



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

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Laytonville Unified School District	Bruce Peters Superintendent	bpeters@lhms.us 7079846414

Goal 1

Goal Description

Provide basic services including clean, safe and functional facilities; fully credentialed teachers; and standards aligned instructional materials in order to support the implementation of state standards and access to a broad course of study for all students including increased and improved services that are principally directed to meet the needs of special needs, foster youth, EL and low income students.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Facility Inspection Tool (FIT)	2020-2021 all school are in "Good" repair	2021-2022 all schools are in "Good" repair	2022-2023 all school are in "Good" Repair	2023-2024 all school are in "Good" Repair	All facilities in Good to Exemplary
California Statewide Assignment Accountability System Number of teacher misassignments	2019-2020-Three misassignments: Special Education, PE, EL	2020-2021- One teacher misassignments	2021-2022 Two teacher misassignments	2023-2024 one misassignment. Four teachers who are not credentialed as of December 2023. 67% considered "Clear Credential" on CA Dashboard	All fully credentialed teachers and no misassignments
Board certification of Standards aligned instructional materials	2020-2021- All students had access to standards aligned instructional materials	2021-2022- All students had access to standards aligned instructional materials	2022-2023- All students had access to standards aligned instructional materials	2023-2024 All students had access to standards aligned instructional materials	All students have access to standards aligned instructional materials
CDE Reflection Tool for Implementation of State Academic standards	<p>2020-2021- LHS Professional Learning Opportunities-1.9-2.2 Instructional Materials-2.3-2.7 Program Improvement policies-1.6-2.1 Standards' Implementation-2.2-3.7 Professional Learning-3.6</p> <p>LES Professional Learning Opportunities-2.5-3.5 Instructional Materials-2.7-4.5 Program Improvement policies-2.75-3.5 Standards' Implementation-2.5-3.6 Professional Learning-3.1-3.3</p>	<p>2021-2022 LHS Instructional Materials Alignment-Initial 3.00-3.5 Math-3.0; ELA 3.5</p> <p>Program improvement for delivery of aligned instruction Initial 3.08-3.58 ELD-3.08; ELA-3.58</p> <p>Implementation of State Standards-Initial 3.0-3.77 VPA-3.0; CTE-3.77</p> <p>Identifying professional learning needs of staff- Initial 3.32-3.46 Teacher Support-3.32 Identifying Needs-3.46</p> <p>2021-2022 LES Instructional Materials Alignment-Initial-Full 3.38-4.06 ELD-3.83; ELA-4.06</p>	<p>2022-2023 Local Indicator Report (See Local Indicator Report on PPT for full evidence and details on rating)</p> <ul style="list-style-type: none"> English Language Arts: Professional Learning: Full ; Instructional Materials: Full; Delivering Instruction: Full English Language Development: Professional Learning: Full ; Instructional Materials: Full; Delivering Instruction: Full Science: Professional Learning: Full ; Instructional Materials: Full; Delivering Instruction: Full 	TBD-March 2024	Evidence of implementation of all standards and Full implementation and sustainability for standards that were adopted prior to 2020 including access to ELD standards to gain English Language Proficiency for EL students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Program improvement for delivery of aligned instruction Initial 3.31-3.63 ELD-3.31; Math-3.63</p> <p>Implementation of State Standards-Beginning to Initial 1.85-3.08 World Language-1.85; CTE-3.08</p> <p>Identifying professional learning needs of staff- Initial 2.69-3.07 Teacher Support-2.69; Identifying needs-3.07</p>	<ul style="list-style-type: none"> • History Social Science: Professional Learning: Full ; Instructional Materials: Full; Delivering Instruction: Full • CTE: Initial • Health: Initial • Physical Ed: Full • VAPA: Full • World Language: Initial • Identifying Professional Learning Needs of Groups of Teachers/Staff- Initial • Identifying Professional Learning Needs of Individual Teachers-Initial • Providing Support for Teachers' Unmastered Teaching Standards- Initial 		
College/Career Indicator (CCI)	2019-2020 92% CTE Pathway completion CCI 2020 Prepared 74.1% Approaching Prepared- 22.2% Not prepared 3.7%	2020-2021 CTE Pathway Completion 60.9% College Career Indicator 2021-NO DATA for 2020/21	2021-2022 CTE Pathway Completion 35% (25 students) College Career Indicator 2021-NO DATA for 2021/2022	2023 CA Dashboard : 16% prepared	100% of graduating seniors meet College Career readiness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
K-2, 3-5, 6-8, 9-12 annual review of student access including disaggregated data to reflect subgroups	All students and subgroups have access however, data reflects that Hispanic and Native American populations do not participate in all programs even when provided the opportunity. Additional SPED staff hired to support SPED needs	All students and subgroups have access to all programs. However, data reflects that Hispanic and Native American populations do not participate in all programs even when provided the opportunity. K-8- An English Language Learner Advisory Committee was developed and a focus is on increasing participation of ELL students in more programs. 9-12- Increase in Hispanic students participating in extracurricular activities and meeting a-g requirement	All students and subgroups have access to all programs.	All students and subgroups have access to all programs.	Increased participation of all subgroups in all programs

