



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stone Corral Elementary School District

CDS Code: 5472140000000

School Year: 2024-25

LEA contact information:

Christopher Kemper

Superintendent/Principal

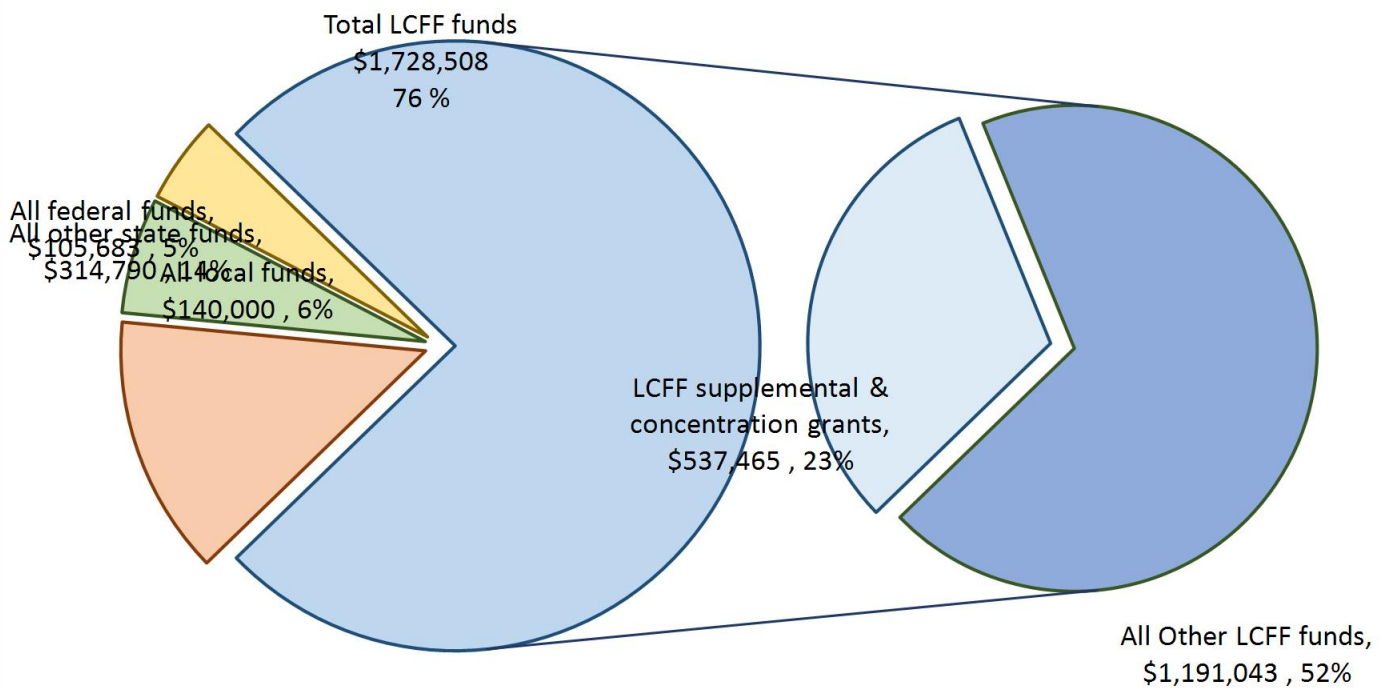
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(559) 528-4455

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

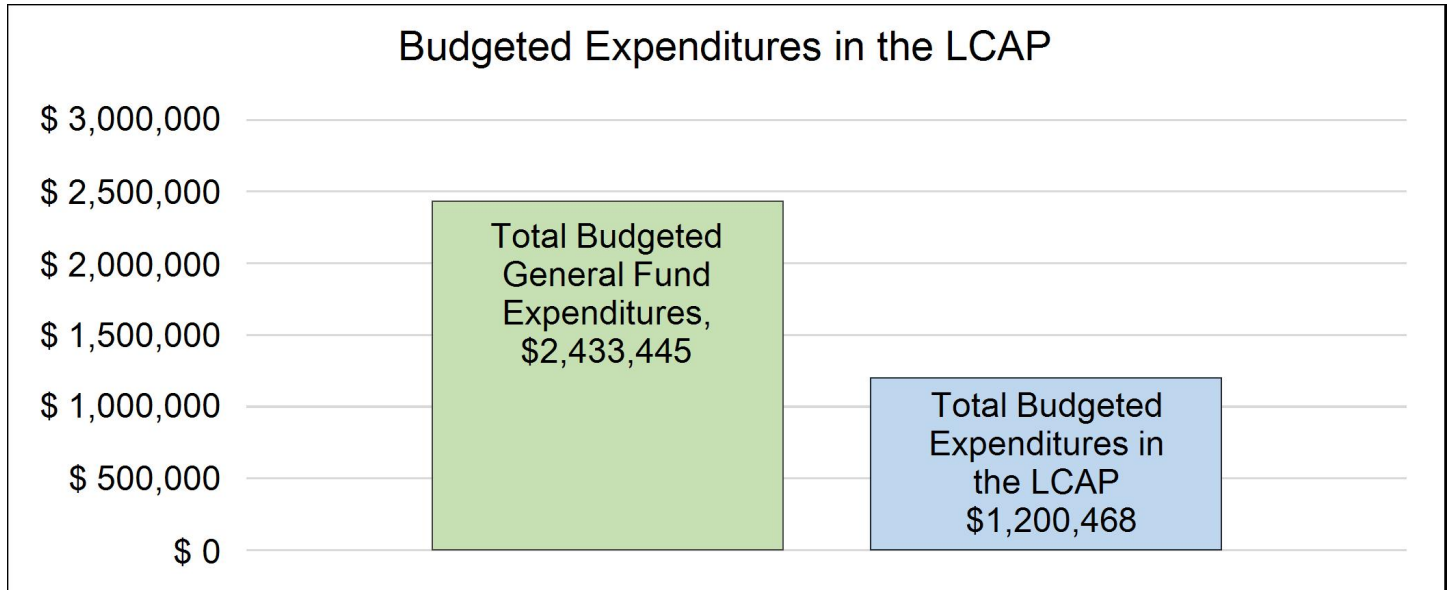


This chart shows the total general purpose revenue Stone Corral Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stone Corral Elementary School District is \$2,288,981, of which \$1,728,508 is Local Control Funding Formula (LCFF), \$314,790 is other state funds, \$140,000 is local funds, and \$105,683 is federal funds. Of the \$1,728,508 in LCFF Funds, \$537,465 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Stone Corral Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stone Corral Elementary School District plans to spend \$2,433,445 for the 2024-25 school year. Of that amount, \$1,200,468 is tied to actions/services in the LCAP and \$1,232,977 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In the general fund but not in LCAP: Funds will be utilized for employee salaries, maintenance of facilities, transportation, and general expenditures incurred in the operation of a school district and its programs and services.

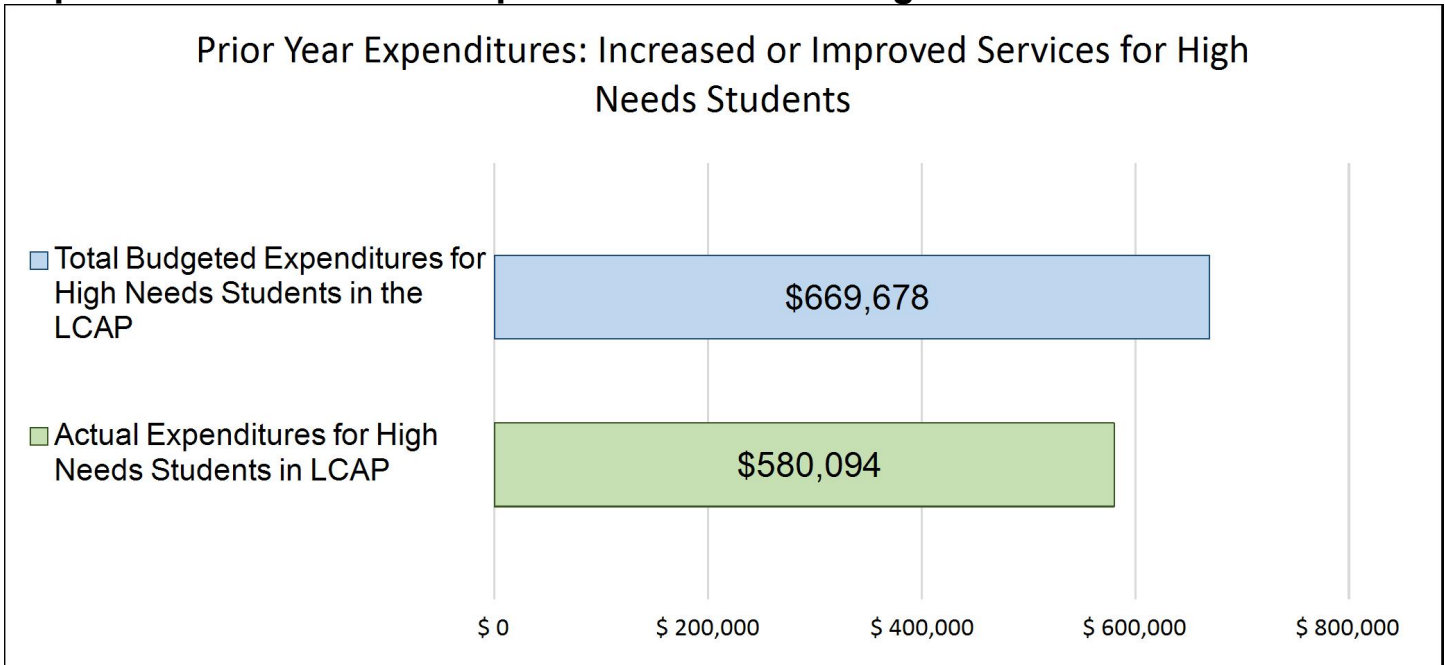
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Stone Corral Elementary School District is projecting it will receive \$537,465 based on the enrollment of foster youth, English learner, and low-income students. Stone Corral Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stone Corral Elementary School District plans to spend \$612,465 towards meeting this requirement, as described in the LCAP.

