



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
Jamestown School District	Contessa Pelfrey Superintendent	cpelfrey@jespanthers.org 209-984-4058

Goal 1

Goal Description

Increase student achievement through strong standards-aligned curriculum, technology, instructional supports and the provision of learning acceleration supports and interventions in math and reading.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
SBAC ELA: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 35.1 points below standard SED:45.7 points below EL: 91.5 points below SWD: 104.8 points below	2020-2021 SBAC (COVID-19 Pandemic) Overall 24.33% Met 27.57% Nearly Met SED: 20% Met 28% Nearly Met EL:0%	2021-2022 SBAC All: 56.3 points below standard SED: 68.5 points below EL: 112.8 points below SWD: 130.7 points below	2022-2023 SBAC All: 60.4 points below standard SED: 72.8 points below EL: 93.9 points below SWD: 114.3 points below	2022-2023 SBAC All: 5 points above standard SED and Foster Youth: Meet or exceed standard EL: Increase by 60 or more points from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		SWD 2.63% Met 15.79% Nearly Met			SWD: Increase by 60 or more pints from baseline
SBAC Math: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 55.8 points below standard SED:64.5 points below EL: 69.6 points below SWD: 115.8 points below	2020-2021 SBAC (COVID-19 Pandemic) Overall: 16.94% Met 20.77% Nearly Met SED:16.22 % Met,15.54% Nearly Met EL:13.04% Met, 13% Nearly Met SWD:2.70% Met, 10.81% Nearly Met	2021-2022 SBAC All: 76.2 points below standard SED:91.9points below EL: 112.3points below SWD: 160.8 points below	2022-2023 SBAC All: 72.9 points below standard SED: 86.3 points below EL: 77.5 points below SWD: 146.3 points below	2022-2023 SBAC All: 5 points above standard SED and Foster Youth: Meet or exceed standard EL: Increase by 60 or more points from baseline SWD: Increase by 60 or more pints from baseline
CA Dashboard- English Learner Progress	36% making progress towards English proficiency 2019 EL reclassification rate 21.2%	No Dashboard results on English Learner Progress for 2020 ELPAC 2020 13.98% proficiency and 33.66% level 3 moderately developed total of 47.64% 21% increased proficiency one level from previous year EL reclassification rate 18%	2021-2022 67.9% making progress towards English proficiency EL reclassification rate 20.6%	2022-2023 40.7% making progress toward English proficiency. EL reclassification rate 10%	55% or higher making progress toward English proficiency EL Reclassification rate 30%or above
Device to Student Ratio	425 new devices 140 older working devices Current enrollment is 350 students	164 purchased new devices 21-22 325 current devices 19 iPads purchased 2021 20 current iPads Current enrollment 356	25 new devices (22-23) 414 (2018-2021) older working devices Current enrollment is 380 students	50 new devices 399 older working devices 25 39 ipads Current enrollment is 411 students	Implement replacement plan-Purchase 60 new devices each year (180 total)
Technology Plan	Personnel: One Technology Specialist TCSOS tech support Instructional technology: 15 new MacBook laptops 6 SMART Boards	Tech Plan Reviewed, Revised, Board Adopted April 2022 Tech Specialist 5 New MacBook Air Laptops	Personnel: One Technology Specialist TCSOS tech support Instructional technology: 5 new MacBook laptops	Personnel: On tech specialist, TCSOS tech support Instructional technology:5 new MacBook laptops, 0 new SMART Boards	Maintain Technolgooy specialist and TCSOS tech support Purchase 5 new laptops each year (15 total)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		2 HP Laptops 20 iPads 8 iMacs (Reading Intervention, Library/Testing/School Office 5 SMART Boards 3 Laser Printers	6 SMART Boards (AG Neovo Meetboards)	Additional: Go Guardian Software 215 student licenses	Purchase 10 new SMART Boards
CA Dashboard Local Indicator- Implementation of Academic Standards	Ratings: Professional Development- 3.6 Instructional Materials- 4.0 Policy and Program-3.4 Implementation of Standards -3.6 Engagement of School Leadership -3.5	Ratings: Professional Development- 4.09 Instructional Materials- 4.09 Policy and Program- 4.04 Implementation of Standards - 4.02 Engagement of School Leadership - 4.02	Ratings: Professional Development- 4.08 Instructional Materials- 4.1 Policy and Program-4.0 Implementation of Standards -4.08 Engagement of School Leadership -4.0	Ratings: Professional Development- 3.08 Instructional Materials- 4.80 Policy and Program-3.6 Implementation of Standards -3.80 Engagement of School Leadership -3.80	Ratings: Professional Development- 4.5 Instructional Materials- 5.0 Policy and Program- 4.5 Implementation of Standards- 4.5 Engagement of School Leadership- 4.5
Local Benchmark Assessment - STAR Reading Growth Proficiency Report at 50% or higher	2020-2021 Reading Growth Data +0.5 GE District Average 26% Proficiency Report	2021-2022 Reading Growth Data +0.6 GE District Average 30% Proficiency Report DIBELS Growth Data 7% decrease in # of students in Intensive support 10% increase in # of students in green-blue-core+support	2022-2023 Reading Growth Data +0.6 GE District Average 35% Proficiency Report DIBELS Growth Data 8% decrease in # of students in Intensive support 9 %student increase in # of students in green-blue-core +support	2023-2024 Reading Growth Data Mid Year +1.0 GE District Average 28% Proficiency Report DIBELS Growth Data 1% increase in # of students in Intensive support 5% decrease in # of students in green-blue-core +support	Reading Growth: Consistent +1.5 GE or higher District Average 75% Proficiency Report
Local Benchmark Assessment- STAR Math Growth Proficiency report at 50% or higher	2020-2021 Math Growth Data +1.1 GE District Average 34% Proficiency Report	2021-2022 Math Growth Data +0.8 GE District Average 40% Proficiency	2022-2023 Math Growth Data +1.0 GE District Average 47% Proficiency Report	2023-2024 Reading Growth Data Mid-Year +0.8 GE District Average 28% Proficiency Report	Math Growth +1.5 GE or higher District Average 75% Proficiency Report
Students with sufficient access to standards	2020-2021 100% students have sufficient access to	2021-2022 100% students have sufficient access to	2022-2023 100% students have sufficient access to	2023-2024 100% students have sufficient access to	100% students have sufficient access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
aligned instructional materials at 100%	standards aligned instructional materials	standards aligned instructional materials	standards aligned instructional materials	standards aligned instructional materials	standards aligned instructional materials

