemented within the Purchase Request system to identify and track various expenditures back to the appropriate plan, goal, and action item whether it is one-time dollars or within the LCAP itself with ongoing funds. Within the seven categories for expenditure, as an example, summer school and intersession is one action item. Of the \$550,000 identified for this item, \$260,000 was expended in the first summer with the rest available for the summer of 2022. All expenses were coded back to this particular item to facilitate the monitoring and reporting of the items within the plan. This has been a tremendous success in tracking the expenditures. The greatest challenge has been the overlap in criteria for the various funding sources. This often requires the

movement of expenditures to funding that must be expended on a shorter timeline that meets the same criteria. Another serious challenge has been in finding staffing to expend some of the funds that were targeted for before and after school programs as well as other positions to support programs within the day. We have been able to ensure continuity of services through developing a Virtual Academy for long-term Independent Study, academic support for those students in short-term Independent Study, increasing sub pay to cover teacher absences due to Covid-related quarantine and isolation to be competitive with neighboring districts in the sub shortage, providing PPE for staff and students, providing regular testing as well as at-home testing kits to facilitate safe school environments, and having access to an additional school nurse to support the increased demands related to health and safety within the district.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

For each of the required plans for both one-time dollars and on-going funding in addition to the LCAP, a coding system has been developed in fiscal to identify the plans connection where appropriate to the goals and actions within the LCAP. This allows for the tracking of expenditures related to the individual plan as well as the connection to related expenditures within the LCAP to ensure alignment. These are reviewed on a regular basis by the Assistant Superintendent of Educational Services and the Director of Fiscal Services as Purchase Requests are submitted for various funding sources and plan items.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Lowell Joint School District

*A Tradition of Excellence Since 1906*

## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

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

#### Rationale

This goal addresses the basic conditions necessary to open the doors of our schools and support the successful learning of our students. Staffing and basic operations are accounted for here to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning). In addition, evidence for the sufficiency of materials to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) is also included. Beyond just having materials, staff are surveyed each year to determine their level of comfort with implementing state standards. Additionally, given the need for proficiency in technology, digital resources as part of core programs, and the changes in instructional practice due to the recent school closures, access to devices and the internet have become a part of ensuring that students have access to the resources they need to be successful with state standards. Partnering with parents is a critical component to ensuring success for our students, which is LCFF Priority #3 Family Engagement. Parents are actively involved in the school community through School Site Council, PTAs, volunteer opportunities, and parent training. This also addresses all five Board Goals: Fiscal Excellence, Academic Excellence, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments, and School/Family/Community Partnerships and Communication.

#### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Credentialed Audit and data from CBEDS	One teacher has an Internship Credential working on a full credential with another on a short-term Staffing Permit working toward an Internship	The internship teacher has completed their credential while the teacher in the short-term staffing permit is now on a single year, credential waiver	All teachers will be fully credentialed and appropriately assigned.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Credential and then a full credential. All remaining teachers were fully credentialed and appropriately assigned in the 2020-2021 school year.</p>	<p>with an anticipated credential completion date of June 2022.</p>	
	<p>Board minutes for William's sufficiency</p>	<p>Every student has standards-aligned materials as measured by Williams compliance documentation.</p>	<p>Documentation for William's compliance was submitted to the Board at the October 4th Board meeting. Each Principal verified that all students have appropriate textbooks.</p>	<p>All students will continue to have standards-aligned materials.</p>
	<p>Certificated staff survey on implementation of standards</p>	<p>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.</p>	<p>The staff survey will be administered in February-March of 2022.</p>	<p>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".</p>
	<p>Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards.</p>	<p>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.</p>	<p>All students were provided with devices at the beginning of the school year. For those needing a device in the home for elementary, additional Chromebooks are on each site for check out as necessary. The district continues to provide hot spots as needed.</p>	<p>All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.</p>
	<p>Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials</p>	<p>SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for</p>	<p>All Principals were trained in Title1 Crate this year in order to facilitate the collection of this type of documentation. SSC</p>	<p>SSC and DELAC training is conducted every other year to ensure parent participation in the decision-making process.</p>



