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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

All students will be college and career ready.

Rationale

Based on ongoing review of multiple measures of student learning and outcomes (such as SBAC, CCI data, DIBELS/IDEL assessments, EAP, UoS assessments, credit attainment, district and site program reviews) as well as current research on best educational practices, the following needs have been identified:

Curriculum
- Refine UoS curriculum and delivery in ELA/ELD, Math and Science and integrate technology
- Expand supports for Foster Youth (FY), English Learners (EL) and Students with Disabilities (SWD) to promote access to core curriculum
- Expand development and use of formative assessments to guide instruction and inform student learning
- Support integrated STEAM curriculum development and implementation at Del Sol Academy
- Provide needed instructional material support at all grade levels aligned to UoS, CSS, and NGSS
- Utilize leveled guided reading books in grades 2-6 to support direct teaching of literacy skills

Professional Development
- Expand Impact Team training and scale up at all sites to increase teacher and student efficacy
- Continue to provide professional development on balanced literacy emphasizing guided reading structures and strategies
- Provide Inclusive practices planning and support to six schools who are implementing full inclusion model of Special Education students
- Continue to support professional development that addresses the needs of special populations, i.e., BELIEF, EL Roadmap, GLAD, Gifted education and culturally responsive teaching
- Offer a variety of technology-use professional development

- Continue to provide a differentiated induction program for Year 1 and Year 2 probationary teachers. Continue to provide Year 1 and year 2 support for CTE teachers and explore ways to support new preschool teachers
- Provide new teacher training to support them with implementation of district initiatives as well as services to special populations
- Provide professional development to support UoS, adopted texts and new materials
- Professional development through Alludo provides staff ability to self-select modules to meet their professional goals
- Leadership Academy for aspiring school administrators

Multi-Tiered System of Supports (MTSS)/Intervention/Inclusion
- Continue work on MTSS model for district that aligns to current practices while expanding on delivery of Tier 1 and Tier 2 services
- Expand use of universal screening tools in reading and math to identify students at risk and deliver differentiated support as needed
- Continue early (ages 0-preschool) support for at-risk pre-students and their families
- Continue to build literacy skills and fluency for all students
- Offer a variety of extended day or credit recovery options during the school year and summer for students to address academic needs or to accelerate attainment of College & Career Indicators (CCI).

Access and Equity
- Support SEL as a means to increase access to core curriculum.
- Expand inclusive practices that support first best instruction for all students in a Least Restrictive Environment (LRE)
- Comprehensive review of placement and scheduling to support attainment of College and Career Indicator (CCI)
- Maintain Grade Span Adjustment (GSA) 24:1 in grades TK-3 and using a staffing ratios of 28:1 at secondary sites
- Continue supports for Dual Immersion (DI) program as it expands at the elementary and secondary level
- Continue support for AVID to include professional development through PATH or SI models, tutoring, curriculum and materials as well as AVID subscriptions and coaching services

College and Career Indicators (CCI)
- Continue guidance model at high school so all students have a dedicated academic counselor to increase student growth on "Four Keys," student outcomes on CCI, support for all students to develop a well-researched post-graduation plan and the access to information and guidance to complete steps of these plans
- Review and expand CTE offerings based on market demand and student interest
- Increase development of CCR at all school levels in district through CCGI model, staff development and parent outreach
- Continue to support academic and career preparation offerings at Adult School
- Added targeted secondary guidance services for Foster Youth (FY) student intervention, course placement, and academic counselor support

Technology
- Reconfigure and support library spaces to include Maker Spaces and access to a variety of problem-solving and technology tools
- Support network development/operations to sustain high internet use in Digital Gateway
- Support use of technology tools (i.e., Illuminate, CALPADS, etc.) to monitor student learning and progress
- Building new district dashboard to support review of student data relative to graduation requirements, CTE, and a-g requirements
- Deployment of new Chromebooks following district replacement cycle
- Development of an a-g dashboard analysis tool to determine a-g completion rates
- Development of a CTE pathway dashboard analysis tool to determine CTE pathway completion rates

Visual and Performing Arts (VAPA)
- Support integrated VAPA instruction through music integration at Pacific Avenue Academy of Music (PAAM)
- Support VAPA instruction across district through instructional materials, equipment, and professional development

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	P1: Teachers are appropriately assigned and fully credentialed in subject area	Based on current personnel records, all teachers are fully credentialed outside of: 7 interns (1 Elementary; 5 SE, 1 Math). 4 Short term Staff Permits (1 Elementary, 1 Math, 1 Science, 1 SE) All interns have met Subject Matter Competency and are also equitably distributed. (May, 2020 Personnel Data)	Based on current personnel records, all teachers are fully credentialed outside of: 13 interns (3 Elementary, 1 English, 9 Special Education) 4 Short-Term Staff Permits (3 Special Ed., 1 Elementary) All interns have met intern certification requirements and are equitably distributed.	Teachers are appropriately assigned and fully credentialed in subject area outside of 2 interns (May, 2023 Personnel Data)
1	P1: Pupils have sufficient access to standards-aligned instructional materials	Based on current positive sufficiency William's reports and purchase requisitions for new materials, all required instructional materials have been purchased. (September, 2020 Williams Report and Requisitioned Purchases)	All core textbooks and related science materials have been received or are accessible to each JUSD student. New textbook adoptions for elementary science (K-6) and high school sciences (Earth Space, Chemistry, AP Chemistry, Physics, AP Physics) are currently being adopted for implementation during the 2022-2023 school year. Twenty-one elementary teachers are involved in the pilot and each high school as a representative piloting the high school science pilots. The final selections are scheduled to go	Provided all required K-12 standards-aligned instructional materials to meet requirements of Williams Report (May, 2023 Williams Report)

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			to the JUSD Instructional Council for approval and then to the JUSD Board for approval to move forward with the recommendations in April, 2022. Furthermore, on September 13, 2021, JUSD Board President, Karen Bradford, signed Resolution #2022/09 indicating all 2021-2022 students have sufficient materials for learning and which also verifies JUSD has met William's compliance requirements.	
2	P2: Implementation of state board adopted content and performance standards with all students	86.56% Strongly Agree or Agree Based on teacher self-reporting on the LCAP staff survey, the 2021 LCAP Staff Survey shows slight increase in response to question on survey. (April, 2021 LCAP Staff Survey)	No new update.	90% of teacher's self-report mastery of California Standards curriculum (May, 2023 LCAP Staff Survey)
2	P2: Teacher Evaluation of Language Proficiency	100% of English Language Learners are evaluated annually on English Language Proficiency, including ability to interact in meaningful ways and learning about how English works. (May, 2021 TELP report)	JUSD requires that 100% of English Language Learners are evaluated annually by their teacher (ELA teacher at the secondary level) on English language proficiency, including the ability to interact in meaningful ways and learning about how English works.	100% of English Language Learners are evaluated annually on English Language Proficiency, including ability to interact in meaningful ways and learning about how English works. (May, 2024 TELP report)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	P4: Statewide assessment—California School Dashboard (CASDB) Academic Indicator ELA Distance from Standard (DFS)	All: -30.3 (+6 points) LI: -38.9 (+5.6 points) EL: -60.7 (+2.5 points) SWD: -114.1 (+10.8 points) FY: -54.3 (-7.4 points) HY: -41.2 (+46 points) (Fall, 2019 CASDB)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered in 2021-22.	All: -20 LI: -28 EL: -40 SWD: -95 FY: -30 HY: -30 (Fall, 2023 CASDB)
4	P4: Statewide assessment—California Schools Dashboard (CASDB) Academic Indicator Math Distance from Standard (DFS)	All: -66.8 (+4.7 points) LI -74.1 (+5 points) EL -89 (+4 points) SWD -151.9 (+13.6 points) FY -118.1 (-28.5 points) HY -94.9 (+26.4 points) (Fall, 2019 CASDB)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered in 2021-22.	All: -48 LI: -50 EL: -60 SWD: -100 FY: -60 HY: -60 (Fall, 2023 CASDB)
4	P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC on California Schools Dashboard (CASDB) through English Learner Progress Indicator (ELPI)	41.3% making progress towards English language proficiency 37.9% - Progressed at least one ELPI level 3.3% - Maintained ELPI Level 4 34.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 24.2% - Decreased at least one ELPI level (Fall, 2019 ELPI CASDB)	From the 2020-2021 school year (Q data): 23.74% making progress towards English language proficiency 22.72% progressed at least one ELPI level 1.02% maintained ELPI level 4 54.64% maintained ELPI Level 1, 2L, 2H, 3L, 3H 21.62% decreased at least one ELPI level	44.3% making progress towards English language proficiency 43.9% - Progressed at least one ELPI level 6.3% - Maintained ELPI Level 4 31.3% - Maintained ELPI Level 1, 2L, 2H, 3L, 3H 18.2% - Decreased at least one ELPI level (Fall, 2023 ELPI CASDB)
4	P4: English learner reclassification rate	District 14.8% (2019-20 DataQuest)	For the 2020-2021 school year the district's EL reclassification rate was 7.2% as reported in Data Quest.	District 20% (2022-23 DataQuest)
4	P4: Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher	District 69.4% (2019-20 DataQuest) Actual 2018-19: 34.49%	In the spring 2021 AP test administration, we had 814 students who took at least one AP exam out of a district	District 40% (2022-23 DataQuest)