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	Academic Instructional Support 1.1 Purchase of researched-based educational software, curriculum and the necessary professional development to support standards-based instruction, and increase student achievement. This will include benchmarking, progress monitoring along with intervention curriculum and instructional supports in reading and math.	Yes	Fully Implemented	Reduced budget to \$13,000 due to a reduction in LCFF funding		\$20,000.00	\$11,618.00
1.2	Technology Equipment/Supplies/Support 1.2 Purchase necessary technology devices and instructional supplies for students and staff along with supporting technology services	Yes	Fully Implemented	Increased budget to \$50,000 in this area		\$39,978.00	\$37,456.00
1.3	Special Education Curriculum/Resources 1.3 Purchase specific research-based curriculum and provide instructional resources to accelerate learning and increase student achievement for students, especially those low income, foster youth, EI with disabilities	Yes	Not Implementing	Decreased to \$1,000		\$2,264.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	Student Access to Standards-Based Instruction 1.4 Add additional instructional assistants to provide inclusion support, and provide instructional professional development for teachers to support all learners foster, youth, low income, and EL including students with disabilities,.	Yes	Fully Implemented	Decreased Budget in this area to \$30,000		\$62,631.00	\$17,772.00
1.5	English Language Development 1.5 1.0 classified FTE to provide focused designated instruction on state ELD standards to assist English learners in developing academic content learning in English and become English language proficient.	Yes	Fully Implemented	Reduced to 50% funding \$23,282 due to reduced budget		\$41,751.00	\$2,147.00

Goal 2

Goal Description

Create a safe, positive learning community by providing a Multi-Tiered System of Support (MTSS) through the provision of mental health supports, trauma informed strategies, and by increasing student and parent engagement and connectedness including parents of foster youth, homeless/foster youth, English learners, low-income and students with disabilities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CA School Dashboard Chronic Absenteeism	2019 Dashboard Report All: 13.6%	2020-2021 Chronic Absenteeism 28.7%	2021-2022 Chronic Absenteeism	2022-2023 Chronic Absenteeism	Chronic Absenteeism 10% or less for All