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>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.</p> <p>Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UDPs .</p>	<p>each site as part of parental input into the decision-making process for the development of SPSAs and the LCAP .</p> <p>Virtual meetings were calendared in the 2020-2021 school year with limited participation. Digital sign in sheets were maintained to document participation.</p> <p>Sign in sheets document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.</p>	<p>trainings and meeting agendas are being uploaded there regularly. We have started the LCAP process in terms of parent input with attending PTA meetings. The PAC meetings are scheduled for February and March of 2022.</p>	<p>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.</p> <p>Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra</p>
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</p>	<p>The parent survey will be administered in February-March of 2022.</p>	<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</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>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>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		<p>94% of parents responded Agree or Strongly Agree to 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".</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>The parent survey will be administered in February-March of 2022.</p>	<p>95% or more of parent respondents marking Agree of Strongly Agree with 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".</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 and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Certificated Staffing- Teachers</b> 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.	Ongoing	No	LCFF 15,524,501 Other State 0 Local 0 Federal 83,862	LCFF 0 Other State 0 Local 0 Federal 0	\$15,608,363.00	\$4,769,763.00
1.2	<b>Certificated Staffing- Administration and other Support Staff</b> This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).	Ongoing	No	LCFF 2,582,333 Other State 0 Local 0 Federal 113,605	LCFF 0 Other State 0 Local 0 Federal 0	\$2,695,938.00	\$912,749.00
1.3	<b>Classified Staffing- Technology Department</b> 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.	Ongoing	No	LCFF 407,997 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$407,997.00	\$39,408.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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. 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.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	<b>Classified Staffing- Custodial, Maintenance, and Grounds</b> Provide basic custodial, maintenance, and grounds services.	Ongoing	No	LCFF 1,773,857 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$1,773,857.00	\$203,701.00
1.5	<b>Basic Utilities</b> Basic utilities including electrical and water.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 830,328 Other State 0 Local 0 Federal 0	\$830,328.00	\$378,364.00
1.6	<b>Instructional Materials- Textbooks and Software</b> 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 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	Ongoing	No		LCFF 313,567	\$313,567.00	\$12,373.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.7	<b>Site Technology Allocation</b> 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).	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 45,000 Other State 0 Local 0 Federal 0	\$45,000.00	\$1,943.00
1.8	<b>Instructional Supplies-Per Pupil Site Allocation</b> 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).	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 271,180 Other State 0 Local 0 Federal 0	\$271,180.00	\$81,012.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.9	<b>Maintenance of Chromebooks</b> 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.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	
1.10	<b>Classified Staffing-Data Systems Analyst</b> 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.	Ongoing	No	LCFF 51,916 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$51,916.00	\$4,943.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.11	<p><b>Single Plan for Student Achievement (SPSA)</b>            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 Unduplicated Pupils who drive the development of goals in the SPSA.</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 5,000 Other State 0 Local 0 Federal 0	\$5,000.00	\$0.00
1.12	<p><b>School Site Council and DELAC</b>            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</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.13	<p>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>			<p>LCFF 0 Other State 0 Local 0 Federal 0</p>	<p>LCFF 0 Other State 0 Local 0 Federal 0</p>	\$0.00	\$0.00
1.13	<p><b>Parent Teacher Associations (PTA)</b> 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 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</p>	Ongoing	No	<p>LCFF 0 Other State 0 Local 0 Federal 0</p>	<p>LCFF 0 Other State 0 Local 0 Federal 0</p>	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
1.14	<b>Family Engagement</b> 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.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 34,647 Other State 0 Local 0 Federal 0	\$34,647.00	\$72,279.00
1.15	<b>Classified Staff- Administration and other Support</b> The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the	Ongoing	No	LCFF 2,552,183 Other State 26,609 Local 81,807 Federal 35,404	LCFF 0 Other State 0 Local 0 Federal 0	\$2,696,003.00	\$98,294.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	district office and sites are included here.						

