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Early Literacy-LCAP GOAL 2

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.

State Priorities:

This goal helps to address the LCFF 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.

EDUCATOR EFFECTIVENESS CRITERIA:

#6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

#7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and

biliterate proficiency.

#10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Description	Planned Expenses for Educator Effectiveness	
With the opening of a general education preschool, the district will be able to mainstream preschool age children from the special education preschool. This will necessitate training for staff on inclusive practices, strategies for working with special needs students, and universal design for learning.	Training, substitutes, resources, and possible consultant agreements	30,000
Training on Ages and Stages Questionnaires (ASQ-3) and Ages and Stages Questionnaires: Social Emotional (ASQ:SE-2)	Training, substitutes, and resources	5,000
Training in Project GLAD for preschool.	Training, substitutes, resources and possible consultant agreements	35,000
Professional development around best practices for preschool students and supporting families with children ages 0-5.	Training, substitutes, resources and possible consultant agreements	30,000
	Projected Total in this Area	100,000

Multi-Tiered System of Support-LCAP GOAL 4

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.

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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 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 LCFF 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.

EDUCATOR EFFECTIVENESS CRITERIA:

#1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

#2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

#3. Practices and strategies that reengage pupils and lead to accelerated learning.

#4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

#5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multi-tiered systems of support, transforming a school-site's culture to one that values diverse cultural and

ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

#6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

#7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

#8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

   (1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

   (2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Coaching and Mentoring

Description	Planned Expenses for Educator Effectiveness	
Provide mentoring and coaching support for **new teachers and administrators** within the district. This includes support from TOSAs for in-class modeling and co-planning as well as opportunities for teacher leaders to mentor and coach peers.	Coaching for one new Principal and support for new teachers Trainer of Trainer opportunities to develop teacher leaders on district-wide initiatives	20,000
With the increase in technological devices, ongoing coaching, in-class modeling, and mentoring is necessary to **integrate technology** into the instructional	Training, substitutes, and resources	10,000

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program.		

Standards Aligned Instruction

Description	Planned Expenses for Educator Effectiveness	
Provide additional professional development in **state standards**. This includes ongoing support for Thinking Maps and Write from the Beginning to support literacy development across all subject areas. Some of the specific professional development targeting STEAM is included under the section for Goal 5 of the LCAP.	Training, substitutes, and resources	10,000
Ongoing training and support for working with **English learners** including materials, intervention supports, and the ELD standards. This includes support for the **Dual Language program** and Project GLAD.	Training, substitutes, possible consultants, and resources	100,000
Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs.	Substitutes and resources	25,000
Ongoing training and/or support for **best practices**, including but not limited to: -Visible Learning -Professional Resources -Explicit Direct Instruction (EDI) - Guided Language Acquistion Design (Project GLAD) -MTSS Network -Thinking Maps -Write from the Beginning -iReady -Universal Design for Learning -GATE	Training, substitutes, possible consultants, and resources This includes the TMLC: Thinking Maps Learning Community platform to support teacher networking on this initiative (3 years at 30K each year)	235,000
	Projected Total in this Area	400,000

Pupil Outcomes

Description	Planned Expenses for Educator Effectiveness	
Additional training in ABA for staff as a primary goal to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.	Consultant fees, substitute costs, and or additional paid hours for training after	40,000

	school	
Professional development on instructional strategies for blended models in working with our students with special needs along with supports for teachers around co-teaching.	Training offered through OCDE with costs for registration and substitutes.	5,000
Professional development for staff on **PBIS, trauma-informed practice, and social emotional learning**. This includes counseling and psych interns that push into classrooms to provide supports in these areas.	Costs for registration and substitutes. Additional costs for this are included as part of the LCAP under the Multi-Tiered System of Support goal.	5,000
Training and support through the OCDE MHSSA (mental health services grant), which is a new network for us since moving to Orange County.	The majority of costs are paid for through the grant; however there are supplemental trainings offered at minimal cost. Funds are for registration and substitute costs if needed.	3,000
	Projected Total in this Area	53,000

Enrichment and 21st Century Skill Development-LCAP Goal 5

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.

This addresses the LCFF 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 and High quality staff providing high quality service.

EDUCATOR EFFECTIVENESS CRITERIA:

Educator Effectiveness Grant-2021

#2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. #3. Practices and strategies that reengage pupils and lead to accelerated learning. #8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
Description	**Planned Expenses for Educator Effectiveness**	
Training teachers in **depth and complexity** to support critical thinking and high levels of rigor in the classroom benefits all students. As a small district with typically two teachers at a grade level per site, it is important to train all teachers. This ensures that all students will have access to a highly qualified teacher who understands the unique needs of gifted and talented learners and can differentiate instruction accordingly. There is a new **GATE Network** through OCDE that teachers are able to participate in as part of the ongoing follow up to initial training.	GATE Certification training and training in administration of the Universal Screeners. Costs include consultant and substitutes.	40,000
With the increase in technological devices, ongoing training is necessary to **integrate technology** within the instructional program in meaningful ways to develop deep understanding of content area standards. This includes training on some of the resources available to engage students in hands-on experiences like Spheros and Ozobots for coding, ViewSonic Boards in the classroom, 3D printers, green screen set-ups and so forth.	Attendance at trainings and conferences such as CUE in addition to internal professional development opportunities.	60,000
	Projected Total in this Area	100,000
	TOTAL:	$633,097