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Facilities Provide and maintain clean, safe and functional school facilities <ul style="list-style-type: none"> Provide adequate staffing to maintain all school sites. Increase access to outdoor learning by creating useable outdoor spaces for student use- umbrellas, shade structures, whiteboards, plantings/trees in rolling pots, outdoor hand 	No	Fully Implemented	All schools are in "Good" Repair	Ongoing Implementation	\$503,884.00	\$190,967.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	washing station, outdoor water filling stations, and coverings for glass doors/windows that do not have it						
1.2	Staff Recruit and retain fully credentialed teachers <ul style="list-style-type: none"> • Fund participation in induction programs. • Participate in recruitment activities, 403B incentive, website and communications to attract employees (Edjoin, Apptegy), attend recruitment fairs, restructure collaborative teacher time, summer orientation for new teachers with team members and/or support staff. • Stipend to support teachers in credential programs. • Substitute teacher costs. 	No	Fully Implemented	1 misassignment. Four teachers who are not credentialed as of December 2023. 67% considered “Clear Credential” on CA Dashboard	Ongoing Implementation	\$1,456,971.00	\$1,191,126.00
1.3	Instructional Materials Provide Standards Aligned instructional materials for all students including supplemental	Yes	Fully Implemented	100% students had access to standards aligned instructional materials	Ongoing Implementation	\$138,110.00	\$34,314.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instructional programs that support adopted programs. <ul style="list-style-type: none"> Participate in textbook/materials adoption processes- CPM Math-Geometry, LHS Social Science, K-8 Health curriculum, Math Intervention. Budget to support ongoing instructional material needs- Math, ELA, Science, Spanish, EL support materials, Intervention materials and materials specific to student with exceptional needs, College Books and Supplies (S and C); a variety of reading programs with a focus on comprehension, fluency and writing to supplement the adopted programs. 						
1.4	Implementation of State Standards Support the Implementation of state standards for all <ul style="list-style-type: none"> Professional Development: K-8 Health standards and framework, paid staff time for summer planning (ESSER 36K), Accelerated Learning, Intervention strategies, 	Yes	Fully Implemented	TBD-March 2024	Ongoing Implementation	\$37,384.00	\$48,662

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Trauma Informed practices, SEL Permission to Feel,(Expanded Learning 22,655K), Support Staff, Outdoor Education, Cultural sensitivity/awareness, Project Based Learning <ul style="list-style-type: none"> • Team meetings-Team Leaders, Travel and Conference; EL strategies • Additional staff development day for all certificated staff. 						
1.5	Course of Study and Support Provide a broad course of study to all with necessary supports including intervention teachers and parent liaisons to support unduplicated student groups <ul style="list-style-type: none"> • Strategies for ensuring equal access and participation for all subgroups. • SPED staffing Classified and Certificated. • Staffing services specific to EL students: 0.5 Certificated EL Parent Liaison/Counselor; 0.4-0.5 ELL teacher. • CTE staff. • 1.0 Counseling, • 2.0 FTE ELA Intervention Teachers and 	Yes	Fully Implemented	2023 CA Dashboard: Local Indicator "Met"	Ongoing Implementation	\$1,489,974.00	\$594,592.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> 1.0 Math Intervention/K-8 ISOP teacher. 1.0 FTE Credit Recovery/ISOP teacher. 						
1.6	Technology Ensure that technology infrastructure, equipment and programs are up to date and able to meet student/staff needs <ul style="list-style-type: none"> Funding to support software, hardware, and infrastructure for implementing the 2022 Technology Plan. 	Yes	Fully Implemented		Ongoing Implementation	\$111,815.00	\$13,645.00