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School Attendance Rate	Homeless: 20% SWD: 16% SED:14.5% EL: 2.9% 19-20 Attendance Rate 95.75%	No reported subgroup data Attendance Rate 91.81% 2021-2022 Internal-- Chronic Absenteeism rate 37.07% No reported subgroup data Attendance rate 93.6%	All: 38.9% Homeless: 48.4% SWD: 54.4% SED:40.8% EL: 17.5% 21-22 -Attendance Rate 90.8%	All: 30% Homeless: 38.1% SWD: 43.4% SED: 35.2% EL: 27% 22-23 Attendance Rate 90.63%	Homeless: 10% SWD: 10% SED:10% EL: Maintain 2.9% or less Attendance Rate 95% or above
CA School Dashboard Suspension/Expulsion Rate	2019 Dashboard Report Suspension Rate All: 5.9% Homeless: 7% SWD: 11.7% SED: 6.9% EL: 0% Expulsion Rate: 0.25%	2020-21 0.8% suspension rate a 5.81% decrease Expulsion rate 0% 2021-2022 suspension rate 8% a 7.92% increase Expulsion rate 0%	2021-2022 Suspension Rate All: 9.9% 1.9% increase Homeless: 12.9% SWD: 14.8% SED: 12.1% EL: 4.8% Expulsion Rate: 0%	2022-2023 Suspension Rate All: 7.3% Homeless: 12% SWD: 17.9% SED: 9.6% EL: 0% Expulsion Rate: 0%	Suspension Rate All: 3% or less Color Gauge Green All subgroups Blue or Green Expulsion Rate: 0%
Universal Screening Tool for Student Behavior and Risk	2019-20 Data 20% Identified in High Risk Category	2020-2021 Data 80 students/ 24% Tier III counseling services 2021-2022 170 students 30% High Risk Tier III counseling services	2021-2022 Data Identified in High Risk Category 30%High Risk Tier III counseling services 2022-2023 Data Identified in High Risk Category 27%High Risk Tier III counseling services	2022-2023 Data Identified in High Risk Category 27%High Risk Tier III counseling services 2023-2024 Data Identified in High Risk Category 20%	5% Identified High Risk Category
SIS Discipline Data Reports	2019-2020 Data Discipline referral rate 9%	2020-2021 Data Discipline referral rate 7% reduction of 2% 2021-2022 Discipline referral rate 6% reduction of 1%	2021-2022 Discipline referral rate 6% reduction of 1% 2022-23 Discipline referral rate 10%. Increase of 4 %	2022-23 Discipline referral rate 10%. Increase of 4 % 2023-2024 as of 12/31/23 Discipline referral rate is 7% decrease of 3%	Decrease number of discipline referrals by 3%
Local Climate Survey	2019 Student survey results: 63% Feel very safe or safe 56% Caring adult relationships	2020-2021 Student survey results: Feel very safe or safe 71.5%	2021-2022 Student survey results: 52% Feel very safe or safe 55% Caring adult relationships	2022-2023 62% Feel very safe or safe 63% Caring adult relationships 73% High expectations set	85%-100% Feel safe or very safe 80%-100% Caring adult relationships