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		Actual 2017-18: 32.3%	enrollment of 6396. Of those 814 AP test takers, 282 passed at least one exam. The AP testing taking cohort had a pass rate of 34.6%. The pass rate of AP exams based on total district high school enrollment was 4.4%.	
4	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	District ELA Ready All: 16.9% EL: 0% SED: 15.25% AA: 4.17 (2018-19 CAASPP)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered to the Class of 2021 or Class of 2022.	District ELA Ready All: 25% EL: 5% SED: 20% AA: 20% (2022-23 CAASPP)
4	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	District Math Ready All: 5.42% EL: .42% SED: 4.70% AA: 4.35% (2018-19 CAASPP)	There is no new data to report as this indicator is based on CAASPP scores and the CAASPP was not administered to the Class of 2021 or Class of 2022.	District Math Ready All: 15% EL: 5% SED: 15% AA: 5% (2022-23 CAASPP)
4	P4: Completion Rate of CTE course pathways	District 4.6% (2019-20 HS Cohort CALPADS)	In the Class of 2021 we reported 232 CTE pathways completers in CALPADS. Based on an enrollment of 1614 seniors, the percentage of seniors who completed a CTE pathway was 14.3% At the end of the 7th semester, the Class of 2022 has made the following progress towards CTE pathway completion: 137 seniors have already completed a CTE pathway (8.0%)	District 12% (2022-23 HS Cohort CALPADS)

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			222 seniors are on track to complete a CTE pathway this semester (13.0%)	
4	P4: Percent increase in A-G course completion rate	District 38.3% LI: 36.5% EL: 12.9% SWD: 10.5% (2019-20 CALPADS)	For the Class of 2021, the A-G completion rate was 24.3%, for LI 31.1%, for EL 3.5% and SWD 0.5%. At the completion of the Class of 2022's 7th semester, 32.4% are on track to complete A-G requirements, with 12.7% of EL students and 15.9% of SWD students on track to complete A-G requirements.	District 47.3% LI: 42.5% EL: 18.9% SWD: 16.5% (2022-23 CALPADS)
4	P4: Percent of students who have completed both A-G requirement and CTE Completion	All: 7.05% (2019-20 CALPADS)	For the Class of 2021, 96 students completed BOTH A-G requirements and a CTE pathway, which is a combined completion rate of 5.9%. At the completion of the Class of 2021's 7th semester. 9.0% of seniors are on track to complete both A-G requirements and complete a CTE pathway.	All: 10% (Fall, 2023 CALPADS)
7	P7: Percent of students enrolled in CTE courses	All: 50.9% LI: 51.6% EL: 52.4% SWD: 51.7% (2019-20 CALPADS)	For the 2020-2021 school year enrollment in CTE courses was 44.7% of all high school students, 52.5% of all low income students, 44.9% of EL students and 52.7% of SWD.	All: 61% LI: 61% EL: 62% SWD: 61% (2022-23 CALPADS)

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			At the start of semester two in the 2021-2022 school year enrollment in CTE courses is 49.6% of all high school students, 55.6% of low income students, 56.3% of EL students and 54.8% of SWD.	
7	P7: Percentage of pupils who have successfully enrolled in UC/CSU Required Course	All: 98.6% LI: 98.8% EL: 97.3% SWD: 92.8% (2019-20 Student Information System (Q))	For the 2020-2021 school year, the percentage of students enrolled in A-G coursework was 99.3% overall, 99.4% for low income students, 98.2% for EL students, and 95.1% for SWD. At the start of semester two in the 2021-2022 school year, the percentage of students enrolled in A-G coursework is 99.4%, 99.3% for low income students, 98.3% for EL students and 95.5% for SWD.	All: 100% LI: 100% EL: 100% SWD: 96% (2022-23 Student Information System (Q))
7	P7: Percent of students enrolled in AP courses	District 22.7% LI 21.5% EL 3.7% SWD 1.6% AA 13.9% (2019-20 CALPADS)	For the 2020-2021 school year, the percentage of students enrolled in AP coursework was 16.0% overall, 22.3% for low income students, 0.9% for EL students, 1.2% for SWD and 12.5% for Black/African American students.. At the start of semester two in the 2021-2022 school year, the percentage of students enrolled in AP coursework is 11.4%, 12.1% for low income	District 25.7% LI 25.5% EL 9.7% SWD 7.6% AA 19.9% (2022-23 CALPADS)

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			students,2.1% for EL students, 0.9% for SWD and 10.5% for Black/African American students.	
8	P8: Other student outcomes - iStation ELA (Grades 3-5 only)	District: Tier 1: 43% Tier 2: 21% Tier 3: 36% EL Tier 1: 15% Tier 2: 22% Tier 3: 63% (April 2021 administration report)	A transition from iStation to NWEA was made for the 2021/22 school year for Language Arts: Reading. NWEA data correspond more accurately with the CAASPP (California Assessment of Student Performance and Progress) in order to analyze progress.. Administered to students 3 times a year (Fall, Winter, and Spring), the Winter benchmark provides Mid-Year Progress data for students in grades 3-5. District: Exceeded: 7% Met: 18% Nearly Met: 25% Not Met: 50% EL Exceeded: 0.4% Met: 5% Nearly Met: 19% Not Met: 76%	District: Tier 1: 63% Tier 2: 26% Tier 3: 11% EL Tier 1: 45% Tier 2: 44% Tier 3: 11% (Spring 2023 administration report)
8	P8: Other student outcomes - iStation Math (Grades 3-5 only)	District Tier 1: 13% Tier 2: 19% Tier 3: 68%	A transition from iStation to NWEA was made for the 2021/22 school year for Mathematics. NWEA data	District Tier 1: 33% Tier 2: 29% Tier 3: 38%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		EL Tier 1: 2% Tier 2: 10% Tier 3: 88% (April 2021 administration report)	correspond more accurately with the CAASPP (California Assessment of Student Performance and Progress) in order to analyze progress.. Administered to students 3 times a year (Fall, Winter, and Spring), the Winter benchmark provides Mid-Year Progress data for students in grades 3-5. District: Exceeded: 1% Met: 8% Nearly Met: 26% Not Met: 65% EL Exceeded: 0.1% Met: 2% Nearly Met 12% Not Met: 86%	EL Tier 1: 32% Tier 2: 30% Tier 3: 38% (Spring 2023 administration report)
8	P8: Other student outcomes - HMH Reading Inventory for ELA (Grades 6-8 & 11)	Percent Proficient: Overall District (5247 students): 35.6% SED District (4035 students): 32.7% EL District (1226 students): 4.8% FY District (31 students): 32.3% Grade 6 Overall: 29.2% Grade 6 SED: 25.7% Grade 6 EL: 5.3% Grade 6 FY: 10% Grade 7 Overall: 37.9%	No new update, will be administered Spring 2022	Percent Proficient: Overall District (5247 students): 50.6% SED District (4035 students): 50.7% EL District (1226 students): 34.8% FY District (31 students): 50.3% Grade 6 Overall: 44.2% Grade 6 SED: 44.2% Grade 6 EL: 35.3% Grade 6 FY: 44%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Grade 7 SED: 35.3% Grade 7 EL: 5.7% Grade 7 FY: 66.7% Grade 8 Overall: 35.3% Grade 8 SED: 32.7% Grade 8 EL: 4.3% Grade 8 FY: 25% Grade 11 Overall: 41.6% Grade 11 SED: 39% Grade 11 EL: 2.9% Grade 11 FY: 25% (Spring 2021 administration report)		Grade 7 Overall: 62.9% Grade 7 SED: 62.9% Grade 7 EL: 35.7% Grade 7 FY: 75% Grade 8 Overall: 50.3% Grade 8 SED: 50.3% Grade 8 EL: 34.3% Grade 8 FY: 50% Grade 11 Overall: 56.6% Grade 11 SED: 56% Grade 11 EL: 32.9% Grade 11 FY: 55% (Spring 2023 administration report)
8	P8: Other student outcomes – MDTP for Math (Grades 6-8 & 11)	Percent Proficient: Overall District (5435 students): 33% SED District (4165 students): 30.1% EL District (1277 students): 10% FY District (31 students): 19.4% Grade 6 Overall: 34.4% Grade 6 SED: 25.7% Grade 6 EL: 8.7% Grade 6 FY: 11.1% Grade 7 Overall: 34.5% Grade 7 SED: 35.3% Grade 7 EL: 37.5% Grade 7 FY: 31.3% Grade 8 Overall: 33.4% Grade 8 SED: 30.5%	The Mathematics Diagnostic Testing Project (MDTP) assessment was administered in grades 6, 7, 8, and 11 in Spring 2021 in lieu of CAASPP. Historically, MDTP is administered to students in grades 6 and 8 as part of the district's multiple measures to guide math placement. MDTP, again, will be administered in grades 6, 8 and newly to 7th grade in Spring, 2022. Alternatively, JUSD secondary schools have been closely monitoring student grades (e.g., D/F rate) as a measure of progress and achievement.	Percent Proficient: Overall District (5435 students): 48% SED District (4165 students): 48.1% EL District (1277 students): 10% FY District (31 students): 19.4% Grade 6 Overall: 49.4% Grade 6 SED: 49% Grade 6 EL: 38.7% Grade 6 FY: 41.1% Grade 7 Overall: 49.5% Grade 7 SED: 49% Grade 7 EL: 40.6% Grade 7 FY: 49% Grade 8 Overall: 48.4%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Grade 8 EL: 11.6% Grade 8 FY: 22.2% Grade 11 Overall: 29% Grade 11 SED: 27.6% Grade 11 EL: 8.6% Grade 11 FY: 0% (Spring 2021 administration report)	Chiefly among the reasons for this decision are the following: Grades directly impact and/or align with multiple indicators tied to the states College and Career Readiness accountability system: graduation rates; a-g completion; Advanced Placement readiness and progress; CTE Pathway completion; dual enrollment; Grades directly impact multiple student educational programs: ELL redesignation; course placement/prerequisites; State Seal of Biliteracy; access/prerequisites to dual enrollment options; Grades directly impact student post-secondary options	Grade 8 SED: 48% Grade 8 EL: 41.6% Grade 8 FY: 48% Grade 11 Overall: 44% Grade 11 SED: 44% Grade 11 EL: 38.6% Grade 11 FY: 30% (Spring 2023 administration report)
5	P5: High School Graduation Rates	All: 92.4% LI: 92.3% EL: 82.6% (Fall, 2020 CASDB)	As reported on Data Quest, the overall graduation rate for the Class of 2021 was 96.3%, 71.3% for EL students and 85.6% for low income students.	All: 94% LI: 94% EL: 87% (Fall, 2023 CASDB)