## Goal 2

### Early Literacy

#### Rationale

As the community needs have shifted over the last few years, it has become evident that Lowell Joint needs to provide more opportunities to develop school readiness skills for incoming students. Over the last few years, Transitional Kindergarten classes have been opened at each elementary site. The district also runs a preschool to service students with special needs. Prior to the school closures in March of 2020, the district had applied for and received a fundable score for a state-funded preschool program. With two preschools in the area closing even before the pandemic, this was identified as a need from our families. With the freezing of funding to new programs in March of 2020, we were unable to move forward with a preschool at that time. We became involved with the First Five Orange County: Children and Families Commission when asked to administer the Early Developmental Index (EDI) to Kindergarten students in order to provide comprehensive data for the city of La Habra. This led to discussions about using the information for our district with the need to include our Los Angeles county schools as well. First Five LA and First Five OC were able to work together to fund this for our district prior to the pandemic. First Five OC provided consultants to support the writing of our application for a state-funded preschool, and ultimately, First Five OC included us in their last round of funding so that we received an Early Childhood grant to develop programs and services to better support early literacy. So while the district is still on hold with state-funding for a preschool, we have continued to move forward with planning to better meet the early literacy needs of our community. A Teacher on Special Assignment (TOSA) was hired to support the deliverables for the grant and provide professional development around early literacy needs within the district. During the school closures, our primary grades were the most impacted in terms of attendance and engagement. Our Kindergarten student had a chronic absentee rate of over 9% with both 1st and 2nd grades above 6%. This is significantly higher than the other grade levels that ran between 2-4% for a district average of 4.34%. Given that we may have additional students that postponed entry into schooling due to the pandemic along with the disrupted schooling for many of our local preschools, we are anticipating this will be an area of greater focus through the cycle of this LCAP at minimum. This goal helps to address the LCCFF State Priority #2 Implementation of State Standards (Conditions for Learning) as well as State Priority #4 Pupil Achievement (Pupil Outcomes). This also addresses the Board Goals of Academic Excellence and School/Family/Community Partnerships and Communication.

#### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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	The plan is in development as part of the deliverables for the funding we receive under First Five. The scope of the plan is being broadened with the new requirements under Universal Pre-Kindergarten (UPK). This plan will be submitted to the Board in June for approval and	The three-year plan will have been developed and implemented including quarterly updates to the plan.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		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.	will encompass much of what had already been started as a plan for First Five.	
	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 committee has continued to provide input to help develop the overall plan for early learners. With the new requirements under Universal Pre-Kindergarten funding, we are working to develop a cohesive plan to align our practices from Learning Link to preschool to school-age children. Our Kindergarten teachers were trained in the Early Developmental Index to be able to assess our Kindergarteners this year. This assessment is done every other year as part of our work with First Five, and it will result in a wealth of data to help inform our community partners about the needs of our families with children aged 0-5.	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.
	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	We have shared 5 issues of the Young Essential Scholars Newsletter to 70 families. Based on one of the surveys we are collaborating with Help Me Grow to provide parent forums around topics related to the domains outlined in the Early Developmental Index (EDI)	Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Sign-ins to document parent involvement in the Learning Link.	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.	data. We developed a brochure based on the EDI data around our most vulnerable areas (Gross and Fine Motor Skills) that has information, activities and resources. This brochure has been shared on our Learning Link webpage, at PTA meetings, the Learning Link and with community providers. Ready4K has 52 families that have received 2970 messages via text aligned with skills based on their child's age.	Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.
	Enrollment in the preschool program.	The preschool program has not opened yet. A for-free option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.	We have been able to open the Learning Link two days a week serving over 20 families. The response has been overwhelmingly positive with regular requests to open for more days. We have been able to add another two days starting in February.	All slots within a for-free and/or state-funded preschool will be filled to provide support for our earliest learners.
	Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching.	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	We have completed the licensing process for our preschool and are beginning the process of adding an additional site for when Jordan is no longer at Maybrook.	We have an additional 8 teachers completing the 2-Day training in February of 2022. With sub issues related to Covid, we have had to postpone the 4-day Demo that was originally scheduled for march.
				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

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>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>	<p>The plan is to offer if in the summer and then again next fall to continue to move forward.</p>	<p>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.</p>