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	53% High expectations set 54% Experience sadness/ hopelessness	Caring adult relationships 69% High expectations set 77.7% Experience sadness/ hopelessness *15% 2021-22 Student survey results: Feel very safe or safe 52% Caring adult relationships 55% High expectations set 72% Experience sadness/ hopelessness 45.5 %	72% High expectations set 46% Experience sadness/ hopelessness 2022-2023 62% Feel very safe or safe 63% Caring adult relationships 73% High expectations set 35% Experience sadness/ hopelessness	35% Experience sadness/ hopelessness 2023-2024 No data as of yet.	80%-100% High Expectations 0-25% Experience Sadness/Hopelessness
Parent Involvement	2019 Results from survey as % strongly Agree/Agree: Seeking Input: 75% Opportunities to participate in Programs/Activities: 79% School Safety: 82% Academics: 85%	2020-2021 Results from survey as % strongly Agree/Agree: Seeking Input: 46.9% Opportunities to participate in Programs/Activities: 67.7% School Safety: 86.4% Academics: 76.1% 2021-22 Results from survey as % strongly Agree/Agree: Seeking Input: 54.8% Opportunities to participate in Programs/Activities: 76.4% School Safety: 78.4% Academics: 72.1%	2021-2022 Results from survey as % strongly Agree/Agree: 5% of parents completed the survey Seeking Input: 62% Opportunities to participate in Programs/Activities: 84% School Safety: 80% Academics: 82% 2022-2023 Results from survey as % strongly Agree/Agree: 5% of parents completed the survey Seeking Input: 64.9% Opportunities to participate in Programs/Activities: 83.3% School Safety: 81.5% Academics: 85.6%	2022-2023 Results from survey as % strongly Agree/Agree: 5% of parents completed the survey Seeking Input: 64.9% Opportunities to participate in Programs/Activities: 83.3% School Safety: 81.5% Academics: 85.6% 2023-2024 No data as of yet.	Seeking Input 85%-100% Participation Opportunities 85%-100% School Safety 85%-100% Academics: 85%-100%
Middle School Dropout Rate	2019 Dropout Rate: 0.03%	2020-21 0% Dropout rate	2021-2022 Dropout Rate: 0.00%	2021-2022 Dropout Rate: 0.00%	0% Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
All teachers are appropriately assigned and fully credentialed in the subject areas and students they teach	100% Highly Qualified Teachers CALSAAS and CA School Dashboard	100% Highly Qualified Teachers CALSAAS and CA School Dashboard	71.5% Highly Qualified Teachers 4.8% out of field (1 FTE Bilingual Waiver) 4.8% ineffective (1 FTE Teacher on a PIP/STSP) 19.0% incomplete (alternative special educations) CALSAAS and CA School Dashboard	61.5% Highly Qualified Teachers 6.8% out of field (1 FTE Local assignment option) 11.5% ineffective (1 FTE Teacher on a PIP/STSP, 2 FTE misassignments- one was corrected) 11.5% incomplete (Alternative special education related) CALSAAS and CA School Dashboard	100% Highly Qualified Teachers CALSAAS and CA School Dashboard
School Facilities are maintained in good repair	90% or above overall school rating on the FIT (Facility Inspection Tool)	JES FIT 96.33% Good rating CC FIT 95.53% Good rating	91.67% overall school rating on the FIT for JES 84.82% overall school rating on the FIT for Chinese Camp (Upgrade fire alarm system) (Facility Inspection Tool)	97.11%% overall school rating on the FIT for JES 98.20% overall school rating on the FIT for Chinese Camp (Facility Inspection Tool)	90% or above FIT rating on Facility Inspection Tool

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	Counseling Services 2.1 Provide a 1.0 FTE counseling services	Yes	Fully Implemented	Reduced budget to 50% at \$57,460		\$109,746.00	\$41,640.00
2.2	MTSS Implementation 2.2 Implement Multi Tiered Systems of Support (MTSS) through the provision of a 0.05 F.T.E. MTSS coordinator, a 0.5 F.T.E. behavior and attendance support assistant, and a 0.2 F.T.E.	Yes	Fully Implemented	Reduced budget to \$67,065		\$149,443.00	\$35,222.00

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
	for trauma informed support /homeless and foster youth liaison.						
2.3	Parent and family engagement and education 2.3 Increase home/school communication and provide personnel support to implement activities, events, and parent educational opportunities to support family connectedness, engagement and participation.	Yes	Partially Implemented	Reduced to \$2,246		\$4,000.00	\$1,037.00
2.4	Positive Behavior Intervention Supports 2.4 School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, social emotional learning and other means of correction to create and foster a positive school climate.	Yes	Partially Implemented	Reduced to \$17,000		\$20,000.00	\$10,023.46

Goal 3

Goal Description

To provide student access to a broad course of study and enrichment opportunities to prepare all students to be college and career ready