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	**Standards Aligned Curriculum - Units of Study** Provide standards-aligned curriculum and high quality classroom instruction to prepare students to	Ongoing	Yes	LCFF	$698,250	LCFF	$70,000	$768,250.00	$852,238

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	graduate college and career ready through: Units of Study (UoS) ongoing refinement and translation Math, ELA/ELD, NGSS, and modification for ELD, technology integration and inclusion including revisions of digital platform includes: 1. (2.0) Curriculum Coordinators to support the ongoing work of unit refinement, platform development, and instructional support. 2. Certificated hourly, substitute and stipend for unit members regular and summer hours 3. Classified and certificated hourly for translations 4. Contract, printing, and resource materials for UoS refinement 5. Alignment of UoS to balanced literacy K-12 and guided reading integration. 6. Integration of formative assessment process.								
1.2	**Teacher Professional Development** Provide standards-aligned curriculum and high quality classroom instruction to prepare students to graduate college and career ready through:	Ongoing	Yes	LCFF Federal	$473,550 $120,750	LCFF	$414,613	$1,008,913.00	$1,028,104

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Ongoing Professional Development (PD) for research- and evidence-based strategies below in order to support teachers in implementation of CSS standards and to meet student needs: 1. Balanced Math (In House Support) 2. Next Generation Science Standards (NGSS) implementation 3. Learning without Limits (Social and Emotional Learning (SEL)) 4. Multi-Tiered System of Supports (MTSS); Special Education Supporting Inclusive Practices 5. Universal Design for Learning (UDL) 6. Impact Teams 7. Technology Integration Workshops including Esports and Virtual/Augmented Reality 8. Conference Attendance Districtwide 9. Alludo - self-selected PD 10. New Teacher PD on district initiatives and curriculum 11. Leadership Academy for aspiring administrators								
1.3	**Professional Development and Program Accountability** Provide standards-aligned curriculum and high quality	Ongoing	Yes	LCFF $281,400 Federal $170,000		LCFF $35,000		$486,400.00	$489,823

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	classroom instruction to prepare students to graduate college and career ready through: Professional Development and Program Accountability staffing continue support, training and organization relative to in-house professional development and support for Local Control Accountability Plan (LCAP) implementation 1. (1.0) Instructional Teacher on Special Assignment (TSA) for Professional Development including summer professional growth 2. (1.0) Director of Funding and Program Accountability 3. (1.0) Secretary 4. Department materials and supplies 5. Provide support to staff and teachers through expanded coordination based on LCAP changing staff development needs, analysis of student outcomes, and changing funding conditions, includes Data Dashboard analysis, stakeholder engagement, and program monitoring needs for Differentiated Assistance, Comprehensive Support and Improvement (CSI), and Additional Comprehensive Support and Improvement (ATSI) in a Continuous Improvement						

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	process; training to provide internal capacity for districtwide PD.						
1.4	**Standards Aligned Instructional Materials** Provide standards aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through: New Standards aligned instructional materials through identification, purchase and implementation support: 1. K-8 STEM/STEAM and general education instructional materials 2. Replacement materials for K-8 NGSS 3. Instructional materials replacement, needed consumables, and notebook costs Funding - Other State Funds: Lottery	Ongoing	No		Other State $720,000	$720,000.00	$12,958
1.5	**ELA/ELD, Mathematics, and Science Supplemental Support Materials** Provide standards aligned instructional materials and technology to increase the	Ongoing	Yes		LCFF $510,663	$510,663.00	$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	quality and rigor of core curriculum and instruction through: ELA/ELD, Mathematics, and Science supplemental support materials, primarily aligned to site-level needs to support differentiated CSS support based on Impact Team strategies to support learner needs: Copy machines, printing, graphing computers, novels, leveled readers, manipulatives, Spanish texts, software, and informational texts								
1.6	**Visual and Performing Arts (VAPA)** Provide standards aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through: Visual and Performing Arts (VAPA) instructional planning and support: 1. Pacific Avenue's Academy of Music (PAAM) a. (2.0) Music teachers b. Professional Development support c. Cost of Maintaining Program at Site 2. Elementary Music Program	Ongoing	Yes	LCFF	$1,871,103	LCFF	$330,000	$2,201,103.00	$3,128,097

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	a. (3.0) Elementary band teachers b. (1.0) Music teacher at Del Sol Academy c. Music program supplies d. Support early participatory playing and creativity in 3rd grade with a recorder program 3. (1.0) Secondary string teacher 4. Musical supplies and instruments (includes additional string and repair/replacement band instruments, and elementary music supplies) 5. Site-based VAPA enrichment programs and materials, includes supplementary art supplies, choir and theatre support							
1.7	**Library Resources** Provide standards aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through: Digital and Library Resources (Books and eBooks, EBSCO, World Book Online) includes: 1. Library software for management of library books, books, eBooks, textbooks, and devices through Follett Destiny and Resource Manager	Ongoing	Yes		LCFF $105,000 Federal $20,000		$125,000.00	$46,593

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	2. Library student resources through EBSCO and World Book 3. Ebooks, library books and resource materials, specifically focused on alignment to CSS UoS.								
1.8	**1:1 Digital Gateway** Provide standards aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through: Technology access through support of 1:1 Digital Gateway initiative and maintenance of student and staff computer equipment, access, and networking: 1. Chromebooks, laptops, iPads, document cameras, digital projectors, carts, and wireless access (includes both staff and student technology) 2. Technology support staff provided for computer management and maintenance of equipment to include (1) Computer Support Technician, (1) Computer Support Assistant, (1) Database Analyst, and (1) Network Specialist; additional time to develop dashboard for CCI	Ongoing	Yes	LCFF	$525,000	LCFF	$515,027	$1,040,027.00	$998,051