Stone Corral Elementary School District plans to spend \$669,678 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Stone Corral Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stone Corral Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Stone Corral Elementary School District's LCAP budgeted \$669,678 for planned actions to increase or improve services for high needs students. Stone Corral Elementary School District actually spent \$580,094 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$89,584 had the following impact on Stone Corral Elementary School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$-89,585 had the following impact on Stone Corral Elementary School District's ability to increase or improve services for high needs students: The actual expenditures were very close to planned expenditures. The difference resulted in none to minimal impact in services provided to high need students (Unduplicated Pupils). Federal emergency funding provided to the district as a result of COVID-19 was utilized in place of LCFF funding for some Actions the were principally directed at Unduplicated Pupils.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stone Corral Elementary School District	Christopher Kemper Superintendent/Principal	ckemper@stone-corral.k12.ca.us (559) 528-4455

Goals and Actions

Goal

Goal #	Description
1	Improve Student Achievement in Language Arts

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students will take the CAASPP Smarter Balanced Summative Test in May. The goal would be to raise proficiency rates in English Language Arts by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard). Each grade level has their acquired scaled score. Their goal is to raise their scaled scores 10 points to reach the achievement level</p>	<p>Baseline score are from the 2018-2019 academic year.</p> <p>Grade 3- Mean scale Score: 2335.6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 25 Level 1 Standard not met: 75</p> <p>Grade 4 2329.0 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0</p>	<p>Scores are from the 2020-2021 academic year.</p> <p>Grade 3- Mean scale Score: 2335.6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 25 Level 1 Standard not met: 75</p> <p>Grade 4 Mean Scale Score: 2373.5 Overall Achievement percent: Level 4 Standard exceeded: 5</p>	<p>Scores are from the 2022-2023 academic year.</p> <p>Grade 3- Grade 3- Mean scale Score: 2327.9 Overall Achievement percent: Level 4 Standard exceeded: 4.17 Level 3 Standard met: 8.33 Level 2 Standard nearly met: 16.67 Level 1 Standard not met: 70.83</p> <p>Grade 4 Less than 11 students tested</p>	<p>Scores are from the 2023-2024 academic year</p> <p>Grade 3- Grade 3- Mean scale Score: 2303.8 Overall Achievement percent: Level 4 Standard exceeded: 9.09 Level 3 Standard met: 9.09 Level 2 Standard nearly met: 9.09 Level 1 Standard not met: 72.73</p> <p>Grade 4- Grade 4- Mean scale Score: 2340.1 Overall Achievement percent:</p>	<p>Grade 3- Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 5 Level 2 Standard nearly met: 55 Level 1 Standard not met: 35</p> <p>Grade 4 Overall Achievement percent: Level 1 Standard exceeded: 5 Level 2 Standard met: 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
scale score range for standards met.	<p>Level 2 Standard nearly met: 7.69 Level 1 Standard not met: 92.31</p> <p>Grade 5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 7.69 Level 2 Standard nearly met: 38.46 Level 1 Standard not met: 53.85</p> <p>Grade 6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 17.65 Level 2 Standard nearly met: 52.94 Level 1 Standard not met: 29.41</p> <p>Grade 7 Overall Achievement percent: Level 4 Standard exceeded: 0</p>	<p>Level 3 Standard met: 0 Level 2 Standard nearly met: 20.0 Level 1 Standard not met: 75.0</p> <p>Grade 5 Mean Scale Score: 2372.5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 6.67 Level 2 Standard nearly met: 13.33 Level 1 Standard not met: 80.00</p> <p>Grade 6 Mean Scale Score: 2353.6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 18.75 Level 1 Standard not met: 81.25</p>	<p>Grade 5 Mean Scale Score: 2432.4 Overall Achievement percent: Level 4 Standard exceeded: 11.76 Level 3 Standard met: 5.88 Level 2 Standard nearly met: 23.53 Level 1 Standard not met: 58.82</p> <p>Grade 6 Mean Scale Score: 2459.2 Overall Achievement percent: Level 4 Standard exceeded: 7.69 Level 3 Standard met: 7.69 Level 2 Standard nearly met: 30.77 Level 1 Standard not met: 53.85</p> <p>Grade 7 Mean Scale Score: 2445.1</p>	<p>Level 4 Standard exceeded: 0 Level 3 Standard met: 4.55 Level 2 Standard nearly met: 18.18 Level 1 Standard not met: 77.27</p> <p>Grade 5- Less than 11 students tested</p> <p>Grade 6 Grade 6- Mean scale Score: 2448.7 Overall Achievement percent: Level 4 Standard exceeded: 6.67 Level 3 Standard met: 13.33 Level 2 Standard nearly met: 13.33 Level 1 Standard not met: 66.67</p> <p>Grade 7</p>	<p>Level 3 Standard nearly met: 12.75 Level 4 Standard not met: 64.50</p> <p>Grade 5 Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 12 Level 2 Standard nearly met: 43 Level 1 Standard not met: 40</p> <p>Grade 6 Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 23 Level 2 Standard nearly met: 57 Level 1 Standard not met: 15</p> <p>Grade 7</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Level 3 Standard met: 7.69 Level 2 Standard nearly met: 30.77 Level 1 Standard not met: 61.54</p> <p>Grade 8 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 25 Level 2 Standard nearly met: 8.33 Level 1 Standard not met: 66.67</p>	<p>Grade 7 Mean Scale Score: 2449.4 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 35.71 Level 1 Standard not met: 64.29</p> <p>Grade 8 Mean Scale Score: 2470.5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 26.67 Level 2 Standard nearly met: 20.00 Level 1 Standard not met: 53.33</p>	<p>Overall Achievement percent: Level 4 Standard exceeded: 7.14 Level 3 Standard met: 0 Level 2 Standard nearly met: 35.71 Level 1 Standard not met: 57.14</p> <p>Grade 8 Mean Scale Score: 2491.5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 26.67 Level 2 Standard nearly met: 26.67 Level 1 Standard not met: 46.67</p>	<p>Grade 3- Mean scale Score: 2478.9 Overall Achievement percent: Level 4 Standard exceeded: 9.09 Level 3 Standard met: 18.18 Level 2 Standard nearly met: 27.27 Level 1 Standard not met: 45.45</p> <p>Grade 8 Grade 8 Mean scale Score: 2434.7 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 9.09 Level 2 Standard nearly met: 27.27 Level 1 Standard not met: 63.64</p>	<p>Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 13 Level 2 Standard nearly met: 35 Level 1 Standard not met: 47</p> <p>Grade 8 Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 30 Level 2 Standard nearly met: 13 Level 1 Standard not met: 52</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students will be monitored using SuccessMaker assessments and tutorials–</p> <ul style="list-style-type: none"> Last session Performance Cumulative Course report Grouping by Areas of Difficulty Prescriptive 	<p>Students will be monitored using SuccessMaker assessments and tutorials– 25% of students had an increase in reading skills by 1.0 grade level with an acceptable performance of 70%</p>	<p>Scores are from the spring of 2021-2022 academic year .Students were monitored using SuccessMaker assessments and tutorials– 25% of students in 7th and 8th grade had an increase in reading skills by 1.0 grade level with an acceptable performance of 70%</p>	<p>While SuccessMaker can be a useful tool for personalized instruction and practice, it may not provide a comprehensive and standardized measure of academic growth. We will cease using Successmaker.</p>	<p>SuccessMaker was discontinued as a measure of academic growth.</p>	<p>while SuccessMaker can be a useful tool for personalized instruction and practice, it may not provide a comprehensive and standardized measure of academic growth We will cease using Successmaker.</p>
<p>Benchmark Tests from the adopted language arts program</p>	<p>Above Standard 11% Near Standard 10% Below Standard 79%</p>	<p>Benchmark Tests from the adopted language arts program. Scores are from the 2021-2022 academic year. Above Standard 4% Near Standard 10 % Below Standard 86%</p>	<p>Benchmark Tests from the adopted language arts program. Scores are from the 2022-2023 academic year. Above Standard 5% Near Standard 20 % Below Standard 75%</p>	<p>Benchmark Tests from the adopted language arts program. Scores are from the 2023-2024 academic year. Above Standard 8% Near Standard 22% Below Standard 70%</p>	<p>Above Standard 19% Near Standard 20% Below Standard 61%</p>
<p>Students will take Renaissance Learning STAR assessments once a month to monitor progress</p>	<p>13.1% expected to reach benchmark</p>	<p>Scores are from the 2021-2022 academic year.: 6% reached benchmark</p>	<p>Scores are from the 2022-2023 academic year.: 11% reached benchmark</p>	<p>Scores are from the 2023-2024 academic year.: 13% reached benchmark</p>	<p>26% expected to reach benchmark</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will take the Interim Smarter Balanced Tests once a month	Students will pass assigned interim assessments assigned once a month. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: “Below Standard,” “Near Standard,” and “Above Standard.” 5% Above Standard 3% Near Standard	Students were assigned interim assessments. Scores are from the 2021-2022 academic year. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: “Below Standard,” 87% “Near Standard,” 8% “Above Standard.” 5%	Students were assigned interim assessments. Scores are from the 2022-2023 academic year. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: “Below Standard,” 72% “Near Standard,” 11% “Above Standard.” 17%	Students were assigned interim assessments. Scores are from the 2023-2024 academic year. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: “Below Standard,” 70% “Near Standard,” 11% “Above Standard.” 19%	14% Near standard 12% Above Standard 74% Below Standard
All teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach.	Fully Credentialed Teachers: 6 of 7 (86%) Appropriately Assigned Teachers: 7 of 7 (100%) (2020-21)	In 2021-2022: Fully Credentialed Teachers: 6 of 7 (86%) Appropriately Assigned Teachers: 7 of 7 (100%) (2021-2022)	In 2022-2023: Fully Credentialed Teachers: 4 of 7 (58%) Appropriately Assigned Teachers: 7 of 7 (100%) (2022-2023)	In 2023-2024: Fully Credentialed Teachers: 4 of 7 (57%) Appropriately Assigned Teachers: 7 of 7 (100%)	Fully Credentialed Teachers: 100% Appropriately Assigned Teachers: 100%
Annual Board resolution on student access to standards aligned materials.	100% of students have access to board approved,	In 2021-2022: 100% of students have access to board	In 2022-2023: 100% of students have access to board	In 2023-2024: 100% of students have access to board	100% of students have access to board approved,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards aligned materials.	approved, standards aligned materials.	approved, standards aligned materials.	approved, standards aligned materials.	standards aligned materials.
Implementation of academic content and performance standards for all students, including English Learner access to the Common Core and ELD Standards.	Implementation status: ELA -Full ELD-Full Math-Full NGSS-Initial History/Social Science-Initial	In 2021-2022: Implementation status: ELA -Full ELD-Full Math-Full NGSS-Initial History/Social Science-Initial	In 2022-2023: Implementation status: ELA -Full ELD-Full Math-Full NGSS-Initial History/Social Science-Full	In 2023-2024: Implementation status: ELA -Full ELD-Full Math-Full NGSS-Initial History/Social Science-Full	Implementation status: ELA-Full ELD-Full Math-Full NGSS-Full History/Social Science-Full
Dibels Composite Scores for K-8	Dibels testing baseline data K- Well below benchmark 56% Below benchmark 31% At benchmark 13% Above benchmark 0% 1 Well below benchmark 45% Below benchmark 27% At benchmark 18% Above benchmark 09%		This data is from the 2022-2023 school year. K- Well below benchmark 56% Below benchmark 31% At benchmark 13% Above benchmark 0% 1 Well below benchmark 45% Below benchmark 27% At benchmark 18%	This data is from the 2023-2024 school year. K- Well below benchmark 10% Below benchmark 13% At benchmark 9% Above benchmark 78% 1 Well below benchmark 40% Below benchmark 25% At benchmark 10%	This data will be from the 2023-2024 school year. K- Well below benchmark 50% Below benchmark 20% At benchmark 20% Above benchmark 10% 1 Well below benchmark 40% Below benchmark 22% At benchmark 23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2 Well below benchmark 60% Below benchmark 20% At benchmark 15% Above benchmark 5%		Above benchmark 09% 2 Well below benchmark 60% Below benchmark 20% At benchmark 15%	Above benchmark 25% 2 Well below benchmark 50% Below benchmark 15% At benchmark 18%	Above benchmark 15% 2 Well below benchmark 55% Below benchmark 15% At benchmark 20%
	3 Well below benchmark 73% Below benchmark 18% At benchmark 0% Above benchmark 09%		Above benchmark 5% 3 Well below benchmark 73% Below benchmark 18% At benchmark 0%	Above benchmark 12% 3 Well below benchmark 55% Below benchmark 14% At benchmark 19%	Above benchmark 10% 3 Well below benchmark 60% Below benchmark 15% At benchmark 15%
	4 Well below benchmark 73% Below benchmark 18% At benchmark 0% Above benchmark 09%		Above benchmark 09% 4 Well below benchmark 73% Below benchmark 18% At benchmark 0%	Above benchmark 12% 4 Well below benchmark 52% Below benchmark 11% At benchmark 15%	Above benchmark 10% 4 Well below benchmark 60% Below benchmark 15% At benchmark 15%
	5 Well below benchmark 43% Below benchmark 29% At benchmark 14%		Above benchmark 09% 5 Well below benchmark 43% Below benchmark 29%	Above benchmark 22% 5 Well below benchmark 40% Below benchmark 25%	Above benchmark 10% 5 Well below benchmark 40% Below benchmark 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Above benchmark 14% 6 Well below benchmark 47% Below benchmark 25% At benchmark 15% Above benchmark 13%		At benchmark 14% Above benchmark 14% 6 Well below benchmark 47% Below benchmark 25% At benchmark 15% Above benchmark 13%	At benchmark 18% Above benchmark 17% 6 Well below benchmark 40% Below benchmark 22% At benchmark 12% Above benchmark 26%	At benchmark 20% Above benchmark 15% 6 Well below benchmark 45% Below benchmark 20% At benchmark 18% Above benchmark 17%
QUAIL Arts Program Teachers will be given a survey to: 1. To determine the number of students participating in visual and performing arts (VAPA) with the goal of 100% participation	QUAIL Art Program Survey will be given in the spring. The program will be implemented in the 2023-2024 school year. 1. --% of all students participated in weekly		The baseline will be established with the results of 2023-24 data.	Data from spring survey: 1. 80% of all students participated in weekly VAPA activities during the school year. 2. 85% of all classroom teachers reported increased	1. 80% of all students participated in weekly VAPA activities during the school year. 2. 100% of all classroom teachers reported increased inclusion of VAPA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>in visual and performing arts.</p> <p>2. To determine if they have included more types of visual and performing arts into their lessons and used strategies outlined in the QUAIL Program.</p> <p>3. To Determine if they believe students have improved academically by the integration of VAPA.</p>	<p>VAPA activities during the school year.</p> <p>2. 1--% of all classroom teachers reported increased inclusion of VAPA lessons in their instruction.</p> <p>3. --% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction.</p> <p>4. --% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program.</p>			<p>inclusion of VAPA lessons in their instruction.</p> <p>3. 85% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction.</p> <p>4. 71% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program.</p>	<p>lessons in their instruction.</p> <p>3. 100% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction.</p> <p>4. 80% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program.</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In analysis, the goal's actions were achieved:

1. Action 1.1- Professional development. Effective: All staff participated in English Language Arts Professional Development throughout the year. The staff participated in the weekly presentation by the publisher of Wonders and MyMath in effectively using the curriculum with

fidelity. The K-3 staff attended monthly professional development with topics presented by the Sacramento County Office of Education and by our TCOE reading specialist. Topics included phonemic awareness, phonics, fluency, vocabulary, comprehension, and assessment. Our Differentiated Assistance team guided our staff to identify and address the root causes of performance gaps and improve outcomes for our students. We also continued with The California Collaborative for Learning Acceleration (CCLA). The California Collaborative for Learning Acceleration (CCLA) is a statewide effort to support schools and districts in accelerating student learning, particularly for those students who have been most impacted by the COVID-19 pandemic. The CCLA was established in 2020 through a partnership between the California Department of Education, the San Francisco Unified School District, and the Partnership for Los Angeles Schools. The CCLA provides resources and support to schools and districts to help them implement evidence-based practices and interventions that are designed to accelerate student learning. This includes providing access to high-quality instructional materials, professional development for teachers and school leaders, and ongoing coaching and support to help schools and districts improve their instructional practices and student outcomes. The CCLA is focused on equity and is committed to addressing the systemic inequities that have contributed to opportunity gaps and achievement disparities in California schools. Through its work, the CCLA aims to ensure that all students in California have access to the high-quality education they need to succeed in college, career, and life.

2. Action 1.2: Early literacy coach. Effective: The Literacy Coach supported our staff in teaching literacy; developed, coordinated, and implemented professional development activities (listed in Action 1.1) , and work collegially with our TCOE Curriculum Specialist.

3. Action 1.3 Instructional Materials: Effective- Instructional Materials were purchased to support teaching and learning in English Language Arts. Materials to support for the Early Support Block Grant and extension to grades 4-8 were purchased. Instructional material for TK program were purchased. Materials to support supplemental instruction were purchased for ELO-G and ELO-P Program. We also purchased Tier II Intervention Program materials, especially focused on LLI. Materials to support the Florida Phonics Program were purchased. Materials to help support English Learners and Wonders ELD Material were purchased.

4. Action 1.4 Library books, virtual books, audio books- Effective. Library books, virtual books, audiobooks were purchased to support and enhance literacy. These books were added to the library collection for the accelerated Reader Program, to expand the nonfiction selection of titles, and to encourage reading by adding to the selection.

5. Action 1.5- Technology- Effective: Technology was purchased and used to support and enhance literacy at school and virtually.

6. Action 1.6- Incentives- Effective: Student academic incentives were purchased and given for students who excelled in English Language Arts. Awards were handed out at te monthly Student of the Month assemblies.

7. Action 1.7-Extra and Co-Curricular Activities: Enhancing literacy through co-curricular activities and field trips can provide students with engaging, real-world experiences that complement classroom instruction. Our students participated in book clubs, writing workshops, participated in Reading Buddies Programs. They also went to performances in Visalia and Fresno.

8. Action 1.8- Extended Learning Opportunities- Effective: One of our biggest successes this year. Our staff and the TCOE Choices program worked collaboratively to participate in academic and enrichment programs throughout the year and during the summer. It truly was amazing to see our students benefit academically.

9. Action 1.9- Academic Aides- Effective: Academic aides assisted in instruction in the classroom and monitored students who needed intensive instruction. Aides were an important feature in especially our K-3 classes and were invaluable in how our staff changed instruction and intervention this year. We also worked collaboratively with TCOE special education in a shared position in RSP.

10. Action 1.10- Field Trips- Effective: These trips provided our students language building and background experiences.

11. Action 1.11- Assessment/curriculum Coordinator- Effective- This person played a crucial role in by managing and overseeing the assessment processes. Our coordinator does the following activities: a) Administration of assessments; b) Data Management: Collected data: Gathered and organized assessment data from various sources and helped Analyze the data. c) informing Instruction: Data-driven

decision making: Using assessment data to inform instructional practices and interventions. d) Monitored student progress: Tracking Growth: Monitoring student progress over time to ensure they are meeting learning objectives. Intervention Planning: Identifying students who need additional support and coordinating interventions. e) Communication: Reported to stakeholders: Communicated assessment results to parents, teachers, administrators, and other stakeholders.

12. Action 1.12- ELSBG Reading Specialist-Effective. The Early Literacy Support Block Grant Reading specialist coordinated the changes in our ELA program, the professional development, materials, and activities in the ELSBG Plan

13. Action 1.13- Instructional Aides- Effective. These aides were once paid for by Early Literacy Support Block Grant. Since the grant ended this year, this action allowed our program to sustain the aides in the program and help the teachers provide effective instruction.

14. Action 1.14- Library Clerk- Effective- The Library clerk collegially coordinated literacy in the school. The library clerk organized the library's books, organized the school's virtual book library, and helped coordinate STAR Assessments.

15. Action 1.15- Americorp Tutors- Effective- A collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades K-3. Reading Corps tutors are trained to provide daily, twenty-minute sessions 1-on-1 or in pairs with kindergarten through 3rd grade students. The tutors were effective. The program focuses on elements of the Science of Reading.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were a few Actions in which there were substantive differences between planned and actual expenditures.

1.3 Instructional materials- Money budgeted for instructional materials in the LCAP was not used . Monies budgeted in ELSBG and COVID-19 and funds for instructional materials were used in order to spend balances that were available, but were going to sunset and not be available.

1.4 Library books, virtual books, audiobooks- Money budgeted for Library books, virtual books, audiobooks in the LCAP was not used to the fullest extent . Monies budgeted in ELSBG an dCOVID-19 funds for Library books, virtual books, audiobooks were used in order to spend balances that were available, but were going to sunset and not be available.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In analysis, the goal's actions were achieved:

1. Action 1.1- Professional development. Effective: All staff participated in English Language Arts Professional Development throughout the year. The staff participated in the weekly presentation by the publisher of Wonders and MyMath in effectively using the curriculum with fidelity. The K-3 staff attended monthly professional development with topics presented by the Sacramento County Office of Education and by our TCOE reading specialist. Topics included phonemic awareness, phonics, fluency, vocabulary, comprehension, and assessment. Our

Differentiated Assistance team guided our staff to identify and address the root causes of performance gaps and improve outcomes for our students. We also continued with The California Collaborative for Learning Acceleration (CCLA). The California Collaborative for Learning Acceleration (CCLA) is a statewide effort to support schools and districts in accelerating student learning, particularly for those students who have been most impacted by the COVID-19 pandemic. The CCLA was established in 2020 through a partnership between the California Department of Education, the San Francisco Unified School District, and the Partnership for Los Angeles Schools. The CCLA provides resources and support to schools and districts to help them implement evidence-based practices and interventions that are designed to accelerate student learning. This includes providing access to high-quality instructional materials, professional development for teachers and school leaders, and ongoing coaching and support to help schools and districts improve their instructional practices and student outcomes. The CCLA is focused on equity and is committed to addressing the systemic inequities that have contributed to opportunity gaps and achievement disparities in California schools. Through its work, the CCLA aims to ensure that all students in California have access to the high-quality education they need to succeed in college, career, and life. The teachers indicated on their end of year survey and in empathy interviews that the professional development sessions gave them a good foundation of teaching skills and strategies to use in the classroom now and in the future. It helped bring in some innovative new strategies that could be used that were different from what has been tried in the past.