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p><b>Early Literacy Teacher on Special Assignment (TOSA)</b></p> <p>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</p>	2021-2024	Yes	<p>LCFF 0</p> <p>Other State 0</p> <p>Local 53,398</p> <p>Federal 72,508</p>	<p>LCFF 10,000</p> <p>Other State 0</p> <p>Local 0</p> <p>Federal 0</p>	\$135,906.00	\$47,746.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses			Non-Personnel Expenses			Total Funds	Mid-Year Report
	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.										
2.2	<b>Early Literacy Committee</b> Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.	2021-2024	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 1,000 Federal 0	\$1,000.00	\$0.00				
2.3	<b>Early Literacy-Community Engagement</b> 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: <ul style="list-style-type: none"> <li>• Establish relationships with neighboring community providers, parent groups and individuals</li> </ul>	2021-2024	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 30,002 Federal 0	\$30,002.00					

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li>• in the LJSD district boundaries.</li> <li>• Develop ongoing communication with existing providers, parent groups and individuals to work collaboratively in supporting early learning.</li> <li>• Utilize YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups and individuals that support early learners.</li> <li>• Provide a Learning Link for families to engage in meaningful activities linked to early learning.</li> <li>• Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community.</li> <li>• Utilize quarterly informational brochure</li> </ul>						



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p><b>Early Literacy-Preschool Program and Learning Link</b></p> <p>documenting early childhood milestones for families supporting children ages 0-5.</p>	2021-2022	Yes	Local 30,000	LCFF 1,000 Other State 25,000	\$56,000.00	\$4,039.00
<p>With approximately 40% 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 are in the process of applying for a preschool license so that we are able to move forward with a state-funded preschool as funds become available and explore the fee-based options. Until we are able to open a preschool program, we are preparing to open a Learning Link: a space where parents come with their children ages 0-5</p>							

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	to engage in activities designed to develop and support school readiness skills. The goal would be to have the space open for 10 hours a week.						
<b>2.5</b>	<b>Transitional Kindergarten</b> 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.	Ongoing	Yes	LCFF 632,359 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$632,359.00	\$221,092.00

### Goal 3

#### Modernization and Maintenance of Facilities

#### Rationale

The schools in Lowell Joint were built in the 1950s and 60s and are in desperate need of major maintenance and modernization. The District continues to prioritize facility needs, and with the passing of a bond in 2018 (Measure LL), there will be additional monies available to begin the modernization and upgrading of all sites over the next few years. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional dollars will allow District funds for maintenance to be used on other needs in the prioritized list. Facilities projects were identified beginning with the Olita Major Maintenance project that began in 2020. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the Maybrook site within the district that had been leased to a private school. No students present on site allows for a faster construction timeline, which decreases the overall cost of the project. It also means students will not be disrupted during the day by construction. Olita was technically moved to the Maybrook campus at the beginning of the 2020 school year while we were still in distance learning. Because we were not able to return to in-person instruction until March of 2021, there was little disruption for students who were meeting virtually. Construction was completed on the Olita site and Macy was moved to Maybrook mid-year. With the work at El Portal being done over the summer, three of the six schools were able to complete major construction and modernization within about a year. This allowed the district to complete the issuance of the bonds, which ultimately saved the tax payers approximately five million dollars in addition to some construction savings. Jordan is being moved to the Maybrook site for the 2021-2022 school year. Meadow Green and Rancho Starbuck will follow after construction is completed at Jordan. Given that

the primary purpose of the bond was to upgrade basic necessities (roofing, HVAC, electrical and plumbing), there is still much work to be done. The district will continue to address major areas for improvement in conjunction with the projects identified in the scope of work for the bond. This goal helps to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning).

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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.	Regular updates are provided to the Board both in open Board meetings and the Weekly (email).	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. The information was provided on the School Accountability Report Cards and posted to the district website by Feb. 1st, 2022.	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 (marques, painting).	In addition to the three completed sites, Jordan is currently housed at Maybrook while work is completed. New modular buildings have been placed along with HVAC and other work on existing buildings. The painting was completed with some touch ups still needed. The marques have not been installed but they are ready and should be completed within the 2021-2022 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 be completed including marques, painting, and water bottle filling stations.