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	3. Software Programs: Learning Management System (LMS) PowerSchool; Adobe Sign, Google Met, PearDeck, EdPuzzle, ScreenCastify. 4. Purchase Chromebook insurance for Foster Youth 5. Expansion of eSports program 6. Development of report-based monitoring tools of California Dashboard indicators, including CCI, Suspension, etc. 7. Training on interactive projectors and Actiontec ScreenBeam.							
1.9	**Technology Administrative and Training Support** Provide standards aligned instructional materials and technology to increase the quality and rigor of core curriculum and instruction through: Technology administrative and training support for Digital Gateway 1:1 initiative for technology integration in classrooms and libraries 1. (1.0) Coordinator of Educational Technology 2. (2.0) Educational Technology Teachers on Special Assignment	Ongoing	Yes	LCFF	$504,000		$504,000.00	$349,763

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	3. Ongoing professional development support including, but not limited to, teacher and classified hourly and substitutes to support: a. Summer Jam & Alludo-- technology professional development opportunities b. Google Meet, EdPuzzle, Go Guardian, Pear Deck, Makerspaces, ScreenCastify, and Code.org c. Various Technology Conference attendance, i.e., Computer Using Educators (CUE), ISTE d. Leading Edge Certification 4. Site Technology Coordinator stipends							
1.10	**Professional Preparation and Collaboration Time** Provide professional support systems and learning opportunities necessary to maintain highly qualified and highly effective teachers and staff through: Professional Preparation and Collaboration time for teacher planning in order to analyze data, design intervention support, and do lesson planning for standards implementation:	Ongoing	Yes	LCFF $2,829,212 Federal $230,000			$3,059,212.00	$3,059,212

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	1. Teacher Preparation (15 minutes) with the content and focus to support expanded CSS implementation, UoS modification, and implementation of Impact Teams. 2. Collaboration time site-based determined additional substitute and hourly 3. Impact team leader stipends at secondary								
1.11	**Teacher Induction Program** Provide professional support systems and learning opportunities necessary to maintain highly qualified and highly effective teachers and staff through: Teacher Induction program provided for new teachers includes instructional mentoring and a systematic approach to new teacher development 1. New Teacher support: a. Reflective coaches b. Contract for induction c. New Teacher reception supplies d. Mileage reimbursements e. Substitute coverage for reflective coach/candidate	Ongoing	Yes	LCFF	$477,750	LCFF	$220,000	$697,750.00	$480,219

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	to observe each other and/or other teachers 2. New hire incentives to promote high quality teacher status							
1.12	**Reducing Class Sizes through Grade Span Adjustment** Provide professional support systems and learning opportunities necessary to maintain highly qualified and highly effective teachers and staff through: Reducing class sizes through Grade Span Adjustment (GSA), specifically: 1. Maintain teachers to support allocations at 24:1 2. Minimizing combo classes through volunteered flexibility to go over their contractual class sizes 3. Maintain middle school student to teacher allocations at 28:1 4. Maintain high school student to teacher allocations at 28:1	Ongoing	Yes	LCFF	$12,014,278		$12,014,278.00	$12,143,567
1.13	**Elementary Intervention Teachers** Provide a variety of elementary student learning support systems	Ongoing	Yes	LCFF Federal	$787,500 $3,250,000		$4,037,500.00	$4,267,603

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	including early literacy and multi-tiered intervention for all students through: Elementary Intervention Teachers provide systematic support in the early literacy foundational skills through the delivery of Multi-Tiered System of Supports (MTSS): One Intervention Teacher at all 17 elementary sites, plus 16 site-based Intervention Teachers providing push-in classroom based intensive academic support.						
1.14	**Elementary Intervention and Prevention Software** Provide a variety of elementary student learning support systems including early literacy and multi-tiered intervention for all students through: Elementary Intervention, and Prevention software licenses and professional development expanded to include: 1. Software Licenses: a. Reading and Math diagnostic program d. Site-level Licenses (i.e., NewsELA, Lexia, Renaissance Learning, MobyMax, Learning A-Z, Flocabulary, SeeSaw, Razz Kids)	Ongoing	Yes	Federal $5,000	LCFF $71,525 Federal $160,000	$236,525.00	$440,033

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	2. Professional Development for Intervention								
1.15	**Literacy Planning and Professional Development** Provide a variety of elementary student learning support systems including early literacy and multi-tiered intervention for all students through: Literacy planning and professional development to support foundational skills through data review, first best instruction, guided reading and literacy interventions; includes Northwest Evaluation Association (NWEA) assessments (Grades K-6) and will include software and resources; includes 1. 1.0 Literacy coach 2. Professional development: a. Release time for literacy PD for K-6 teachers to support reading diagnostic program, continued development of resources, data analysis for flexible groupings, and site-level planning. b. Intervention teacher support training c. Early Literacy coach to provide site support at all 17 elementary sites (K-6) based on need	Ongoing	Yes	LCFF $147,000 Federal $110,000		Other State $30,000 Federal $140,000		$427,000.00	$316,645

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	3. Phonics and on level readers printing 4. Teacher guided reading resource books								
1.16	**Elementary Extended Day Opportunities** Provide a variety of elementary student learning support systems including early literacy and multi-tiered intervention for all students through: Extended Day Opportunities (ELO) programs at site level for all elementary schools; manage and monitor Think Together program (K-8) with a focus on College and Career Readiness, including activities and trips to local colleges and universities. 1. Teacher hourly (site level) 2. Administrator support for Think Together	Ongoing	Yes	LCFF	$117,600	LCFF Federal	$80,000 $40,000	$237,600.00	$61,716
1.17	**Parent and Early Child Development Center** Parent and Early Child Development Center will support early childhood development 1. (.5) Social Worker (MSW) with focus on wellbeing of families and children by managing	Ongoing	No	LCFF	$387,450			$387,450.00	$326,462

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	programs, conducting home visits, and supporting families with children 0-5 who need referral and assistance in removing barriers to development and learning 2. (.5) Outreach Worker provide pre-support for 0-4, home visitation, case management including mental health referrals 3. Staffing support to provide Parent/Child interactive classes for children 0-4 years of age. 4. (1.0) Translator Clerk Typist for clerical support and translation services. Outside grant funding provides: 1. (2.0) Behavioral Health Therapist to support mental health services for children 0-5, parental support, mental health consultation, individualized parenting support, group support, home visitation program monitoring. 2. (1.0) Parent Engagement Coordinator to monitor and supervise home visitation programs 3. (10) Outreach Worker provide pre-support for 0-4, home visitation, case management including mental health referrals						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.18	**Elementary Library, Textbook, and Resource Management** Provide a variety of elementary student learning support systems including early literacy and multi-tiered intervention for all students through: Library, textbook, and resource management at each elementary site in order to provide students and parents access and outreach to library resources and learning spaces with expansion of Makerspaces, Chromebook management and deployment, digital tool training, integrating literature-inspire maker activities: 1. (16.0) Elementary Media Center Clerks (EMCCs) at each elementary site 2. Supplemental library management at the beginning or end of the school year – two days 3. Follett Software for Destiny management and Books, eBooks and research resources as well as computer management 4. Expand Makerspace materials, library design, and meeting supplies 5. CSLA Conference Attendance 6. Makerspace Seminar Attendance	Ongoing	Yes	LCFF	$1,034,250	LCFF $90,000 Federal $10,000		$1,134,250.00	$1,147,656

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.19	**Elementary Inclusive Practices** Provide a variety of elementary student learning support systems including early literacy and multi-tiered intervention for all students through: Inclusive academic practices to support and provide access to core instruction in a Least Restrictive Environment (LRE) as part of a Multi-Tiered System of Supports (MTSS) 1. Increased inclusion expectations defined at all sites with planning for implementation of MTSS framework, refinement of SST process. 2. A committee will meet quarterly to support and analyze implementation. 3. Training of paraprofessionals on guided reading and differentiation strategies.	Ongoing	Yes	LCFF	$26,250			$26,250.00	$16,000
1.20	**AVID Elementary** Provide a variety of elementary student learning support systems including early literacy and multi-tiered intervention for all students through:	Ongoing	Yes			LCFF	$239,912	$239,912.00	$210,763