2. Action 1.2: Early literacy coach. Effective: The Literacy Coach supported our staff in teaching literacy; developed, coordinated, and implemented professional development activities (listed in Action 1.1). , and work collegially with our TCOE Curriculum Specialist. The teachers and staff shared on the staff survey and empathy interviews that they felt with the guidance of a literacy coach, they could refine their instructional practices, resulting in more effective literacy teaching and improved student outcomes. The literacy coach played a crucial role in helping teachers and staff improve instructional practices by providing targeted support, professional development, modeled effective teaching practices, support curriculum alignment and implementations, assessments and data analysis, staff collaborations, intervention strategies, and ongoing feedback. This gave them many tools that they could use in the classroom.

3. Action 1.3 Instructional Materials: Effective- Instructional Materials were purchased to support teaching and learning in English Language Arts. Materials to support for the Early Support Block Grant and extension to grades 4-8 were purchased. Instructional material for TK program were purchased. Materials to support supplemental instruction were purchased for ELO-G and ELO-P Program. We also purchased Tier II Intervention Program materials, especially focused on LLI. Materials to support the Florida Phonics Program were purchased. Materials to help support English Learners and Wonders ELD Material were purchased. Through the spring survey and empathy interviews, teachers found the material useful in presenting the lessons in language arts, ELD, and after school intervention classes. The material for the TK program were essential to create the new TK class and curriculum. The LLI program was also created this year. All of the curriculum was purchased and implemented in the classrooms.

4. Action 1.4 Library books, virtual books, audio books- Effective. Library books, virtual books, audiobooks were purchased to support and enhance literacy. These books were added to the library collection for the accelerated Reader Program, to expand the nonfiction selection of titles, and to encourage reading by adding to the selection. The staff, students, and parents commented on the spring surveys and empathy interviews that they felt adding library books, virtual books, and audiobooks to a school's library and classrooms significantly enhanced student reading achievement by expanding access to diverse and engaging reading materials. It helped encourage independent reading and fostered a love for reading and wanted to see this action continue next year.

5. Action 1.5- Technology- Effective: Technology was purchased and used to support and enhance literacy at school and virtually. The staff, parents, and students felt technology significantly improved student learning by making education more accessible, engaging, personalized, and efficient. Most teachers used technology in small groups, for supplemental or reinforce skills taught, or for assessments.

6. Action 1.6- Incentives- Effective: Student academic incentives were purchased and given for students who excelled in English Language Arts. Awards were handed out at the monthly Student of the Month assemblies. Parents, staff, and students in the spring surveys and empathy interviews that Incentives played a significant role in boosting student achievement by motivating students to engage more actively in their learning and by reinforcing positive behaviors that lead to academic success.

7. Action 1.7-Extra and Co-Curricular Activities: Enhancing literacy through co-curricular activities and field trips can provide students with engaging, real-world experiences that complement classroom instruction. Our students participated in book clubs, writing workshops, participated in Reading Buddies Programs. They also went to performances in Visalia and Fresno. The staff, parents, and students gave positive feedback in the spring survey and stated that extra and co-curricular activities and field trips contributed to student achievement by providing enriching experiences that complement classroom learning and support personal development. These activities can help enhance student learning and achievement:

1. Reinforced academic learning
2. Built critical thinking and problem-solving skills
3. Developed social and emotional Skills
4. Boosted motivation and engagement
5. Supported diverse learning styles and needs
6. Improved health and well-being
7. Expanded cultural awareness
8. Facilitated career and skill development

8. Action 1.8- Extended Learning Opportunities- Effective: One of our biggest successes this year. Our staff and the TCOE Choices program worked collaboratively to participate in academic and enrichment programs throughout the year and during the summer. Staff, parents, and students in the spring survey and empathy interviews Expanded learning opportunities (ELOs) are programs and activities that extend learning beyond the traditional school day and year, such as after-school programs, summer enrichment, weekend classes, and extended-day initiatives. These opportunities can significantly contribute to student achievement in various ways:

1. Providing Additional Instructional Time
2. Offering Enrichment and Hands-On Learning
3. Improving Social and Emotional Learning (SEL)
4. Enhancing Engagement and Motivation
5. Supporting Diverse Learning Needs
6. Building Skills for the Future
7. Strengthening Family and Community Engagement
8. Increasing Access to Technology and Resources It truly was amazing to see our students benefit academically.

9. Action 1.9- Academic Aides- Effective: Academic aides assisted in instruction in the classroom and monitored students who needed intensive instruction. Aides were an important feature in especially our K-3 classes and were invaluable in how our staff changed instruction and intervention this year. We also worked collaboratively with TCOE special education in a shared position in RSP. The staff, students, and parents indicated in the spring surveys and empathy interviews that instructional aides had an impact on student achievement by providing additional support in the classroom and addressing individual student needs. The parents and teachers indicated that the aides were essential in the class because they::

1. Provides individualized attention
2. Enhanced classroom management
3. Supported differentiated instruction
4. Increased instructional time
5. Assisted the teacher when small groups were implemented each day

10. Action 1.10- Field Trips- Effective: These trips provided our students language building and background experiences. The staff, parents, and students gave positive feedback in the spring survey and stated that field trips contributed to student achievement by providing enriching experiences that complement classroom learning and support personal development. These activities can help enhance student learning and achievement:

11. Action 1.11- Assessment/curriculum Coordinator- Effective- This person played a crucial role in by managing and overseeing the assessment processes. Our coordinator does the following activities: a) Administration of assessments; b) Data Management: Collected data: Gathered and organized assessment data from various sources and helped Analyze the data. c) Informing Instruction: Data-driven decision making: Using assessment data to inform instructional practices and interventions. d) Monitored student progress: Tracking Growth: Monitoring student progress over time to ensure they are meeting learning objectives. Intervention Planning: Identifying students who need additional support and coordinating interventions. e) Communication: Reported to stakeholders: Communicated assessment results to parents, teachers, administrators, and other stakeholders. There was little feedback in surveys and empathy interviews because most staff and parents did not know where all this data was coming from. Most staff and parents saw the data as essential for:

1. Aligning curriculum with standards
2. Supporting data-driven instruction
3. Implementing and overseeing assessments
4. Guiding targeted interventions and differentiation

12. Action 1.12- ELSBG Reading Specialist-Effective. The Early Literacy Support Block Grant Reading specialist coordinated the changes in our ELA program, the professional development, materials, and activities in the ELSBG Plan. As in action 1.2, the teachers and staff shared on the staff survey and empathy interviews that they felt with the guidance of a literacy coach and ELSBG Reading Specialist, they could refine their instructional practices, resulting in more effective literacy teaching and improved student outcomes. The literacy coach played a crucial role in helping teachers and staff improve instructional practices by providing targeted support, professional development, modeled effective teaching practices, support curriculum alignment and implementations, assessments and data analysis, staff collaborations, intervention strategies, and ongoing feedback. This gave them many tools that they could use in the classroom.

13. Action 1.13- Instructional Aides- Effective. These aides were once paid for by Early Literacy Support Block Grant. Since the grant ended this year, this action allowed our program to sustain the aides in the program and help the teachers provide effective instruction. As in action 1.9, The parents and teachers indicated that the aides were essential in the class because they::

1. Provides individualized attention
2. Enhanced classroom management
3. Supported differentiate instruction
4. Increased instructional time
5. Assisted the teacher when small groups were implemented each day

14. Action 1.14- Library Clerk- Effective- The Library clerk collegially coordinated literacy in the school. The library clerk organized the library's books, organized the school's virtual book library, and helped coordinate STAR Assessments. The staff, parent, and student surveys results were similar to Action 1.4, where they felt adding library books, virtual books, and audiobooks to a school's library and classrooms significantly enhanced student reading achievement by expanding access to diverse and engaging reading materials. It helped encourage independent reading and fostered a love for reading and wanted to see this action continue next year. The librarian was the person who organized and facilitated in the library.

15. Action 1.15- Americorp Tutors- Effective- A collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades K-3. Reading Corps tutors are trained to provide daily, twenty-minute sessions 1-on-1 or in pairs with kindergarten through 3rd grade students. The staff and parent, and student spring survey responded that they felt the tutors were effective and the program focused on elements of the Science of Reading. There were requests for changes in the way scheduling of the tutors was done for next year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Professional Development (Action 1.1):

Enhancement: Increase follow-up coaching after professional development sessions. Incorporate lesson modeling and peer observations to reinforce skills learned.

Data-Driven Focus: Use assessment data to tailor future professional development sessions, focusing on specific gaps or challenges teachers encounter in the classroom.

Sustainability: Develop internal teacher leaders who can continue to offer professional development, reducing reliance on external agencies.

Early Literacy Coach (Action 1.2):

Enhancement: Implement more frequent check-ins and coaching cycles with teachers. Introduce peer coaching where teachers collaborate more closely under the guidance of the literacy coach.

Sustainability: Gradually shift some coaching responsibilities to lead teachers to build internal capacity within the school.

Instructional Materials (Action 1.3):

Enhancement: Regularly evaluate the effectiveness of purchased materials through feedback from teachers and data on student outcomes. Rotate or refresh materials annually to prevent stagnation.

Sustainability: Implement a review cycle where teachers help select new materials that align with ongoing needs, balancing budgets effectively.

Library, Virtual, and Audio Books (Action 1.4):

Enhancement: Promote regular library use through reading challenges or themed reading weeks. Encourage family engagement with virtual or audio books at home.

Sustainability: Partner with local businesses or community organizations to support ongoing library book funding and virtual book subscriptions.

Technology (Action 1.5):

Enhancement: Provide targeted training on effectively integrating technology into literacy instruction. Consider gamified learning apps that reinforce literacy skills.

Sustainability: Establish a tech committee that continuously reviews and integrates new tools, ensuring alignment with curriculum needs and effective use of funds.

Incentives (Action 1.6):

Enhancement: Personalize the incentives to specific literacy achievements, such as growth in reading levels or improvement in specific skills like vocabulary or comprehension.

Sustainability: Explore partnerships with local businesses for sponsoring incentives or awards to sustain the program.

Extra and Co-Curricular Activities (Action 1.7):

Enhancement: Expand co-curricular activities like reading clubs or partnerships with local libraries to create “family reading nights” or engage in community-wide literacy events.

Sustainability: Use student input to shape activities they find engaging, ensuring long-term interest and relevance.

Extended Learning Opportunities (Action 1.8):

Enhancement: Focus on targeted literacy interventions in extended learning time by grouping students based on assessment data.

Sustainability: Ensure a robust program for identifying funding sources, either through grants or community partnerships, to maintain and expand summer and after-school literacy programs.

Academic Aides (Action 1.9):

Enhancement: Provide additional training for aides, focusing on instructional strategies aligned with literacy goals. Increase collaboration between aides and teachers to target specific student needs.

Sustainability: Explore grants or community fundraising to ensure continued funding for aides, especially with grant expiration.

Field Trips (Action 1.10):

Enhancement: Align field trips more closely with classroom instruction. Include pre- and post-trip activities that reinforce literacy skills and connect real-world experiences to reading.

Sustainability: Partner with local museums, theaters, or cultural institutions for cost-effective or sponsored field trip opportunities.

Assessment/Curriculum Coordinator (Action 1.11):

Enhancement: Increase the use of data-driven instruction by having the coordinator conduct small-group sessions with teachers to analyze student data and plan targeted interventions.