Goal 2

Goal Description

Student Engagement

Optimize student engagement by creating positive school climates, using a variety of strategies for involving parents and engaging families, providing a safe environment in which our young people can achieve the knowledge, skills and attitudes necessary for success now, and in the future, and recognizing that varied needs require varied programs.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rate	2019/2020 P-2 Attendance Rate LES-90.01% LHS-93.81% Spyrock-86.08%	2021/2022 P-1 Attendance Rate LES 87.55% LHS 87.76% 2021/2022 P-2 Attendance Rate LUSD 89.98%	2022/2023 P-2 Attendance Rate LES-79.81% LHS-75.28% 2022/2023 P-1 Attendance Rate LES-86.76% LHS-77.28%	2023/2024 P-1 Attendance Rate LES-88.39% LHS--85.71%	An increase up to 95% attendance rate at all sites
Chronic Absenteeism Rate	2019: 21.6%	2020-2021 LES 28% LHS 13.7% Spyrock 0% LUSD 23.1%	2022 CA Dashboard (2021/2022): 43%	2023 CA Dashboard (2022/2023): 54%	Decrease rate annually with ultimate goal below 10%
High School and Middle School dropout rate	2019/2020-0%	2020/2021-0%	Class of 2022 2 Students (HS) Middle School 0%	Class of 2023 4 Students (HS) Middle School 0%	Continue to maintain at 0%
High School Graduation Rate	2019/2020-100%	2020/2021 95.7%	2022 CA Dashboard (2021/2022) 90%	2022 CA Dashboard (2022/2023) 87%	Continue to maintain at least 95%
Suspension Rates	2019: 5.8%	2020/2021 Suspension rate-0.8%	2022 CA Dashboard (2021/2022) 7.2%	2023 CA Dashboard (2022/2023) 7.1%	Continue decrease
Expulsion Rates	2019-0%	2020-2021-0%	2021-2022-0%	2022-2023: 0.3% (1 student)	Continue 0% Expulsion rate
CHKS Survey (safety and School Connectedness)	CHKS Survey results 2018/2019: SAFETY LES Grades 3-5 -66% LES Grades 6-8 -53% LHS Grades 9-12 55.25% SCHOOL CONNECTEDNESS LES Grades 3-5-64% LES Grades 6-8- 54% LHS Grades 9-12 -48.25%	Survey results not received in time for data input	CHKS Survey results 2022/2023 SAFETY LES Grades 3-5 -89% LES Grades 6-8 -45% LHS Grades 9-12 58% SCHOOL CONNECTEDNESS LES Grades 3-5-79% LES Grades 6-8- 47% LHS Grades 9-12 -54%	CHKS Survey results 2023-2024 TBD	Increase percent of students feeling safe and high rate of school connectedness annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CDE Family Engagement Toolkit Survey	2020/2021: Developing Capacity of staff: Initial Implementation Creating welcoming environments: Initial Implementation Supporting staff to learn about family culture: Initial Implementation Two way communication in understandable language: Initial Implementation School capacity for partnering with families: Initial Implementation Support families in understanding legal rights: Initial Implementation Provide family with info to support learning at home: Initial Implementation Provide Ways to work together to discuss student progress: Initial Implementation Building capacity to support staff in effectively engaging families in decision making: Initial Implementation Supporting family members to engage in decision making: Initial Implementation	Developing Capacity of staff: Initial Implementation Creating welcoming environments: Initial Implementation Supporting staff to learn about family culture: Initial Implementation Two way communication in understandable language: Initial Implementation School capacity for partnering with families: Initial Implementation Support families in understanding legal rights: Initial Implementation Provide family with info to support learning at home: Initial Implementation Provide Ways to work together to discuss student progress: Initial Implementation Building capacity to support staff in effectively engaging families in decision making: Initial Implementation Supporting family members to engage in decision making: Initial Implementation	Developing Capacity of staff: Initial Creating welcoming environments: Full Supporting