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	AVID Elementary provided at all elementary sites as a college readiness option in order to prepare students for secondary and post-secondary academic success 1. Staff development provided for all elementary and K-8 sites 2. AVID annual fee and professional development (SI and Path training) 3. AVID coaching services 4. AVID materials and supplies							
1.21	**Secondary Intervention Teachers** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: 1. Secondary Intervention Teachers provide ELA/ELD and math intervention support a. 3.2 FTEs at each high school with additional .4 PHS b. 2.0 FTEs at each middle school 2. Counseling staff to ensure low performing students experiencing homelessness, foster youth, and students with disabilities are placed	Ongoing	Yes	LCFF	$2,238,067		$2,238,067.00	$2,167,620

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	appropriately in intervention settings.								
1.22	**Secondary Intervention and Prevention Software** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: Secondary Intervention, Prevention, and Course Access software licenses and professional development expanded to include: 1. Software Licenses: a. Read 180/System 44 Universal Licenses (Cloud-based support 7-12) b. Edgenuity (Virtual Classroom-Rivercrest 7-12) c. Odysseyware (7-12) d. Turnitin (9-12) e. ALEKS (7-10) 2. Professional Development for Read 180/System 44, ERWC and MRWC	Ongoing	Yes			LCFF Federal	$80,000 $285,000	$365,000.00	$304,893
1.23	**Secondary Extended Day Opportunities (ELO)** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical	Ongoing	Yes	LCFF Federal	$662,382 $25,000	LCFF	$10,000	$697,382.00	$7,362

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	opportunities for students through: Develop and increase Extended Day Opportunities (ELO) programs at site level for all secondary schools; summer school at high schools reflecting increased credit recovery and expanded course offerings; manage and monitor Think Together program (7-8) 1. Teacher hourly and period coverage (site level ELO) 2. High school summer school 3. Summer school Bridge program for 8th graders 4. Administrator Support for Think Together (7-8) 5. Late bus runs for schools 6. Counseling staff will ensure students experiencing homelessness, foster youth, and students with disabilities are placed appropriately							
1.24	**College Career Indicators: A-G, AP, and CTE** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical	Ongoing	Yes	LCFF	$1,643,250		$1,643,250.00	$1,606,523

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	opportunities for students through: CCI access and attainment, monitoring and support: 1. (1.0) Director of College and Career Readiness (CCR) and (1.0) Secretary 2. (3.0) Assistant Principals at High Schools; (3.0) Counselors 3. Professional Development support for Guidance Coordinators and counselors with RCOE support and regular district guidance meetings 4. Site Administrators, counselors and teacher leaders involved in CCI audit and promotion - District and site level action plans responsive to subgroup data needs. 5. Professional Development for guidance staff on elements of CCI and benefits 6. Development of additional a-g courses 7. Continue to support extra counselors at high school level to focus on academic counseling 8. Extended support for middle school and high school transition to promote CCI 9. Teacher Professional Development on CCI indicators 10. Pay members of Academic Counseling team to work summer hours at Parent Center						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	11. Guidance Coordinators to ensure students experiencing homelessness, foster youth, and students with disabilities transcripts are reviewed and students are being prepared to college and career aspirations.								
1.25	**Advanced Placement** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: AP Course Offerings (staffing, testing, training institutes, and supplies); with added courses, and AP course support for English Learners that offer college-level curricula and examinations to our high school students 1. New and Replacement AP textbook materials 2. Summer AP Training institutes 3. AP Student Testing Fees 4. AP Capstone Program at PHS 5. Support for student and faculty participation in AP Readiness Program 6. Use of AP potential from PSAT to identify and recruit students to AP	Ongoing	Yes	LCFF $117,600		LCFF $79,845 Other State $110,000		$307,445.00	$106,567

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.26	**Middle School Counselors** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: Counselors (1.0) at three middle schools and Del Sol Academy with focus on college and career readiness and intervention support 1. (4.0) Counselors 2. (1.0) additional Counselor at JMS due to high enrollment (Note: Modification to ensure Homeless, Foster, and Student with Disabilities transcripts are reviewed and students are being prepared to college and career aspirations)	Ongoing	Yes	LCFF	$525,000			$525,000.00	$708,501
1.27	**Career Technical Education (CTE)** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through:	Ongoing	Yes	LCFF	$1,435,451	LCFF	$1,202,257	$2,637,708.00	$1,242,558

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Career Technical Education (CTE) will support up to 11 Industry sectors with 21 pathways. 1. CTE Pathway teachers with release time 2. ROP contract (9 teachers) 3. Ongoing equipment and instructional supplies 4. Professional Development support and release time, continue as needed 5. Release time to work on a-g and articulation submissions 6. Continue to work with Adult School and PSE partners to strengthen K-16 pipeline for CTE 7. Continue CTE dual enrollment at JVHS 8. CTE Coordinator to strengthen K-16 pipeline for CTE 9. Support recently CTE additions and pathways: a) Web and Media Development; b) capstone course to construction pathway; c) Arts, Media and Entertainment; d) Information and Communication Technology; e) Manufacturing and Product Development 10. Launch CCAP CTE Dual Enrollment at PHS and RHS 11. Provide access to CTE dual enrollment on RCC						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	and Norco College campuses.								
1.28	**Career Center** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: Career Center staff fully integrated into Guidance Team model at comprehensive high schools to support students' career and college exploration and planning 1. (3.0) College and Career Counselors 2. (4.0) Career Center Clerks (CCC) 3. (1.0) Half Time Adult Ed 4. Release and hourly for Career Center staff and CCGI Leadership team to prepare for College and Career Kick Off day, FAFSA workshops, parent workshops and college decision day events 5. Expanded Professional Development to support needs of students during and post-pandemic, including services for targeted subgroups.	Ongoing	Yes	LCFF	$787,500	LCFF	$25,000	$812,500.00	$269,784

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	6. Support middle school and high school transition efforts and high school to post-secondary education transition efforts 7. CCGI Contract which includes full use of Californiacolleges.edu and report tracking to support easy a-g course monitoring 8. Career Center staff will review students experiencing homelessness, foster youth, and students with disabilities needs to support preparation for college and career aspirations.								
1.29	**Secondary Library, Textbook, and Resource Management** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: Textbook and Library management at secondary level in order to provide students and parents access and outreach to library resources and learning spaces. 1. (7.0) Library Technicians (LTs) one at	Ongoing	Yes	LCFF	$577,500	LCFF	$50,000	$627,500.00	$501,108

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	each middle and high school 2. (1.0) Elementary Media Center Clerk (EMCC) at NVHS 3. Supplemental library management at end or start of year – two days 4. Learning Center Library support 5. Maker Spaces materials, library design, and meeting supplies 6. Management of textbook digital subscriptions and resources on publisher platforms.						
1.30	**Secondary Inclusive Practices** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: Inclusive academic practices to support and provide access to core instruction in a Least Restrictive Environment (LRE) as part of a Multi-Tiered System of Supports (MTSS) 1. Inclusion model at all secondary sites with quarterly analysis of implementation data.	Ongoing	Yes		LCFF 25,000	$25,000.00	$12,000

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	2. A committee will meet quarterly to support and analyze implementation. 3. Current Instructional aides with education specialists will reinforce instruction aligned to IEP goals in inclusive setting 4. Continued implementation of MTSS framework with inclusive practices and refinement of SST process.								
1.31	**AVID Secondary** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: AVID Secondary provided to all secondary sites as a college readiness option in order to prepare students for post-secondary academic success (HS $32,215; MS $17,250; Del Sol $12,000). 1. AVID tutors 2. AVID annual registration fee, college visits, and summer professional development 3. AVID support materials	Ongoing	Yes	LCFF	$105,000	LCFF	$215,000	$320,000.00	$380,290
1.32	**Adult Education**	Ongoing	No	Other State $945,000		Other State $95,000		$1,040,000.00	$959,828

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: The Adult Education program provides support to students 18 years and over to pursue their High School Equivalency certificate or High School Diploma, develop their English proficiency through English as a Second Language (ESL) and conversation classes, and engage in US Citizenship preparation. Adult Education will continue to explore and expand online and hybrid course offerings as these have been very popular for many working adults. 1) Continue to provide CTE classes that include security guard, phlebotomy, medical assistant, pharmacy technician and certification classes for Microsoft Office application software.							
1.33	**Secondary Academic Support Programs** Provide a variety of secondary student learning	Ongoing	Yes	LCFF	141,750		$141,750.00	$141,750