Sustainability: Consider cross-training staff members to assist with assessment coordination, reducing dependence on a single individual.

ELSBG Reading Specialist (Action 1.12):

Enhancement: Expand the specialist's role to include data analysis and personalized interventions for students not meeting benchmarks.

Sustainability: Establish a mentorship program where the reading specialist trains teachers to implement some interventions independently.

Instructional Aides (Action 1.13):

Enhancement: Align aides' duties more specifically with literacy goals by setting measurable outcomes for their work.

Sustainability: Apply for new literacy-related grants to fund aides beyond the current year.

Library Clerk (Action 1.14):

Enhancement: Increase the library clerk's role in promoting reading initiatives through events like reading challenges or story hours.

Introduce student advisory groups for the library.

Sustainability: Develop partnerships with local authors or libraries to help keep the collection fresh and relevant.

AmeriCorps Tutors (Action 1.15):

Enhancement: Maximize the impact of AmeriCorps tutors by expanding their hours and focusing more intensively on students struggling with specific literacy skills.

Sustainability: Consider partnerships with universities or teacher preparation programs to keep a steady flow of trained tutors available.

Removed metrics: SuccessMaker and Interim SBAC assessment ; The staff felt that the data gained from these did not help in driving instruction and were not reflecting what students learned.

Added metric 1.9 BAS Benchmark Tests: The BAS tests were added in place of SuccessMaker and Interim SBAC assessments because the data reflected what was being taught in class and gave actionable data.

Removed Actions: Reading Specialist and Academic Aides



A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Improve Student Achievement in Math

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students will take the CAASPP Smarter Balanced Summative Test in May. The goal would be to raise proficiency rates in math to increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard).</p> <p>Each grade level has their acquired scaled score. Their goal is to raise their scaled scores 10 points to</p>	<p>Baseline from the 2018-2019 CAASPP Test results: Grade 3- Mean scale Score: 2335.6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 62.5 Level 1 Standard not met: 37.50</p> <p>Grade 4 2329.0 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 30.77</p>	<p>Baseline from the 2020-2021 CAASPP Test results: Grade 3- Mean scale Score: * Overall Achievement percent: Level 4 Standard exceeded: * Level 3 Standard met: * Level 2 Standard nearly met: * Level 1 Standard not met: *</p> <p>Grade 4 Mean scale Score: 2335.5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0</p>	<p>Baseline from the 2022-2023 CAASPP Test results: Grade 3- Mean scale Score: 2352.3 Overall Achievement percent: Level 4 Standard exceeded: 4.17 Level 3 Standard met: 4.17 Level 2 Standard nearly met: 33.33 Level 1 Standard not met: 58.33</p> <p>Grade 4 *Less than 11 students took test Grade 5 Mean scale Score: 2408.2 Overall Achievement percent: Level 4 Standard exceeded: 0</p>	<p>Baseline from the 2023-2024 CAASPP Test results: Grade 3- Mean scale Score: 2329.9 Overall Achievement percent: Level 4 Standard exceeded: 9.09 Level 3 Standard met: 0 Level 2 Standard nearly met: 18.18 Level 1 Standard not met: 72.73</p> <p>Grade 4 Mean scale Score: 2375.5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 13.64</p>	<p>Grade 3- Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 5 Level 2 Standard nearly met: 65 Level 1 Standard not met: 25</p> <p>Grade 4 Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 5 Level 2 Standard nearly met: 35 Level 1 Standard not met: 55</p> <p>Grade 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
start academic progress to reach the achievement level scale score range for standards met.	<p>Level 1 Standard not met: 69.23</p> <p>Grade 5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 15.38 Level 1 Standard not met: 84.62</p> <p>Grade 6 Overall Achievement percent: Level 4 Standard exceeded: 5.88 Level 3 Standard met: 5.88 Level 2 Standard nearly met: 23.53 Level 1 Standard not met: 64.71</p> <p>Grade 7 Overall Achievement percent: Level 4 Standard exceeded:0 Level 3 Standard met:0</p>	<p>Level 2 Standard nearly met:10.00 Level 1 Standard not met: 90.00</p> <p>Grade 5 Mean scale Score: 2378.9 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 13.33 Level 1 Standard not met: 86.67</p> <p>Grade 6 Mean scale Score: 2331.5 Overall Achievement percent: Level 4 Standard exceeded:0 Level 3 Standard met: 0 Level 2 Standard nearly met: 0 Level 1 Standard not met: 100.00</p> <p>Grade 7 Mean scale Score:2434.5 Overall Achievement percent:</p>	<p>Level 3 Standard met: 5.88 Level 2 Standard nearly met: 29.41 Level 1 Standard not met: 64.71</p> <p>Grade 6 Mean scale Score: 2437.1 Overall Achievement percent: Level 4 Standard exceeded:0 Level 3 Standard met: 7.69 Level 2 Standard nearly met: 23.08 Level 1 Standard not met: 69.23</p> <p>Grade 7 Mean scale Score:2389.1 Overall Achievement percent: Level 4 Standard exceeded:0 Level 3 Standard met:0 Level 2 Standard nearly met: 0 Level 1 Standard not met: 100.00</p> <p>Grade 8 Mean scale Score:2413.6</p>	<p>Level 2 Standard nearly met: 13.64 Level 1 Standard not met: 72.73</p> <p>Grade 5: Less than 11 students took test</p> <p>Grade 6 Mean scale Score: 2406.0 Overall Achievement percent: Level 4 Standard exceeded:0 Level 3 Standard met: 6.67 Level 2 Standard nearly met: 20 Level 1 Standard not met: 73.33</p> <p>Grade 7 Mean scale Score:2478.7 Overall Achievement percent: Level 4 Standard exceeded:9.09 Level 3 Standard met: 9.09 Level 2 Standard nearly met: 36.36 Level 1 Standard not met: 45.45</p>	<p>Overall Achievement percent: Level 4 Standard exceeded:5 Level 3 Standard met: 5 Level 2 Standard nearly met: 20 Level 1 Standard not met: 70</p> <p>Grade 6 Overall Achievement percent: Level 4 Standard exceeded: 10 Level 3 Standard met: 10 Level 2 Standard nearly met: 30 Level 1 Standard not met: 50</p> <p>Grade 7 Overall Achievement percent: Level 4 Standard exceeded:10 Level 3 Standard met:10 Level 2 Standard nearly met: 28 Level 1 Standard not met: 52</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Level 2 Standard nearly met: 23.08 Level 1 Standard not met:76.92</p> <p>Grade 8 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 25 Level 1 Standard not met: 75</p>	<p>Level 4 Standard exceeded:0 Level 3 Standard met:0 Level 2 Standard nearly met: 21.43 Level 1 Standard not met:78.57</p> <p>Grade 8 Mean scale Score:2417.4 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 14.29 Level 1 Standard not met: 85.71</p>	<p>Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 13.33 Level 1 Standard not met: 86.67</p>	<p>Grade 8 Mean scale Score:2428.2 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 9.09 Level 2 Standard nearly met: 18.18 Level 1 Standard not met: 72.73</p>	<p>Grade 8 Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 5 Level 2 Standard nearly met: 30 Level 1 Standard not met: 60</p>
<p>Students will be monitored using SuccessMaker assessments and tutorials–</p> <ul style="list-style-type: none"> • Last session Performance • Course report • Grouping by Areas of Difficulty 	<p>Students math skills by 1.1 grade level with an acceptable performance of 70% or better. Last Session Report-65% or higher in math courses Cumulative Performance Reports 90% of skills mastered</p>	<p>Scores are from the 2021-2022 academic year. Students who successfully engaged with SuccessMaker math skills by 0.9 grade level with an acceptable performance of 70% or better.</p>	<p>While SuccessMaker can be a useful tool for personalized instruction and practice, it may not provide a comprehensive and standardized measure of academic growth. We will cease using Successmaker.</p>	<p>We are not using SuccessMaker as an assessment to monitor student academic growth.</p>	<p>While SuccessMaker can be a useful tool for personalized instruction and practice, it may not provide a comprehensive and standardized measure of academic growth. We will cease using Successmaker.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Prescriptive Scheduling 	<p>in foundation math courses. Expected gains: the average student will gain 1.0 in 20-25 hours of usage.</p>				
Benchmark Tests from the adopted math program	Above Standard 3% Near Standard 5% Below Standard 92%	Scores are from the 2021-2022 academic year. Above Standard 2% Near Standard 5% Below Standard 93%	Scores are from the 2022-2023 academic year. Above Standard 6% Near Standard 9% Below Standard 85%	Scores are from the 2023-2024 academic year. Above Standard 4% Near Standard 7% Below Standard 89%	Above Standard 9% Near Standard 7% Below Standard 84%
Students will take Renaissance Learning STAR assessments once a month to monitor progress	9 % expected to meet benchmark	Scores are from the 2021-2022 academic year. 4% met benchmark	Scores are from the 2022-2023 academic year. 6% met benchmark	Scores from the 2023-2024 academic year: 5% met benchmark	22% Expected to reach benchmark
Students will take the Interim Smarter Balanced Tests once a month	Students will pass assigned interim assessments assigned once a month. They include an overall scale score, an achievement level math. Student scores are reported in three performance levels:	Scores are from the 2021-2022 academic year. Below Standard 84% Near Standard: 5% Above Standard: 1%	Scores are from the 2022-2023 academic year. Below Standard 87% Near Standard: 9% Above Standard: 4%	Scores are from the 2023-2024 academic year. Below Standard 89% Near Standard: 9% Above Standard: 2%	Below Standard 75% Near Standard: 20% Above Standard: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Below Standard 70% Near Standard: 25% Above Standard: 5%				
All teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach.	Fully Credentialed Teachers: 6 of 7 (86%) Appropriately Assigned Teachers: 7 of 7 (100%) (2020-21)	Data from 2021-2022 academic year. Fully Credentialed Teachers: 6 of 7 (86%) Appropriately Assigned Teachers: 7 of 7 (100%) (2021-22)	Data from 2022-2023 academic year. Fully Credentialed Teachers: 4 of 7 (86%) Appropriately Assigned Teachers: 7 of 7 (100%) (2022-23)	Data from 2023-2024 academic year. Fully Credentialed Teachers: 4 of 7 (57%) Appropriately Assigned Teachers: 7 of 7 (100%)	Fully Credentialed: 7 Not fully credentialed: 0
Annual Board resolution on student access to standards aligned materials	100% of students have access to board approved, standards aligned materials.	Resolution indicated 100% of students have access to board approved, standards aligned materials. (2021-22)	Resolution indicated 100% of students have access to board approved, standards aligned materials. (2021-22)	Resolution indicated 100% of students have access to board approved, standards aligned materials. (2023-2024)	100% of students have access to board approved, standards aligned materials.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of the actions and services were successful. It helped the students towards a goal of achieving Level 3 and 4 in math proficiency.