**Actions and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Facilities Master Plan</b> 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.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Federal 0	\$0.00	\$0.00
3.2	<b>FIT Reports</b> Continue to inspect all school sites to ensure that	Ongoing	No	LCFF 0 Other State 0 Local 0	LCFF 0 Other State 0 Local 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	<b>Measure LL-Bond</b> 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.	Ongoing	No	Federal 0 LCFF 0 Other State 0 Local 0 Federal 0	Federal 0 LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	

## Goal 4

**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.**

### Rationale

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a focus on developing clear levels of support for students in academics, behavior, and social emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. As those systems were put in place, we began to tackle the supports for Behavior and now Social Emotional/Mental Health needs. The overall system is constantly being refined based on data

and the ever-changing needs of our student population. All stakeholders have expressed concern for student's growth and well-being as we return to campuses full time in the 2021-2022 school year. Specific, more targeted goals have been identified for the Social Emotional and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. Just as important is the attention to potential changes in that first, best instruction that may need to take place to provide opportunities for learning around skill sets that may not have been fully developed due to interrupted schooling, changes in instructional practice in distance learning, and other barriers making learning difficult. So represented in this goal are some of the ongoing practices that have been successfully supporting students prior to the pandemic as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We are developing additional services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is clearly a need to provide additional intervention for students to close the achievement gap as opposed to maintaining growth. We are adding some additional counseling and psychological supports for our UDPS, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socioeconomically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. We are currently evaluating the data from the LAS Links assessment to determine the focus for our English learners next year. We had hoped to have the data in February for planning purposes, however, delays due to COVID and school closures did not allow for the this. With the close out of the year, we will look at the data as baseline information to plan with over the summer for beginning the 2021-2022 school year with any necessary adjustments to our English learner supports. This will also allow us to analyze current SBAC data and ELPAC Summative data, which is becoming available now, to make decisions for the coming year.

This addresses the LCFE State Priorities 2: State Standards (Conditions of Learning), Priority 5: Student Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). On a local level, this goal is designed to meet Board expectations around Academic Excellence, School/Family/Community Partnerships and Communication, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments.

### Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data Las Links	Roughly 48% of English learner students were making progress towards 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-	With the addition of scores for TK-2nd grade, we are at 18% for well-developed (4) and 41% for moderately developed (3) based on ELPAC data in the Spring of 2021.	60% of English Learners will be making progress towards English language 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%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	SBAC Data	2nd grade scores for 2021 from the state as of yet.  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.	We did have students participate in CAASPP testing in the 2020-2021 school year. About 19% met or exceeded the standard with 14% for mathematics. This is in comparison to 54% for English Only in ELA and 36% in mathematics. Given the context of Covid, it's interesting to note that our English learners only dropped 4% in ELA compared to our English only that dropped 10% with both declining 2% in mathematics.	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.
	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%.	The reclassification process will begin once the Summative ELPAC is completed.	Reclassification rates will remain above both county and state rates.
	iReady Data	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. 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.	The initial diagnostic was completed along with training for teachers on analyzing the results. The second diagnostic was just completed in January of 2022 along with another professional development opportunity for teachers in looking at results to plan for instructional practice.	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.  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

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Professional Development records Classroom Observations	All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning. 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 2013-3015.	We have had to postpone a lot of professional development that had been planned for the year. However, we have had one day of Write from the Beginning and Beyond training with a second scheduled for March. We have another group of teachers that will be trained in the 2-day Project GLAD in the month of February. We continue to provide support for iReady as a new benchmark system this year as well as GATE certification. We will work on catching up teachers with other initiatives when the substitute situation is a little more stable.	All teachers will be trained in both Thinking Maps and Write from the Beginning. 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. All teachers will be trained in Explicit, Direct Instruction (EDI).
	Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate	Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. One student was taken through the SARB process prior to school closures. Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the	Letters continue to be generated for truancy and chronic absenteeism. There have been some adjustments due to the overwhelming number of students with increased absences due to quarantine. Principals are receiving Chronic Absentee lists to follow up on and we are monitoring absences although meaningful rates are difficult to calculate	Continue to generate letters and monitor student attendance. All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process. 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.