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	support systems including multi-tiered intervention and career technical opportunities for students through: Secondary academic support programs 1. Rivercrest Preparatory Online Program 2. Rubidoux Early College High School (RECHS) Program 3. College and Career Access Pathways (CCAP) Dual Enrollment Program with RCCD 4. CCAP will expand to include CTE dual enrollment at PHS and RHS 5. Expand dual enrollment program so students can take CTE courses on RCC and Norco College campuses.							
1.34	**Foster Youth Support Services** Provide a variety of secondary student learning support systems including multi-tiered intervention and career technical opportunities for students through: Foster Youth (FY) Support Services:	Ongoing	Yes	LCFF	47,775		$47,775.00	$47,775

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	1. Transcript and credit review before school starts 2. FY assigned counselor to focus on trends and best practices 3. 100% FY transcript and course placement reviewed by district CCR director 4. Academic Counselor (AC) will meet with each FY to inform of academic support, i.e., tutoring, digital content, monitoring of grades 5. AB216 student schedule checks to ensure appropriate placement 6. Prioritize placing FY in district provided tutoring opportunities								
1.35	**English Learner Services** Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through: English Learner services and other student learning support systems provided through EL classroom instructional support and coaching on new ELD framework, ELPAC implementation, early literacy, and support for integrated and designated ELD	Ongoing	Yes	LCFF Federal	$780,113 $138,600	LCFF	$128,000	$1,046,713.00	$1,071,044

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	1. (2.0) English Learner (EL) Teachers on Special Assignment (TSAs) – (.60) of one TSA provides GATE training and assessment 2. (2.0) Language Proficiency Evaluators 3. (1.0) Director of Language Support 4. (1.0) Secretary 5. Teacher and Bilingual Language Tutor (BLT) support for administration of ELPAC 6. EL Support Materials— resource materials, printing, training materials 7. GLAD academic language acquisition and literacy professional development 8. B.E.L.I.E.F. professional learning modules on ELD research and refinement of programs 9. Professional Development specific to ELD (Elementary) and LTELs (Secondary). 10. Support programs for LTELS and Newcomers 11. Provide ELLevation software and professional development to support English Language Learners 12. Certification of in-house GLAD trainers 13. Provide training opportunities for parents, include CABE conference						

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
1.36	**English Learner Facilitators** Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through: EL Facilitators will continue to assist with placement and monitoring of EL student progress, monitor RFEP students, and PD for staff with improved access through Teacher Evaluation of Language Proficiency (TELP): 1. Teacher Stipends and hourly 2. Expand GLAD and ELD strategies 3. Provide professional development and support for ELLevation software	Ongoing	Yes	LCFF	$31,500		$31,500.00	$23,992
1.37	**Bilingual Language Tutors** Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through: Bilingual Language Tutors (BLTs) will continue to provide increased primary intervention and language	Ongoing	Yes	LCFF Federal	$1,312,500 $430,500		$1,743,000.00	$1,485,624

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	support in core subject areas across all grade levels 1. (80.0) Bilingual Language Tutors with a focus on supporting Level 1 & Level 2 English Language Learners.								
1.38	**Dual-Immersion** Provide a variety of professional and student learning support systems with an emphasis on English Language Arts and English Language Development support for English learners through: Dual Immersion (DI) Program support continues and expands for English-speaking and Spanish-speaking students for both second language fluency and academic achievement 1. Teacher salaries for all Dual Immersion Teachers at Sunnyslope, Stone Ave, and Pedley Elementaries 2. (1.0) Spanish teacher at Jurupa Middle 3. (5.0) DI Bilingual Language Tutors 4. Program needs through summer planning and materials to support program implementation and expansion 5. Professional development for DI Teachers, including ELLevation, GLAD, ELD,	Ongoing	Yes	LCFF Federal	$4,473,000 $88,200	LCFF	$58,894	$4,620,094.00	$5,215,226

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	translation and interpretation, and Chicano studies 6. Attend professional development conferences, including ATDLE								
1.39	**Data Management System and Analysis** Provide standards-aligned assessments with data analysis and monitoring support through: Data Driven Decision (D3) support for data management system and analysis services for both formative and summative assessments (includes support and expansion for development of online assessments) 1. Illuminate data management system 2. SBAC aligned Item Bank INSPECT 3. Data reporting links with CAASPP, ELPAC and Dashboard disaggregated by student group and content information by school site 4. Data analytics to support design of data warehouse, data dashboard, and data analysis	Ongoing	Yes			LCFF	$170,000	$170,000.00	$16,178
1.40	**Assessment Annex**	Ongoing	Yes	LCFF	$331,422	LCFF	$30,000	$445,422.00	$600,826

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Provide standards-aligned assessments with data analysis and monitoring support through: Assessment Annex staff will continue to support the review, development, and distribution of district and state assessments 1. (1.0) Assessment Clerk 2. (1.0) Secretary Account Clerk 3. (1.0) Bilingual Clerk 4. Teacher and clerical hourly for summer work and committee support for formative assessments 5. (.30) Director of Curriculum and Assessment 6. Assessment materials – printing, scanners, copier costs, and software 7. Support for California Alternative Assessments (CAA) for Science and Computer-Based ELPAC			Federal $84,000			
1.41	**Student Learning Monitoring and Feedback** Provide standards-aligned assessments with data analysis and monitoring support through: Monitoring of student learning and feedback using Impact Teams: 1. Leadership coaching provided by The Core Collaborative	Ongoing	Yes		LCFF $140,000	$140,000.00	$132,170

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	2. Teacher Substitutes for collaboration (site-level) to support monitoring and implementation of success criteria, feedback and formative practices while building teacher expertise and collective efficacy within Impact Teams. 3. Principal Support for instructional implementation						

Goal 2

All students will have a safe, orderly, and inviting learning environment.

Rationale

Based on Facilities Inspections and local measures such as LCAP stakeholder feedback and implementation, as well as district and site program review meetings indicate a need for:

Facilities Upgrades:
- Upgrades based on current facilities recommendations to meet 21st century needs
- Provide infrastructure to support electrical and technology upgrades for CTE
- Incorporate facility renovations to provide for flexible and welcoming environments
- Renovate and upgrade instructional labs to support CSS implementation

Multi-Tiered System of Supports (MTSS)/Behavior Support
- Develop and improve Multi-Tiered System of Supports (MTSS) Behavioral Intervention through a layering of practices with Social and Emotional Learning (SEL) and behavioral expectations and supports, and expansion of Restorative Justice and Youth Court as an alternative to suspension and/or expulsion
- Develop and improve Tier 1 behavioral supports within MTSS and increase support for Tier 2 and Tier 3 Behavior Interventions; and increase students' ability to better resolve conflict and become more socially and emotionally resilient through integration of Social and Emotional Learning (SEL) practices, growth mindset, and professional support
- Provide support to staff and parents on Social and Emotional Learning (SEL) learning practices to better engage them in supporting positive school behaviors, behavior expectations through training and embed SEL into parent outreach programs
- Review and improve support for Chronically Absentee students, i.e., Saturday school, SART, and follow up
- Provide student access to Athletics for character development and social emotional activities
- Expand and improve Mental Health support for grief, parenting, drug and emotional services for parents and students

- Include a focused outreach to our Homeless Youth, Foster Youth, and Students with Disabilities through both Academic support under Goal 1 and Behavioral support under Goal 2.

Safety
- Review and expand Safe School plans development, staff development support, and emergency supplies
- Increase access to Sheriff Resource Officers for districtwide campus safety
- Increase Common Sense Media Education and develop a districtwide culture of digital literacy and appropriate digital citizenship