Action 2.1: Professional Development: Fully implemented/effective: Staff participated in professional development provided by the school and TCOE. This enabled the staff to be more effective in teaching the My Math program with fidelity. The tier 1 math core program publisher for MyMath, McGraw-Hill, was contracted to provide in-depth professional development :

Engage with standards-based, grade-level instruction for all. Some topics were:

Target instruction for differentiation that focuses on skill development to address gaps in understanding with digital and hands-on opportunities.

Personalize learning for every student to prepare, remediate, and accelerate

Whole Group, small group, collaborative, independent practice.

Assessments

Intervention

Action 2.2- Instructional materials- Fully implemented/effective: Instructional materials were purchase to support tier 1 math instruction and learning.

Action 2.3- Technology programs- Fully implemented/effective: Two programs were purchased to help teachers teach and student learn for Tier 2 instruction.

Action 2.4- Academic incentives:Fully implemented/effective: Students who made growth or met benchmarks were given academic achievement awards at the Student of the Month Assembly.

Action 2.5 - Extra and co-curricular activities- :Fully implemented/effective Enhancing mathematics learning through co-curricular activities and field trips can make the subject more engaging and relevant for students. journals where they reflect on their learning, solve puzzles, and explore new math concepts. Our students participated in the InnovED STEM program. Our upper grades visited two universities this year.

Action 2.6- Extened Learning time-Fully implemented/effective: Students were able to participate in math intervention and enrichment programs in the extended learning programs after school and throughout the year. We started math clubs: Students can participate in weekly meetings where they solve puzzles, play math games, and work on challenging problems together. There were math competitions such as Math Olympiads, Math Kangaroo, and math bees to encourage problem-solving and critical thinking. Students worked on math art projects where they integrated art and math by creating projects that explore concepts such as symmetry, tessellations, fractals, and geometric shapes.

We started coding clubs where students started earning to code can enhance logical thinking and problem-solving skills, which are fundamental in math. Upper grade students started financial literacy programs to each students about budgeting, saving, investing, and other real-world applications of math. :

Action 2.7-Intervention Aide- Fully implemented/effective: An intervention aide was assigned to help teach and monitor students who need intensive instruction. This helped student, especially in the upper grades.

Action 2.8- Field trips-Fully implemented/effective: Students were able to go on field trips to Innov-ED. the planetarium, and nature walks where students studied patterns, symmetry, and mathematical sequences in nature, wrote in journals where they reflect on their learning, solved puzzles, and explored new math concepts.

Action 2.9 -Math/STEM Intervention Aide-Fully implemented/effective: Students were targeted for tier 2 math intervention and monitored.

Action 2.10- Instructional Aide-Fully implemented/effective: The aide assisted the TK teacher in reinforcing math instruction and activities in the new TK class.

Action 2.11- Americorp Tutors- Not implemented- This was supposed to be a collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades 4-8. Americorp hired two aides for the program, but was unable to retain them for the implementation. We used the tutors in Action 2.7 and 2.9 to do math intervention.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.2- Instructional materials- More materials were needed than anticipated.

Action 2.11- Americorp was unable to implement their math intervention program this year because they were unable to fill their math tutor position.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall implementation of the actions and services were successful. It helped the students towards a goal of achieving Level 3 and 4 in math proficiency.

Action 2.1: Professional Development: Effective: Staff participated in professional development provided by the school and TCOE. This enabled the staff to be more effective in teaching the My Math program with fidelity. The tier 1 math core program publisher for MyMath, McGraw-Hill, was contracted to provide in-depth professional development :

Engage with standards-based, grade-level instruction for all. Some topics were:

Target instruction for differentiation that focuses on skill development to address gaps in understanding with digital and hands-on opportunities.

Personalize learning for every student to prepare, remediate, and accelerate

Whole Group, small group, collaborative, independent practice.

Assessments

Intervention

The staff spring survey and empathy interviews indicated that the staff felt that the professional development helped them in the classroom, particularly with the tier 1 instruction. They felt that the PD helped with giving them the tools, strategies, and knowledge they needed to improve their teaching practices and enhance student achievement in math. It helped the teachers to enhance their instructional practices, better meet the needs of their students, and ultimately improve student achievement in math.

Action 2.2- Instructional materials- Effective: Instructional materials were purchase to support tier 1 math instruction and learning. The staff surveys and empathy interviews incidacted that the math instructional materials and supplemental resources played a crucial role in enhancing teaching and fostering student learning and academic growth. The material was used to supplement the math curriculum and help teachers differentiate the math curriculum in their classroom.

Action 2.3- Technology programs- Effective: Two programs were purchased to help teachers teach and student learn for Tier 2 instruction. The staff surveys and empathy interviews indicated that the integration of technology in math instruction could enhance their teaching practices and improve student learning outcomes. The technology helped with the teaching and learning in tier 1 instruction and was used as a tier 2 intervention. The technology could help both teachers and students in the math classroom:

1. Engaging Learning Experiences
2. Personalized Learning
3. Access to Resources
4. Enhanced Collaboration
5. Data-Driven Instruction
6. Increased Engagement and Motivation
7. Development of Critical Thinking Skills
8. Support for ELL and Diverse Learners

Action 2.4- Academic incentives:Effective: Students who made growth or met benchmarks were given academic achievement awards at the Student of the Month Assembly. The staff, student, and parent survey indicatd that academic incentives played a role in supporting student achievement in math by motivating students to engage more deeply with the subject, enhancing their performance, and fostering a positive learning environment. These incentives made learning math fun and gave students an other reason to work hard to try to achieve. It helped student achievement in math by motivating students, helped with a positive learning environment, and promoted behaviors that lead to academic success.

Action 2.5 - Extra and co-curricular activities- Effective: Enhancing mathematics learning through co-curricular activities and field trips can make the subject more engaging and relevant for students. journals where they reflect on their learning, solve puzzles, and explore new math concepts. Our students participated in the InnovED STEM program. Our upper grades visited two universities this year. The staff, students, and parents were very positive about the Extra and co-curricular activities and indicated that these activities played a role in enhancing academic success in math for students. These experiences provide opportunities for real-world application of mathematical concepts, foster engagement, and support various aspects of student learning. These activities can contribute to math achievement:

1. Real-World Application of math
2. Increased Engagement and Motivation
3. Collaboration and Teamwork in math
4. Development of Critical Thinking and Creativity
5. Exposure to Diverse Perspectives
6. Strengthening Connections Across Subjects

- 7. Building Confidence and Self-Efficacy
- 8. Creating a Supportive Learning Environment

Action 2.6- Extended Learning time- Effective: Students were able to participate in math intervention and enrichment programs in the extended learning programs after school and throughout the year. We started math clubs: Students can participate in weekly meetings where they solve puzzles, play math games, and work on challenging problems together. There were math competitions such as Math Olympiads, Math Kangaroo, and math bees to encourage problem-solving and critical thinking. Students worked on math art projects where they integrated art and math by creating projects that explore concepts such as symmetry, tessellations, fractals, and geometric shapes. We started coding clubs where students started learning to code can enhance logical thinking and problem-solving skills, which are fundamental in math. Upper grade students started financial literacy programs to teach students about budgeting, saving, investing, and other real-world applications of math. The staff, students, and parents indicated on their surveys and empathy interviews that the Expanded learning opportunities (ELOs) are programs and activities that extend learning beyond the traditional school day and year, such as after-school programs, summer enrichment, weekend classes, and extended-day initiatives were fun and motivational.

Action 2.7-Intervention Aide- Effective: An intervention aide was assigned to help teach and monitor students who need intensive instruction. This helped student, especially in the upper grades. The staff and parent spring surveys and empathy interviews were very positive about having an aide available in the classroom and as a pull-out was effective in helping:

1. Provide Individualized support
2. Enhance classroom management
3. Assist with instructional delivery
4. Encourage student engagement
5. Facilitate collaborative learning
6. Provide interventions and tutoring
7. Administered assessments and monitoring progress

Action 2.8- Field trips-Effective: Students were able to go on field trips to Innov-ED, the planetarium, and nature walks where students studied patterns, symmetry, and mathematical sequences in nature, wrote in journals where they reflect on their learning, solved puzzles, and explored new math concepts. Staff, student, and parent spring interviews indicated that field trips are good tools for enhancing student achievement in math. The field trips provided real-world experiences, collaboration, and learning. These activities can help motivate students to like math and become successful in math.

Action 2.9 -Math/STEM Intervention Aide-Effective: Students were targeted for tier 2 math intervention and monitored. The staff, parent, and teacher surveys indicated Instructional aides are essential partners in the math classroom, providing support that enhances teaching and learning. By offering individualized assistance, facilitating collaborative learning, and reinforcing skills, they help create an environment where all students can thrive in mathematics. Their contributions can lead to improved student outcomes and a more effective educational experience for everyone involved.

Action 2.10- Instructional Aide- Effective: The aide assisted the TK teacher in reinforcing math instruction and activities in the new TK class.

Action 2.11- Americorp Tutors- Not implemented- This was supposed to be a collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades 4-8. Americorp hired two aides for the program, but was unable to retain them for the implementation. We used the tutors in Action 2.7 and 2.9 to do math intervention.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Benchmark tests were completed by students giving teachers data. The effectiveness of math benchmark tests within the My Math program for monitoring student academic growth and driving curriculum depends on various factors, including the design of the assessments, their alignment with curriculum standards, and how the data is used. Here are some considerations:

Pros:

Data-Driven Insights: Benchmark tests provide valuable data on student performance, allowing the teachers to assess how well students are mastering specific math skills and concepts.

Assessment of Curriculum Alignment: Benchmark tests helped determine whether the curriculum is effectively covering the required standards and objectives. Students consistently struggled with certain topics on benchmark tests, it may signal a need for curriculum adjustments.

Monitoring Growth: By administering benchmark tests at regular intervals (e.g., beginning, middle, and end of the year), the teachers could track individual and group growth over time. This data can inform instructional decisions and interventions.

Targeted Interventions: Benchmark data highlighted areas where students need additional support or enrichment. Teachers used this information to tailor instruction to meet specific student needs.

Curriculum Planning: Educators used benchmark data to inform curriculum planning, ensuring that instructional materials and strategies align with student learning needs.

Cons:

Limited Scope: Benchmark tests typically assessed a subset of skills and concepts, and do not cover every topic in the curriculum. Therefore, they may not provide a comprehensive picture of student learning.

Test-Preparation Focus: In some cases, the teachers may have felt pressured to "teach to the test" rather than focusing on broader, deeper learning experiences.

The staff assessed students with the Renaissance Learning STAR assessments. Renaissance Learning STAR assessments are widely used in many schools and are generally considered an effective way to monitor student progress. However, their effectiveness can depend on various factors, including how they are implemented and used within a specific educational context. Here are some considerations:

Pros:

Adaptive Testing: STAR assessments are adaptive, meaning that the difficulty of questions adjusts based on a student's responses. This allows for a more precise measurement of a student's skill level and growth.

Frequent Assessment: We administered STAR assessments 3 times a year, which provided some measure of student progress.

Objective Measurement: The assessments are standardized and objective, reducing the potential for bias in grading and evaluation.