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CA CASSPP California Spanish Assessment (CSA)	No results- first year administering the test	2020-2021 Spanish Reading Language Arts: Grade 3: Too few students for results Grade 4: 435.9 Scaled Mean Score	2021-2022 CSA Data 3rd grade- Range 1 (lowest level)- 336.5 Scaled Mean Score (State Scaled Mean Score 343.9) 4th grade- Range 1 -435 Average Scaled Mean Score 5th grade- Range 1-538 Average Scale Mean Score	2022-2023 CSA Data 3rd grade- Range 1 (lowest level)- 339.6 Scaled Mean Score 4th grade- Range 1 -436.9 Average Scaled Mean Score 5th grade- Range 1-536.6 Average Scale Mean Score	70%-100% grade level proficient in Spanish for Dual Immersion students. Range 2 or above for all grade levels of Dual Immersion students
CA Dashboard Local Indicator - Access to a Broad Course of Study	Master Schedule- 100% of students receive instruction in music/art	Master schedule- 100% of students receive instruction in music/art. Increase music teacher to 1.0 FTE	Master Schedule- 100% of students receive instruction in music/art 1.0 FTE Music teacher 0.5 FTE Art teacher	Master Schedule- 100% of students receive instruction in music/art 1.0 FTE Music teacher 0.5 FTE Art teacher	100% of students receive music/art instruction
CA Dashboard Local Indicator- Implementation of Standards	Ratings: CTE-3.0 Initial Implementation PE-3.0 Initial Implementation World Language-3.0 Initial Implementation Health Education-3.3 Initial implementation Visual and Performing Arts-4.0	CTE-3.83 Initial Implementation PE-3.66 Initial Implementation World Language-3.91 Initial Implementation Health Education-4.41 Full implementation Visual and Performing Arts-4.33 Full implementation	Ratings CTE-3.0 Initial Implementation PE-3.68 Initial Implementation World Language-3.91 Initial Implementation Health Education-4.41 Full implementation Visual and Performing Arts-4.33 Full implementation	Ratings CTE-3.0 Initial Implementation PE-3.68 Initial Implementation World Language-4.0 Full Implementation Health Education-4.41 Full implementation Visual and Performing Arts-5.00 Full implementation and Sustainability	Ratings: CTE-4.0 Full Implementation PE 4.0 Full implementation World Language- 5.0 Full Implementation and Sustainability Health Education- 4.0 Full Implementation Visual and Performing Arts- 5.0 Full Implementation and Sustainability
Parent LCAP Survey	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 71.6% Art and Music- 91.7% STEAM Activities and Supplies-100%	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 66.7% Art and Music- 90.9% STEAM Activities and Supplies- 97%	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 80.9% Art and Music- 91% STEAM Activities and Supplies-96.9%	No LCAP Survey Data Yet	Agree/Strongly Agree in Support of Programs: Dual immersion and Science Academy- 90% Art and Music- 100% STEAM Activities and Supplies-100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Engaging Educational Opportunities for Students- 78.3%	Engaging Educational Opportunities for Students- 96.9%	Engaging Educational Opportunities for Students- 97%		Engaging Opportunities for Students- 90%

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	Spanish/English Dual Immersion Program 3.1 Support and enhance the Spanish/English Dual Immersion Program by acquiring and retaining bilingual personnel, and providing appropriate curriculum and supplies in order for enrolled students to become proficient in both Spanish and English.	Yes	Fully Implemented			\$660,313.00	\$377,454.00
3.2	Art and Music Programs 3.2 District will continue to support a master schedule incorporating art and music instruction for K-8 grades within the school day along with the necessary equipment and supplies for both Jamestown Elementary and Chinese Camp School schools.	Yes	Fully Implemented			\$151,643.00	\$81,582.00
3.3	STEAM Science Academy Materials/Activities 3.3 Support instruction and learning in the area of Science, Technology, Engineering, Art ,Math (STEAM) at Chinese Camp Science Academy	Yes	Partially Implemented			\$4,000.00	\$144.80

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
	through increase of STEAM supplies in classrooms and STEAM-based field trips and assemblies.						
3.4	STEAM JES Materials and Activities 3.4 Support instruction and learning in the area of Science, Technology, Engineering, Art ,Math (STEAM) within all classrooms through increase of STEAM supplies in classrooms and STEAM-based field trips and assemblies.	Yes	Partially Implemented	Reduced budget \$4,000		\$15,000.00	\$378.00
3.5	After School Enrichment Programs 3.5 To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day	Yes	Partially Implemented	Will not complete due to ELOP funding		\$2,000.00	\$332.00

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

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

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

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