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2020-21 FIT Reports)	All school facility reports indicate 100% Good or Better on FIT Reports (2021-22 FIT Reports)	Serviceability of facilities with maintenance with 100% of Good or better (February, 2024 Facility Inspection Tool (FIT))
5	P5: School attendance rates	District 95.4% (2019-20 Student Information System (Q))	District 90.65% (January, 2022 Student Information System (Q))	District 97% (2022-23 Student Information System (Q)
5	P5: Chronic absenteeism rate	District: 11.7% SED: 12.58% EL: 12.38% (2019-20 CALPADS Data)	Current as of Jan 2022: District: 35% SED: Annually Updated EL: 37.7% (Q Student Information)	District: 8.8% SED: 8.8% EL: 8.8% (2022-23 CALPADS Data)
5	P5: Middle School dropout rates	District .11% (2019-20 Data Quest)	District: .19% (2020-21 CALPADS)	District: .00 (2022-23 Data Quest)
5	P5: High school dropout rates (HS)	District 4.4% LI 4.7% EL 11.2% (2019-20 Data Quest)	All: 5.4% EL: 11.3% SED: 5.8% (2020-21 Data Quest)	All: 3% EL: 3% SED: 9% (2022-23 Data Quest)
6	P6: Pupil suspension rate	District 2.4% LI 2.6% EL 2.4%	District 1.82% LI 1.97% EL 1.97%	District 2.0% LI 2.2% EL 2.0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		SE 5.5% AA 10.7% (2019-20 Data Quest) Fall 2019 Actual: District: 3.6%; LI 3.9%; EL 3.6%; SE 6.3%; AA 9.5%	SE 4.81% AA 6.67% (Fall 2021, Q SIS)	SE 4.4% AA 7.9% (2022-23 Data Quest)
6	P6: Pupil expulsion rates	District .21% LI .24% EL .25% SE .31% AA .68% (2019-20 Data Quest)	There were 22 expulsions during the 1st semester as a district. District 0.11% EL 0.3% SE 2.2% AA 0.2% (Student Information System (Q))	District .15% LI .19% EL .20% SE .26% AA .63% (2022-23 Data Quest)
6	P6: Surveys of pupils, parents, teachers on sense of safety	% feeling school is moderately or very safe Parents 86.4% Students 90.1% Staff 89.8% California Healthy Kids Survey (CHKS) 6th Grade Perceived Safety at or outside of school 97%: Yes, some, most, or all of the time) 7th Grade Perceived Safety at or outside of school 93%: Very safe, safe, neither unsafe or safe	Perceptions of student physical and psychological safety at school. 58% of Grades 3-5 responded favorably (50th Percentile) 60% of Grades 6-12 responded favorably (60th Percentile) (Fall 2021, PanoramaEd Survey)	% feeling school is moderately or very safe Parents 89.4% Students 93.1% Staff 92.8% California Healthy Kids Survey (CHKS) 6th Grade Perceived Safety at or outside of school 100%: Yes, some, most, or all of the time) 7th Grade Perceived Safety at or outside of school

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		9th Grade Perceived Safety at or outside of school 98%: Very safe, safe, neither unsafe or safe 11th Grade Perceived Safety at or outside of school 96%: Very safe, safe, neither unsafe or safe (April, 2021 LCAP Survey and 2021 CHKS Survey)		100%: Very safe, safe, neither unsafe or safe 9th Grade Perceived Safety at or outside of school 100%: Very safe, safe, neither unsafe or safe 11th Grade Perceived Safety at or outside of school 100%: Very safe, safe, neither unsafe or safe (March, 2023 LCAP Survey and CHKS Survey every two years)

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	**Facility Improvements** Provide well maintained, orderly, and safe environment that will support student learning through: Facility improvement based on identified facility and infrastructure needs for programs specific upgrades to support 21st Century learning, CTE, mental health, wellness, and welcoming environment above and beyond routine maintenance:	Ongoing	No		LCFF $600,000	$600,000.00	$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	1. Upgraded flooring, paving, painting, plumbing, roofing, and electrical enhancements 2. Benches and tables 3. Playgrounds and running tracks 4. Gates, security cameras, and window treatments for safety and security								
2.2	**Classroom Furniture & Equipment Upgrades** Provide well maintained, orderly, and safe environment that will support student learning through: Classroom furniture and equipment upgrades to meet 21st century instructional, safety and learning needs above and beyond base classroom furniture and equipment, including: 1. Security systems equipment (cameras, signage, centralized monitoring) 2. Replacement furniture (flexible and student-centered classroom redesigns)	Ongoing	No			LCFF	$200,000	$200,000.00	$133,421
2.3	**Supplemental Transportation**	Ongoing	Yes	LCFF	1,816,500	LCFF	$682,802	$2,499,302.00	$2,344,950

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Provide well maintained, orderly, and safe environment that will support student learning through: Transportation supplemental support for home to school and (after-, before- and extended beyond the school day; intervention; continuation and secondary school activities; field trips; college visits; athletics; and additional stops based on community requests): 1. Bus Drivers salaries and overtime (field trips) 2. Bus Drivers training includes student safety training as well as support for drivers in how to handle student behavior through Behavior Social-Emotional Learning (SEL) training 3. Bus repair and supplies 4. Charter bus contracts 5. Maintain cameras on home-to-school and special education buses to improve safety								
2.4	**Multi-Tiered System of Supports** Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through:	Ongoing	Yes	LCFF	$117,775	LCFF	$33,000	$150,775.00	$18,420

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	MTSS behavioral interventions and support implementation and site support for teaching social skills, digital citizenship, and promoting Social and Emotional Learning (SEL) 1. Trauma informed care training 2. Teacher stipends 3. Site-based resources for Tier I behavioral implementation, i.e., PBIS, social competence lessons, Class Dojo, and incentives 4. Common Sense Media 5. Social and Emotional Learning (SEL) 6. Mental Health/Mentoring referrals to provide individual student support through a student assistance program 7. Student support groups to address social skills, trauma, grief, and coping skills 8. Classroom presentations by school mental health therapist and graduate level interns support social and emotional learning 9. Focus on outreach to our Homeless, Foster, and Student with Disabilities) 10. Establish a guiding committee to develop a Wellness/SEL learning initiative for staff and students						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.5	**Student Youth Court and Restorative Practices** Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through: Student Youth Court implementation and Restorative Practices training and materials to expand student options to suspension and expulsion: 1. Student training including California Association of Youth Court meetings and summits 2. Case management software for student support services, i.e., sheriff and PICO interns 3. Materials and supplies	Ongoing	Yes			LCFF	$32,000	$32,000.00	$49,874
2.6	**Saturday School** Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through: Saturday School Implementation provides attendance and chronic absenteeism support through ADA Recovery programs that provide academic achievement and	Ongoing	Yes	LCFF	$138,600	LCFF	$43,416	$182,016.00	$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	student health and wellbeing 1. Saturday school staffing 2. Site-based resources for Saturday school, i.e., guest speakers, supplies, incentives, Chronic Absenteeism print and mailing materials 3. Focus on reducing chronic absenteeism for students experiencing homelessness, foster youth and students with disabilities.								
2.7	**Athletics Program** Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through: Athletics program additional support to build student's social-emotional and character development skills and capacity in an athletic context 1. High School Athletic budgets for events, security, buses, uniforms, trainers, and athletic supplies (3 @ $110,000) 2. Helmet and shoulder pad replacement 3. Intramural sports support 4. Athletic uniform replacement cycle	Ongoing	Yes	LCFF	$975,910	LCFF	$550,000	$1,525,910.00	$1,548,080

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	5. (.40) for athletic directors at three high schools 6. (16) assistant coaching positions per high school 7. 100 Mile Club activity supervisors								
2.8	**School & Student Safety** Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through: School Safety Plans address crime statistics and methods for improving the safety of students, staff, and school community. An annual meeting with local first responders and Safety Coordinators from each school site to develop a comprehensive plan for emergency response, threat assessments and supplemental emergency supplies. Safety support for single point of entry includes Raptor visitor management system implemented at each school to instantly screen every visitor. Additional staffing to support safe school campuses includes activity and campus supervisors, as well as crossing guards, who monitor and provide	Ongoing	Yes	LCFF	$2,559,900	LCFF	$1,330,000	$3,889,900.00	$2,551,013

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students with a safe learning environment and correct and re-direct student behaviors 1. School Resource Officers 2. Activity supervisor and Crossing guard allocations at sites 3. Emergency supplies provided based on site-based needs (includes safety backpacks, Interquest Detection Canines, district safety plans shared and developed in conjunction with Riverside County Sheriff's Department, Jurupa Valley Station, CPI and CPR training) 4. Bus GPS system and safety cameras 5. Raptor visitor management system with ID badge system 6. Safety/Campus supervision training for campus and activity supervisors 7. Contract with district's liability carrier to provide Active Shooter training to all schools and district office locations 8. CPR/First Aid/AED training 9. Crossing Guard Training 10. Certificated Site Safe Coordinators training with Sheriff's Department, Riverside County Emergency Management						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	(EMD), and the City of Jurupa Valley CERT liaison							
2.9	**Mental Health Support Services** Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through: Mental health support services support students and families through counseling and crisis intervention 1. EPSDT Mental Health services are provided by licenses and associate clinicians as a contract agency of Riverside University Health System-Behavioral Health. Service include counseling, rehabilitative services and peer support. 2. Master Level Graduate Interns provide counseling for students and groups for students and parents. 3. Focus on providing mental health support services to students experiencing homelessness, foster youth, and students with disabilities Grant Funding supports actions and services.	Ongoing	Yes		LCFF	60,000	$60,000.00	$120,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
2.10	**Health Care Aides** Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems through: Health Care Aides (HCAs) at every site to support parent and student referral and access to health and immunization support. Health Care Aides act as a liaison to connect most vulnerable students and families to mental and physical health services and resources through PICO. Project HeART (Healthy and Ready to Learn) referrals and needs assessments to address student needs through PICO and an increase in community-based agency supports.		Yes	LCFF	$602,700		$602,700.00	$565,419