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)</p>	<p>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 within Aeries.</p> <p>Because of the school closures in March of 2019, 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>with all of the quarantine and isolation requirements.</p> <p>Support staff are meeting 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>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> <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>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24	
	Suspension and Expulsion Rates	generated to summarize the meetings held and review any identified needs.	Due to school closures in March of 2019, there is not 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.	There have been no expulsions in the current year nor in the 2020-2021 school year. For suspensions, the district rate for 2020-2021 was .18 which is slightly lower than the state average of .20.	The overall suspension rate for the district will be less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>Professional Development (District-wide)</b> 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	2021-2024	Yes	LCFF 420,000		\$420,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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 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.</p>						
<b>4.2</b>	<p><b>Professional Development- English Learners</b> 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).</p>	Ongoing	Yes	LCFF 20,000 Federal 10,000	Federal 5,000	\$35,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD.						
4.3	<p><b>Progress Monitoring and Support of English Learners</b></p> <p>In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier 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</p>	Ongoing	Yes	LCFF 136,491 Other State 54,356 Local 0 Federal 23,122	LCFF 0 Other State 0 Local 0 Federal 20,000	\$233,969.00	\$38,146.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
<b>4.4</b>	<b>Dual Immersion Program</b> The district developed a Dual Immersion Program two years ago 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). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency.	Ongoing	Yes	LCFF 300,216 Other State 75,566 Local 0 Federal 79,807	LCFF 0 Other State 0 Local 0 Federal 0	\$455,589.00	\$175,838.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses			Non-Personnel Expenses			Total Funds	Mid-Year Report		
4.5	<b>ELD, Reading Intervention, and Spanish Elective at Rancho</b> 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 to develop beginning Spanish, which also allows native Spanish speakers the opportunity to support their English only peers.	Ongoing	Yes	LCFF 53,584	Other State 0	Local 0	Federal 0	LCFF 0	Other State 0	Local 0	Federal 0	\$53,584.00	\$13,312.00
4.6	<b>Before and After School Intervention</b> Continue to hire staff to provide for extended day intervention classes principally directed towards the needs of our UDPs. We are looking at ways to	Ongoing	Yes	LCFF 80,000								\$80,000.00	\$5,270.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.						
4.7	<b>Intervention Coordinators</b> 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.	Ongoing	Yes	LCFF 9,092 Other State 9,092 Local 0 Federal 3,637		\$21,821.00	\$4,566.00
4.8	<b>Intervention Support During the Day</b> The district is using Expanded Learning Opportunities funds to support the addition of personnel to provide intervention during the day. Some sites have used Title I funds to target their most struggling students with an Intervention Aide, but given	2021-2022	No	Other State 160,000		\$160,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	the greater need for targeted supports and small group instruction, the district will fund a support person for each site.						
4.9	<b>Teacher Planning/Choir Teacher</b> Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level while also increasing student access to the Arts.	Ongoing	No	LCFF 98,437	-	\$98,437.00	\$36,708.00
4.10	<b>Classified Staff- Instructional Assistants &amp; Special Ed Support Aides</b> 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.	Ongoing	No	LCFF 130,494 Other State 307,698 Local 0 Federal 700,952	LCFF 0 Other State 0 Local 0 Federal 0	\$1,139,144.00	\$12,086.00
4.11	<b>Math Intervention- Rancho Starbuck</b> Maintain Math Intervention sections at the intermediate	Ongoing	Yes	LCFF 37,535		\$37,535.00	\$8,006.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.12	<b>Illuminate</b> Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UDPs (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.	2021-2022	Yes	LCFF	25,000	\$25,000.00	40.00
4.13	<b>Reading Intervention-Rancho Starbuck</b> Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).		Yes	LCFF	40,000	\$40,000.00	\$0.00
4.14	<b>Coordination of Services</b> Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UDPs) by certificated personnel at the District Office. With the growing supports and services from	Ongoing	Yes	LCFF	243,769	\$243,769.00	\$75,871.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.15	<p>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, 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.</p> <p><b>ABA Class and Program Specialist Position</b> 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>	Ongoing	No	LCFF 0 Other State 275,349 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$275,349.00	\$105,302.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.16	<b>Learning Hubs-Libraries</b> 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.	Ongoing	Yes	LCFF 86,731 Other State 150,669 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$237,400.00	\$3,865.00
4.17	<b>MTSS Coordination and Monitoring of UDPs</b> District personnel will coordinate, revise and update the LUSD 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	Ongoing	Yes	LCFF 165,220 Other State 0 Local 0 Federal 41,305	LCFF 20,000	\$226,525.00	\$101,126.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.18	<p><b>Assessment System</b>            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 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</p>	2021-2024	No	Other State 40,000	Other State 120,000	\$160,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	a two-year implementation along with some one-time professional development costs.						
4.19	<b>Classified Staff-Custodial Support</b> 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.	Ongoing	Yes	LCFF 232,018 Local 0 Federal 0		\$232,018.00	\$47,938.00
4.20	<b>Attendance Monitoring</b> 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	Ongoing	No		LCFF 12,000	\$12,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.21	<b>Creative Response to Emotional and Educational Wellness</b> 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 during the pandemic. The counselor and interns monitor the social emotional needs of our UDPs 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 are especially critical in the coming year to meet the social emotional needs of those students experiencing the effects of trauma from the pandemic. Contacts with Foster Youth, ELs, and low income students (primarily Homeless) are documented	Ongoing	Yes	LCFF 545,129 Other State 206,040 Local 0 Federal 0	Other State 20,000	\$771,169.00	\$224,950.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>weekly to ensure timely supports.</p> <p>This year, we have 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.</p>						
4.22	<p><b>Nurse and Nursing Assistant</b> 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 UDPs (partial funding for the District Nurse). Offsetting the cost for support to these students</p>	Ongoing	Yes	<p>LCFF 18,833</p> <p>Other State 63,917</p> <p>Local 0</p> <p>Federal 95,304</p>	<p>LCFF 0</p> <p>Other State 0</p> <p>Local 0</p> <p>Federal 0</p>	\$178,054.00	\$29,1000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						