staff to learn about family culture: Initial Two way communication in understandable language: Initial School capacity for partnering with families: Initial Support families in understanding legal rights: Initial Provide family with info to support learning at home: Initial Provide Ways to work together to discuss student progress: Full Building capacity to support staff in effectively engaging families in decision making: Initial Supporting family members to engage in decision making: Initial Strategies' for seeking input from underrepresented groups: Initial	TBD-February	Increase rating to "4" or higher in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Strategies' for seeking input from underrepresented groups: Initial Implementation Provide opportunities to plan and implement family engagement activities: Initial Implementation	Strategies' for seeking input from underrepresented groups: Initial Implementation Provide opportunities to plan and implement family engagement activities: Initial Implementation	Provide opportunities to plan and implement family engagement activities: Initial		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Attendance Improve attendance and chronic absenteeism rate by providing more venues for school connectedness and parent communication/engagement</p> <ul style="list-style-type: none"> Hire Native American Attendance/Paraeducator Liaison (ESSER) to work with Native Families and students in improving home to school connection and attendance. All school sites will create attendance incentive programs. Parent and Family communication regarding absences will be conducted through a variety of venues (Edulink, Apptegy, AERIES, FB). Independent Study Options Program/Home 	Yes	Fully Implemented	2023/2024 P-1 Attendance Rate LES-88.39% LHS--85.71%	Ongoing Implementation	\$91,466.00	\$25,067.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School Guidance will be provided for students needing an off campus learning environment <ul style="list-style-type: none"> Continue .5 Attendance Liaison to focus on districtwide attendance and SARB 						
2.2	Positive Behavior Improve Suspension rate by implementing Positive Behavior support programs in all campuses <ul style="list-style-type: none"> PBIS, Restorative practice, staff development activities for SEL 	Yes	Fully Implemented	2023 CA Dashboard (2022/2023) Suspension Rate: 7.1%	Ongoing Implementation	\$10,000.00	\$8,394.00
2.3	Safety and Connectedness Increase students sense of safety and school connectedness by providing a wide variety of mental health supports <ul style="list-style-type: none"> Staffing and programs to address this action will include a Counseling Enriched Aikido programs, Mental Health Supports, Noon Activities, Enrichment/engaging activities. Materials to support the implementation may 	Yes	Fully Implemented	CHKS--TBD	Ongoing Implementation	\$315,200.00	\$138,877.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>include Kindness Coins, Warrior Bucks, play structures/obstacle course, increased yard supervision and implementation of the 8th grade legacy project.</p> <ul style="list-style-type: none"> February 2023: Hired a campus supervisor for the high school. Increase mental health (LCSW) time .6 FTE. 						
2.4	<p>Parent Participation Increase parent participation in all programs including unduplicated pupils and students with exceptional needs</p> <ul style="list-style-type: none"> Parent Nights Student performance and celebrations of work (Art shows, plays, demonstrations of work completed) Apptegy, AERIES, Edulink for communication captured in earlier goals Parent Liaison for Hispanic families captured in earlier goals Parent Liaison for Native American Families captured in earlier goals 	Yes	Fully Implemented	TBD- Family Engagement Toolkit Survey	Ongoing Implementation	\$6,000.00	\$5,662.00