Goal 3

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

Rationale

Based on LCAP feedback and implementation, as well as district and site program review meetings indicate a need for:

Parent and Community Outreach

- Continue outreach for our Welcoming and Safe Environment professional development and monitoring of school-wide implementation
- Adding parent education supporting College and Career Readiness (CCR), i.e., financial preparedness, workshops to build awareness of College and Career Indicators, transitional workshops from middle to high school
- Increase effective school-family-staff communication through addition of Communication/Public Relations staffing and support resources, i.e., Parent Connect, site-level outreach, website information, increased communication using new parent notification system, social media, parent newsletters
- Provide meaningful and relevant Parent Trainings and Resources, i.e., helping parents be confident and competent users of technology, standards based instruction, assessment and reporting, CSS implementation
- Collaboration with Parent Involvement and Community Outreach (PICO) department to provide meaningful and relevant parent trainings and resources to promote parent involvement in school, and productive practice of learned skills at home. In addition, parents will have opportunity to receive training to become confident users of technology, engage in hands-on interactive math fluency practice games and learn about engaging CSS-aligned homework strategies.
- Continue opportunities for shared leadership through Parent Engagement Leadership Institute (PELI), and opportunities to participate in District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC) as well as site-level School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, and PTA/O and Booster trainings
- Continue resources for parents and students to be engaged in outreach services, i.e., 100 Mile Club, Café Literario, AVID, English and a Second Language (ESL), STEM, STEAM
- Continue student outreach and engagement through increased access and participation in athletics, enrichment, and VAPA activities through extended day, summer, intersession services, i.e., After School Education and Safety Program (ASES), Intramural Sports, 100 Mile Club, additional elementary running tracks
- Continue services at Parent Center to support centralized registration, resources and information, and access to language support and assessment services

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students	2021 LCAP Parent Survey: Percentage who participate in school-wide activities – All of the time 10% Most of the time 23% Sometimes 47% Never, 19% (April, 2021 LCAP Parent Survey)	No new update	Percentage who participate in school-wide activities – All of the time 13% Most of the time 26% Sometimes 51% Never, 9% (April, 2024 LCAP Parent Survey)
3	P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	2021 LCAP Parent Survey: Percentage who acknowledge opportunities for involvement in school and district decision making – 87% (April, 2021 LCAP Parent Survey)	No new update	Percentage who acknowledge opportunities for involvement in school and district decision making – 93% (April, 2024 LCAP Parent Survey)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	P5: Student engagement survey	2021 LCAP Student Survey: Percentage who participate in school-wide activities – All of the time 18.3% Most of the time, 47.7% Sometimes, 32.2% Never 1.8% (April, 2021 LCAP Student Survey)	How much students feel that they are valued members of the school community. 68% of Grades 3-5 responded favorably (80th Percentile) 42% of Grades 6-12 responded favorably. (20th Percentile) (Fall 2021, PanoramaEd Survey)	Percentage who participate in school-wide activities – All of the time 19% Most of the time, 48% Sometimes, 33% Never 0% (April, 2024 LCAP Student Survey)
6	P6: Surveys of pupils, parents, teachers on sense of school connectedness	2021 LCAP Student Survey: Percentage who feel overall climate and learning environment is positive at school Strongly Agree and Agree 95.57% Foster Youth: 85.11% SED: 96.32% EL: 96.34% Welcoming to their parent Strongly Agree and Agree 92.75% Foster Youth: 88.89% SED: 93.42% EL: 93.13% 2021 LCAP Parent Survey: Percentage who are satisfied with education for child Extremely and Moderately satisfied, 82%	No new update	2024 LCAP Student Survey: Percentage who feel overall climate and learning environment is positive at school Strongly Agree and Agree 98% Foster Youth: 95% SED: 98% EL: 98% Welcoming to their parent Strongly Agree and Agree 95% Foster Youth: 93% SED: 95% EL: 95% 2024 LCAP Parent Survey: Percentage who are satisfied with education for child Extremely and Moderately satisfied, 85% Welcoming environment

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Welcoming environment Extremely and Moderately welcomed, 86% 2021 LCAP Staff Survey: Percentage who feel their school/site or department are welcoming Extremely and Moderately satisfied, 91.6% Collaborative culture: 87.8% (April, 2021 LCAP Student, Parent, and Staff Survey)		Extremely and Moderately welcomed, 89% 2024 LCAP Staff Survey: Percentage who feel their school/site or department are welcoming Extremely and Moderately satisfied, 95% Collaborative culture: 91% (April, 2024 LCAP Student, Parent, and Staff Survey)

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	**Parent and Community Opportunities** Professional Development provided on customer service and welcoming environment; all office staff (with site-level goal setting to welcoming and engaging environment) 1. Classified and Certificated substitutes and hourly 2. STAR conference provided by JUSD staff 3. Provide opportunities for classified staff to participate in job-alike conferences. 4. Strengthening Families Framework training provided to all front office staff and health aides to support families through a lens of customer services	Ongoing	Yes	LCFF	$21,000	LCFF	$35,000	$56,000.00	$385,198

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	by connecting families, offering hope, and providing resources through PICO								
3.2	**Parent Trainings** District and Site-based parent trainings provided with student opportunities 1. Various Parent Trainings, i.e., CSS, ESL, Report Cards, Bullying Prevention, Art Fairs, Nutrition Classes, Career Day, Wellness and Preventative Health Care Workshops, Technology Workshops, PBIS, Math nights, College Systems, FAFSA, College Application process, Mental Health, Healthy Relationships, Health Fairs, 100 Mile Club, Pathways to Higher Learning, ABC Kinder Music, Women's Empowerment Conference 2. Babysitting, refreshments, and materials	Ongoing	Yes			LCFF $72,000 Federal $85,000		$157,000.00	$33,415
3.3	**Parents in Leadership** Shared leadership trainings to support parents in leadership to support their understanding of roles and responsibilities 1. Parent Engagement Leadership Initiative (PELI) and Parents as Leaders	Ongoing	Yes	LCFF $2,625 Federal $2,625		LCFF $30,000		$35,250.00	$19,943

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	(PAL) program using parents to provide training and support to other parents and community members 2. Action Team for Partnerships (ATP) 3. Committees: DAC, DELAC, ELAC, SSC 4. PTA/O and Booster organizations training								
3.4	**Parent Center** Parent Center to provide parents a one-stop location to enroll/register students and support assessment, Dual Immersion enrollment, free-reduced lunch, transportation, and intra-district transfers as well as connect parents and students to appropriate district and community resources 1. (4.0) Translator Clerk Typists to support parent center includes professional development on registration, welcoming environment, district programs, new enrollment procedures and applications 2. Furniture, Materials and supplies 3. Online pre-enrollment and re-enrollment including custom work to capture data, create reports, and reduce workload for front	Ongoing	Yes	LCFF	$378,000	LCFF	$10,000	$388,000.00	$386,902

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	office staff and improve data quality								
3.5	**Communication Outreach** Communication enhancement outreach 1. Q notification system with mobile apps 2. Parent Connect/Student Connect (iOS and Android) 3. Maintenance site and district website, 4. Connect Ed digital access to textbook resources 5. Other web-based options, Horizon newsletter, Peach Jar digital flyer, community guides and signage 6. Translator Clerk Typists above base clerical to support translation and outreach 7. (1.0) Director of Communication, (1.0) Communications Assistant, and (1.0) Secretary	Ongoing	Yes	LCFF Federal	$630,525 $147,000	LCFF Federal	$110,250 $10,250	$898,025.00	$1,128,790
3.6	**Parent Involvement and Community Outreach** Parent Involvement and Community Outreach (PICO) administrative support continues to provide parent, student, and community referral and outreach		Yes	LCFF	$445,655			$445,655.00	$382,758

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	1. (1.0) Director of PICO 2. (1.0) Administrative Secretary 3. (1.0) Translator Clerk Typist (TCT) for community outreach 4. (0.5) FTE Community Outreach Worker; (.5) Accountant						