Individualized Instruction: STAR assessments can help identify specific areas where students need additional support or enrichment, enabling teachers to tailor instruction accordingly.

Longitudinal Tracking: By using STAR assessments over time, the staff found that they could track longitudinal growth and identify trends in student performance.

Cons:

Data Interpretation: The effectiveness of STAR assessments depends on how well the data is interpreted and acted upon by the staff. We found that they need to be skilled in data analysis and understand how to translate data into instructional decisions.

In conclusion, Renaissance Learning STAR assessments was somewhat effective tool for monitoring student progress when used thoughtfully and in conjunction with other forms of assessment. Their adaptive nature and frequent administration make them valuable for tracking growth and identifying areas of improvement. However, like any assessment tool, their effectiveness depends on how well they are integrated into the instructional process and how the data is used to inform teaching and learning. The STAR assessment turned out to be one of multiple assessments used to monitor progress.

We removed SuccessMaker metric

We need an effective tier 2 math program. We tried Red Bird. Teachers did not use it. We will try Americorp Math Program again

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Increase Academic Achievement with English Language Learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1. Students will take the Smarter Balanced Summative Test in May. Proficiency rates in English Language Arts will increase by one proficiency level by each EL student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard).</p> <p>Each grade level has their acquired scaled score. Their goal is to raise their scaled scores 10 points to reach the achievement level scale score range for</p>	<p>Baseline from 2018-2019 CAASP test results</p> <p>Grade 3- Mean scale Score: 2335.6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met:9.52% Level 2 Standard nearly met: 25% Level 1 Standard not met: 75%</p> <p>Grade 4 2329.0 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0</p>	<p>Baseline score are from the 2020-2021 academic year.</p> <p>Grade 3- only 8 scores</p> <p>Grade 4 Mean Scale Score: 2373.5 Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 0 Level 2 Standard nearly met: 20.0 Level 1 Standard not met: 75.0</p> <p>Grade 5 Mean Scale Score: 2372.5</p>	<p>Scores are from the 2021-2022 CAASPP ELA and will focus on the EL student achievement group.</p> <p>Grade 3- Grade 3- Mean scale Score: 2332.2 Overall Achievement percent: Level 4 Standard exceeded: 0.00 Level 3 Standard met: 11.11 Level 2 Standard nearly met: 16.67 Level 1 Standard not met: 72.22</p> <p>Grade 4 Less than 11 students tested</p> <p>Grade 5 Mean Scale Score:</p>	<p>Scores are from the 2023-2024 academic year</p> <p>Grade 3- Grade 3- Mean scale Score: 2303.8 Overall Achievement percent: Level 4 Standard exceeded: 9.09 Level 3 Standard met: 9.09 Level 2 Standard nearly met: 9.09 Level 1 Standard not met: 72.73</p> <p>Grade 4- Grade 4- Mean scale Score: 2340.1 Overall Achievement percent:</p>	<p>Grade 3- Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 15 Level 2 Standard nearly met: 15% Level 1 Standard not met: 65%</p> <p>Grade 4 Overall Achievement percent: Level 1 Standard exceeded: 5% Level 2 Standard met: 10% Level 3 Standard nearly met: 5% Level 4 Standard not met: 80%</p> <p>Grade 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards met.	<p>Level 2 Standard nearly met: 7.69% Level 1 Standard not met: 92.31%</p> <p>Grade 5 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 7.69% Level 2 Standard nearly met: 38.46% Level 1 Standard not met: 53.85%</p> <p>Grade 6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 17.65% Level 2 Standard nearly met: 52.94% Level 1 Standard not met: 29.41%</p> <p>Grade 7 Overall Achievement percent: Level 4 Standard exceeded: 0</p>	<p>Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 6.67 Level 2 Standard nearly met: 13.33 Level 1 Standard not met: 80.00</p> <p>Grade 6 Mean Scale Score: 2353.6 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0 Level 2 Standard nearly met: 18.75 Level 1 Standard not met: 81.25</p> <p>Grade 7 Mean Scale Score: 2449.4 Overall Achievement percent: Level 4 Standard exceeded: 0 Level 3 Standard met: 0</p>	<p>2436.2.Overall Achievement percent: Level 4 Standard exceeded: 14.29 Level 3 Standard met: 7.14 Level 2 Standard nearly met: 21.43 Level 1 Standard not met: 57.14</p> <p>Grade 6 Less than 11 students tested</p> <p>Grade 7 Less than 11 students tested</p> <p>Grade 8 Less than 11 students tested</p> <p>CAASPP Test in math results for the English Learners</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • Mean Scale Score - 2369.3 • Level 4 Standard Exceeded - 5.56 	<p>Level 4 Standard exceeded: 0 Level 3 Standard met: 4.55 Level 2 Standard nearly met: 18.18 Level 1 Standard not met: 77.27</p> <p>Grade 5- Less than 11 students tested</p> <p>Grade 6 Grade 6- Mean scale Score: 2448.7 Overall Achievement percent: Level 4 Standard exceeded: 6.67 Level 3 Standard met: 13,33 Level 2 Standard nearly met: 13.33 Level 1 Standard not met: 66.67</p> <p>Grade 7 Grade 3- Mean scale Score: 2478.9 Overall Achievement percent: Level 4 Standard exceeded: 9.09</p>	<p>Overall Achievement percent: Level 4 Standard exceeded: 5% Level 3 Standard met: 12% Level 2 Standard nearly met: 43% Level 1 Standard not met: 40%</p> <p>Grade 6 Overall Achievement percent: Level 4 Standard exceeded: 5 Level 3 Standard met: 23 Level 2 Standard nearly met: 57 Level 1 Standard not met: 15</p> <p>Grade 7 Overall Achievement percent: Level 4 Standard exceeded: 5% Level 3 Standard met: 13% Level 2 Standard nearly met: 35% Level 1 Standard not met: 47%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Level 3 Standard met: 7.69%</p> <p>Level 2 Standard nearly met: 30.77%</p> <p>Level 1 Standard not met: 61.54%</p> <p>Grade 8 Overall Achievement percent:</p> <p>Level 4 Standard exceeded: 0</p> <p>Level 3 Standard met: 25%</p> <p>Level 2 Standard nearly met: 8.33%</p> <p>Level 1 Standard not met: 66.67%</p>	<p>Level 2 Standard nearly met: 35.71</p> <p>Level 1 Standard not met: 64.29</p> <p>Grade 8 Mean Scale Score: 2470.5</p> <p>Overall Achievement percent:</p> <p>Level 4 Standard exceeded: 0</p> <p>Level 3 Standard met: 26.67</p> <p>Level 2 Standard nearly met: 20.00</p> <p>Level 1 Standard not met: 53.33</p>	<ul style="list-style-type: none"> Level 3 Standard Met - 5.56 Level 2 Standard Nearly Met - 38.89 Level 1 Standard Not Met - 50.00 <p>4th Grade</p> <ul style="list-style-type: none"> Less than 11 ELs tested <p>5th Grade</p> <ul style="list-style-type: none"> Mean Scale Score - 2409.6 Level 4 Standard Exceeded - 0.00 Level 3 Standard Met - 7.14 Level 2 Standard Nearly Met - 28.57 Level 1 Standard Not Met - 64.29 <p>6th Grade</p> <ul style="list-style-type: none"> Less than 11 ELs tested <p>7th Grade</p>	<p>Level 3 Standard met: 18.18</p> <p>Level 2 Standard nearly met: 27.27</p> <p>Level 1 Standard not met: 45.45</p> <p>Grade 8 Grade 8 Mean scale Score: 2434.7</p> <p>Overall Achievement percent:</p> <p>Level 4 Standard exceeded: 0</p> <p>Level 3 Standard met: 9.09</p> <p>Level 2 Standard nearly met: 27.27</p> <p>Level 1 Standard not met: 63.64</p>	<p>Grade 8 Overall Achievement percent:</p> <p>Level 4 Standard exceeded: 5%</p> <p>Level 3 Standard met: 30%</p> <p>Level 2 Standard nearly met: 13%</p> <p>Level 1 Standard not met: 52%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> • Less than 11 ELs tested 8th Grade • Less than 11 ELs tested 		
<p>Students will be monitored using SuccessMaker assessments and tutorials–</p> <ul style="list-style-type: none"> • Last session • Cumulative Performance • Course report • Grouping by Areas of Difficulty • Prescriptive Scheduling 	<p>Students will be monitored using SuccessMaker assessments and tutorials– 25% of students will increase in reading skills by 1.0 grade level with an acceptable performance of 70%</p>	<p>Scores are from the 2021-2022 academic year. Students were monitored using SuccessMaker assessments and tutorials– 25% of students in 7th and 8th grade had an increase in reading skills by 1.0 grade level with an acceptable performance of 70%</p>	<p>This Metric is being discontinued under this Goal because it is duplicative of a Metric under Goal 1.</p>	<p>This Metric was discontinued</p>	
<p>Benchmark Tests from the adopted language arts program</p>	<p>Above Standard 11% Near Standard 10% Below Standard 79%</p>	<p>Scores are from the 2021-2022 academic year. Benchmark Tests from the adopted language arts program Above Standard 4% Near Standard 10 % Below Standard 86%</p>	<p>This Metric is being discontinued under this Goal because it is duplicative of a Metric under Goal 1.</p>	<p>This Metric was discontinued</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will take Renaissance Learning STAR assessments once a month to monitor progress	13.1% at benchmark	Scores are from the 2021-2022 academic year. 6% reached Benchmark	This Metric is being discontinued under this Goal because it is duplicative of a Metric under Goal 1.	Scores are from the 2023-2024 academic year.: 13% reached benchmark	
Students will take the Interim Smarter Balanced Tests once a month	Students will pass assigned interim assessments assigned once a month. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: Below Standard: 92% Near Standard: 5% Above Standard: 3%	Scores are from the 2021-2022 academic year. Students were assigned interim assessments. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: “Below Standard,”87% “Near Standard” 8% “Above Standard”5%	This Metric is being discontinued under this Goal because it is duplicative of a Metric under Goal 1.	Scores are from the 2023-2024academic year. They include an overall scale score, an achievement level in reading, writing,listening, and research and inquiry. Student scores are reported in three performance levels: “Below Standard,”70% “Near Standard,” 11% “Above Standard.”19%	
English Proficiency. The English Language Proficiency	This is the established baseline to be used to measure overall student progress.	Scores are from the 2020-2021 academic year. This is the established baseline to be used to	Scores are from the 2021-2022 academic year. This is the established baseline to be used to	Scores are from the 2023-2023 academic year. This is the established baseline to be used to	Overall: Level 4: 19% Level 3: 36% Level 2: 35% Level 1: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments on California (ELPAC) assessment Students will take ELPAC Test. Proficiency rates in English language development will increase in percentage for each level in each area: Overall, Oral Language, and Written Language.	ELPAC Performance Levels from the 2018-2019 ELPAC : Overall Level 4: 10.53% Level 3: 31.58% Level 2: 42.11% Level 1: 15.79% Oral Language Level 4: 20.00% Level 3: 34.74% Level 2: 28.42% Level 1: 16.84% Written Language Level 4: 7.37% Level 3: 24.21% Level 2: 47.37% Level 1: 21.05%	measure overall student progress. ELPAC Performance Levels from the 2020-2021 ELPAC : Overall Level 4: 5.56% Level 3: 26.67% Level 2: 32.22% Level 1: 35.56% Oral Language Level 4: 15.56% Level 3: 53.56% Level 2: 30.00% Level 1: 18.89% Written Language Level 4: 3.33% Level 3: 17.78% Level 2: 34.44% Level 1: 44.44%	measure overall student progress. ELPAC Performance Levels from the 2021-2022 ELPAC : Overall Level 4: 20.00% Level 3: 26.67% Level 2: 31.11% Level 1: 22.22% Oral Language Level 4: 36.67% Level 3: 30.00% Level 2: 18.89% Level 1: 14.44% Written Language Level 4: 8.89% Level 3: 15.56% Level 2: 34.44% Level 1: 41.11%	measure overall student progress. ELPAC Performance Levels from the 2022-2023 ELPAC : Overall Level 4: 12.50% Level 3: 30.00% Level 2: 33.75% Level 1: 23.75% Oral Language Level 4: 25.00% Level 3: 32.50% Level 2: 25.00% Level 1: 17.50% Written Language Level 4: 3.75% Level 3: 21.25% Level 2: 40.00% Level 1: 35.00%	Oral Language Level 4: 25% Level 3: 40% Level 2: 25% Level 1: 10% Written Language Level 4: 15% Level 3: 30% Level 2: 40% Level 1: 15%
EL Reclassification Rate	3% of EL students reclassified to FEP	Data from the 2020-2021 academic year. 5% of EL students were reclassified to FEP	Data from the 2021-2022 academic year. 1% of EL students were reclassified to FEP	Data from the 2022-2023 academic year. 1% of EL students were reclassified to FEP.	Reclassify 15% of EL students to FEP
All teachers are appropriately assigned and credentialed in the	Fully Credentialed Teachers: 6 of 7 (86%)	Data indicates Fully Credentialed Teachers: 6 of 7 (86%)	In 2022-2023: Fully Credentialed Teachers: 4 of 7 (58%)	In 2023-2024: Fully Credentialed Teachers: 4 of 7 (58%)	Fully Credentialed Teachers: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subject area(s) and grade(s) they are assigned to teach.	Appropriately Assigned Teachers: 7 of 7 (100%) (2020-21)	Appropriately Assigned Teachers: 7 of 7 (100%) (2020-21)	Appropriately Assigned Teachers: 7 of 7 (100%) (2022-2023)	Appropriately Assigned Teachers: 7 of 7 (100%)	Appropriately Assigned Teachers: 100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned with no particular challenges or successes with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 - ELD Professional Development: There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 3.1. The original budget allocated funds for professional development to support the staff in implementing English Language Development instruction focusing on designated and integrated ELD curriculum and instruction. However, actual expenditures were lower than anticipated due to unanticipated training opportunities: There were additional training opportunities that became available during the year when our TCOE Literacy Coach (Action 1.12) made EL and ELD professional development for the staff a priority in her professional development presentations this year. In doing so, the money set aside for Action 3.1 was not fully utilized this year.