## Goal 5

### Enrichment and 21st Century Skill Development

#### Rationale

With more than 40% of our students coming from low income homes, it became very evident during the pandemic that not all students have equal access to opportunities outside of school to experience and develop 21st century skills which often require access to pathways that some families are able to provide and some are not. As a district, Lowell Joint has continued to add programs to support enrichment and talent development without a formalized GATE program. Both staff and parents have provided feedback that we need to develop more opportunities and a more cohesive program while not limiting access to just formally identified GATE students. With this in mind, the district is developing a comprehensive identification system that includes multiple measures and local norms for GATE identification, training all teachers in best practices for working with GATE students to impact instruction within the day, and creating enrichment opportunities that do not require GATE identification for participation. We continue to believe that all students should have access to music and the arts, coding and STEAM, leadership opportunities and outlets to showcase their unique talents and abilities.

#### Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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.	More than 45 teachers have been or will complete GATE certification before the end of this year. We are beginning the 4th cohort of training in the Spring of 2022.	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.	We have might to solidify the universal screener and battery of assessments to place orders.	Appropriate staff will be trained on administering assessments and evaluating criteria for GATE identification using 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	The STEAM/GATE TOSA has been able to model the introduction of Depth and Complexity prompts in the classroom with teachers in addition to supporting teachers within the GATE Certification trainings in planning and developing instruction.	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.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	STEAM lab purchases and activity logs Professional Development records	to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year.	Purchases have been made for the other two sites to complete their STEAM lab set up. One has been set up and the other is ready to go once the space is available. The site is temporarily housed at the Maybrook campus while renovations are taking place.	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.
	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.	We have not begun tracking usage in a formal manner. With the issues connected to Covid still very present in the 2021-2022 school year, teachers have focused more on STEAM activities within their classroom or outdoors to avoid mixing groups.	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 and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	<b>Professional Development-GATE Certification</b> 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	2021-2024	No	LCFF 60,000 Other State 20,000	LCFF 5,000 Other State 23,000	\$108,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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 with the costs for training and resources.						
<b>5.2</b>	<b>GATE Identification</b> 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. A primary goal in 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.	Ongoing	Yes		LCFF 15,000	\$15,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.3	<b>STEAM Enrichment</b> 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 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. During the pandemic, the STEAM	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 124,919	Other State 45,000	\$169,919.00	\$49,626.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.4	<b>Technology Integration- 21st Century Skills</b> 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 UDPs. The TOSA also provides support for illuminate and training teachers on reports for 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	Ongoing	Yes	LCFF 155,306 Other State 0 Local 0 Federal 0	Other State 100,000	\$255,306.00	\$35,917.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						