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

Goal 3

Goal Description
Achievement
Develop and implement strategies to support and optimize pupil achievement and college/career readiness for all students.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP: ELA, Math CAST: Science	2019 CA Dashboard ELA- Yellow 33.2 points below standard Math-Orange-68 points below standard 2018-2019 Science: 30%	2020 2021 results LES English LA- 32.33% met or exceeded LES Math-16.03% Met or exceeded LHS- Fewer than 10 tested	2022 CA Dashboard ELA: 75 points below standard, 31% met/exceeded Math: 103 Points below standard, 21% met/exceeded Science: 33% met/exceeded	2023 CA Dashboard ELA: 77 points below, 29% met/exceeded Math: 107 points below standard, 15% met/exceeded Science: 23% met/exceeded	Increase annually in order to meet the standard
College/Career Readiness	2020 Prepared 74.1% Approaching Prepared- 22.2% Not prepared 3.7%	2021 CA Dashboard Data was not provided for this year for this indicator	2022 CA Dashboard Data was not provided for this year for this indicator	2023 Prepared 16% Approaching Prepared- 42% Not prepared 42%	Increase College/Career Readiness to 100%
% of students with A-G Completion	2020 35% A-G completion	2021 26.1% A-G completion	2022 48% A-G completion	2023 10% A-G completion	Increase a-g completion rate annually
% of students with CTE Pathway completion	2020 85% Pathway Completion	2021 60.9 % Pathway Completion	2022 35% CTE Pathway Completions	2023 61% CTE Pathway Completions	Increase CTE pathway completion to 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ELPAC percent of students progressing (English Learner Progress Indicator)	41.2% making progress "LOW"	Making Progress Level 1 24.14% Level 2 44.83% Level 3 27.59% Level 4 3.45% Level 5 3.45%	2022 CA Dashboard 56% making progress	2023 CA Dashboard 75% making progress	Increase percent of students progressing
English Learner reclassification rate	Fall 2020:51% RFEP	Fall 2021: 31.4% RFEP	3 students RFEP'd	5 students RFEP'd (so far)	Improve reclassification rate annually
AP pass rate of "3" or higher	5% (1 student)	Data not available	22 AP Exams Taken (2021-2022)	10 AP Exams Taken (2022-2023) 3 pass with 3 or higher	Increase pass rate
EAP pass rate	2018/19 (Total 26 students) ELA-50% (increase of 18%) Math 42% (increase of 22%)	Data not available	2021-2022 (Total 22 students) ELA-27% Math 14%	2022-2023 (Total 21 students) ELA-43% Math 0%	Increase EAP rate
PFT results	2015/16 Aerobic Capacity- % students in the HFZ Grade 5- 64.7% Grade 7- 36% Grade 9- 47.8% 2015/16 Body Composition- % students in the HFZ Grade 5-35.3% Grade 7- 36% Grade 9-73.9%	Data not available	Data not available	Data not available	Increase PFT results for all
Seal of Biliteracy recipients	2019-2020 20%	2020-2021 26.1%	2021-2022 24% (6 students)	2022-2023 15% (4 students)	Increase percent of seal of Biliteracy recipients
Dual Enrollment	Fall 2019- 24 students (21%) enrolled in College courses.	Fall 2021-27 students (27.55%) Spring 2022-16 students (16.32%)	Fall 2022: 30 students Spring 2023:33 students	Fall 2023: 34 students Spring 2024: TBD	Maintain or increase number of students enrolling in college courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students who completed both A-G and CTE	2020: 35%	2021: 27.2 %	2022: 35%	2023: 10% (3 students)	Increase % of students completing both A-G and CTE
# of EL students who have access to the CCSS including ELD standards for language acquisition and proficiency	2020 All students have access to CCSS and ELD standards	Increased services to ELL students. Added Parent Liaison/Counselor and support.	100% ELs with access to CA Content Standards and ELD Standards	100% ELs with access to CA Content Standards and ELD Standards	Maintain access to CCSS and ELD for all EL students
Course Access (See Local Indicator)	100% / "Met"	100% / "Met"	100% / "Met"	100% / "Met"	100% / "Met"

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>English Language Arts and Mathematics</p> <p>Increase students ELA and Math skill attainment by providing staff development to certificated and classified staff focusing on accelerating learning and reading and math skill attainment</p> <ul style="list-style-type: none"> • Intervention Teachers (training) • Paraprofessionals (3 hours IA's; trainings; weekly meeting time with teacher; attend team meeting once a month) • Credit Recovery • Staff Development in CPM • Summer School • Fees for online screening tool 	Yes	Fully Implemented	<p>ELA: 77 points below, 29% met/exceeded</p> <p>Math: 107 points below standard, 15% met/exceeded</p> <p>EAP: ELA-43% Math 0%</p>	Ongoing Implementation	\$5,000.00	\$5,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>College/Career Readiness Provide opportunities and supports for College/Career readiness</p> <ul style="list-style-type: none"> • Fund materials and supplies for CTE courses, A-G courses, college courses, counseling support, middle school career planning/education. • Maintain two district funded college courses on campus focusing on Ethnic Studies. 	Yes	Fully Implemented	Prepared 16% Approaching Prepared-42% Not prepared 42%	Ongoing Implementation	\$168,000.00	\$42,984.00
3.3	<p>English Learners Provide support for English Learners by increasing EL teacher time, providing translation services and a parent liaison to work directly with Hispanic families.</p> <ul style="list-style-type: none"> • Increase EL teacher time to provide more support to students • Provide Staff Development for classroom teachers and paraprofessionals in EL instruction, recruit bilingual paraprofessionals • Provide more Parent Communication/Translation • Purchase EL curriculum and support materials 	Yes	Fully Implemented	75% making progress	Ongoing Implementation		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	Physical Education Provide a strong Physical Education program through: <ul style="list-style-type: none"> • Professional Development K-12 standards • Schoolwide Physical Activities/staffing 	No Yes	Fully Implemented	Data not available	Ongoing Implementation	\$12,000.00	\$0