Action 3.2. There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 3.2 Instructional Materials. The original budget allocated funds the purchase of instructional materials. Our TCOE Literacy Coach (Action 1.12) made EL and ELD professional development a priority in her professional development this year. This change brought about a change in plans of the type of instructional materials that would be developed and used. Instead of purchasing a supplemental ELD curriculum, our Literacy Coach worked with the staff in make and take materials and demonstrating how the staff could supplement and embellish their ELD curriculum by using the curriculum in their Wonders and Study Sync curriculum. In doing so, the money set aside for Action 3.2 was not fully utilized this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall implementation of the actions and services was successful.

Action 3.1- English Language Development Professional Development- Effective: All staff participated in English Language Development Professional Development, especially the ELD component in Wonders, the adopted ELA/ELD program. The professional development also was built around the Early Literacy Support Block Grant plan and supported by CCLA.. The teachers indicated on their end of year survey and in empathy interviews that the professional development sessions gave them a good foundation of teaching skills and strategies to use in the classroom now and in the future. It helped bring in some innovative new strategies that could be used that were different from what has been tried in the past. By evidence of lesson plans and observations, teachers were beginning to use English Language Development strategies in their classes and were better able to plan and teach explicit English Language Development for integrated and designated lessons.

Action 3.2-Instructional Materials- Effective- Supplemental Instructional Materials were purchased to support teaching and learning in English language development. . Materials to help support English Learners and Wonders ELD Material were purchased. Through the spring survey and empathy interviews, teachers found the material useful in presenting the lessons in language arts, ELD, and after school intervention classes. The material for the TK program were essential to create the new TK class and curriculum. All of the curriculum was purchased and implemented in the classrooms.

Action 3.3- EL Coach- Effective- An EL Coach was hired to provide coaching of teachers and staff in instruction in English Language Development. Through the spring survey and empathy interviews, the staff was in agreement that the English language coach was helpful in refining a teacher's methodology and improving student engagement. They provided personalized feedback to teachers, highlighted strengths and identifying areas for improvement. .

Action 3.4- Books Effective: Library books, virtual books, audio books were purchased to support and enhance literacy. These books were added to the library collection for the accelerated Reader Program, to expand the nonfiction selection of titles, and to encourage reading by adding to the selection. The staff, students, and parents commented on the spring surveys and empathy interviews that they felt adding library books, virtual books, and audiobooks to a school's library and classrooms significantly enhanced student reading achievement by expanding access to diverse and engaging reading materials. It helped encourage independent reading and fostered a love for reading and wanted to see this action continue next year

Action 3.5- Technology- Effective: Technology was purchased and used to support language development and enhance literacy. The staff, parents, and students felt technology improved student learning by making education more accessible, engaging, personalized, and efficient. Most teachers used technology in small groups, for supplemental or reinforce skills taught, or for assessments.

Action 3.6- EL Aides- Effective: EL Aides for the purpose/s of providing support to the instructional program with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking studentst. The staff, students, and parents indicated in the spring surveys and empathy interviews

that instructional aides had an impact on student achievement by providing additional support in the classroom and addressing individual student needs. The parents and teachers indicated that the aides were essential in the class because they:

Offering one-on-one support to students who need extra help.

Facilitating small group activities to encourage speaking and listening.

Providing feedback on pronunciation and grammar.

Assisting with lesson preparation and material creation.

Action 3.7- Extended Learning Opportunity- After School Tutoring. ELA/EL Tutoring: Tutors are trained to provide daily, twenty-minute sessions 1-on-1 or in pairs with Kindergarten through 8th grade students for ELD. Students also participated in after school and intersession academic and enrichment programs.

Our staff and the TCOE Choices program worked collaboratively to participate in academic and enrichment programs throughout the year and during the summer. Staff, parents, and students in the spring survey and empathy interviews Expanded learning opportunities (ELOs) are programs and activities that extend learning beyond the traditional school day and year, such as after-school programs, summer enrichment, weekend classes, and extended-day initiatives. These opportunities can significantly contribute to student achievement in various ways:

Staff and parents in the spring survey and empathy interviews said that EI aides played a valuable role in extended learning programs by providing targeted support to help students learn English. This year, the aides were able to:

1. Provide Small-Group or One-on-One Instruction

The aides worked with small groups or individual students to provide personalized support. This allowed more targeted instruction and gave students opportunities to practice speaking, listening, reading, and writing skills.

They focused on specific language needs, such as phonics, vocabulary, or sentence structure, which helped students build foundational language skills.

2. Supported academic vocabulary development

3. Assisted with homework and class assignments

4. Facilitated language practice

5. Supported reading development

6. Reinforced lessons taught in the classroom

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All the actions were completed, but there needs to be more in-depth training on language development for students focusing on speaking, listening, reading, and writing with the hopes that this focus will mirror what the students will find on the ELPAC test. Through teacher discussions during professional development and surveys, there were some strategies that they felt could support English learners by making content accessible, enhancing language development, and fostering a supportive learning environment. Here are some ideas that they are considering:

1. Use Visual Aids and Manipulatives

Incorporate pictures, diagrams, charts, videos, and real objects , and graphic orgaizers.

2. Differentiate Instruction

Tailor lessons to meet the diverse language proficiency levels in the classroom. This may involve providing sentence frames, simplified texts, or alternative assignments that match students' language abilities.

Use tiered tasks where students can engage with content at different levels of complexity, ensuring that all students can participate meaningfully.

3. Provide Explicit Vocabulary Instruction

Pre-teach key vocabulary before a lesson to help ELs understand the content. Use visuals, gestures, and real-life examples to reinforce word meanings.

Encourage the use of word walls, vocabulary journals, and flashcards to help students practice new words regularly.

4. Scaffold Lessons

Break down complex tasks into smaller, manageable steps. Provide support through modeling, guided practice, and gradually release responsibility to the students.

Use sentence starters, word banks, or cloze activities to help students express themselves in writing or speaking.

5. Create a Language-Rich Environment

Display anchor charts, word walls, and posters with key vocabulary around the classroom to immerse students in language.

Encourage students to label classroom objects in English and their native language to build connections between the two languages.

6. Promote Oral Language Development

Provide opportunities for students to practice speaking English through structured activities like think-pair-share, small group discussions, or partner work.

Use role-playing, drama, or storytelling to make language practice fun and meaningful. Encourage ELs to speak in complete sentences and extend their responses.

7. Incorporate Cooperative Learning Activities

Use group work where English learners can collaborate with peers, learn from each other, and practice language in a social context.

Pair ELs with supportive peers or "language buddies" who can help explain concepts and model language use.

8. Use Technology to Support Learning

9. Build Background Knowledge

Activate prior knowledge before introducing new content. Relate the material to students' experiences or cultures to make it more relevant.

Use previewing techniques such as discussing pictures, watching short videos, or having a brief discussion about the topic to prepare students for new learning.

10. Implement Culturally Responsive Teaching

Incorporate materials that reflect the diverse cultures and backgrounds of your students. This helps ELs feel valued and makes learning more relevant.

Show an interest in students' languages and cultures by learning some basic phrases or facts, and encourage students to share aspects of their culture.

11. Adapt Assessments

Provide alternative ways for ELs to demonstrate their learning, such as oral presentations, projects, or visual representations. Use rubrics that focus on language development as well as content mastery.

Allow extra time for assessments or provide simplified instructions. Offer the option to use a bilingual dictionary if needed.

12. Encourage Family Involvement

Communicate with families in their home language whenever possible to keep them informed and involved in their child's learning. Send home translated newsletters or use translation apps to facilitate communication.

Provide resources and strategies for parents to support language development at home, such as reading books in English or practicing everyday vocabulary.

13. Model Language Use

Speak clearly, use simple sentences, and emphasize key words during instruction. Use gestures, facial expressions, and body language to support verbal communication.

Model how to ask and answer questions, use new vocabulary, and approach reading and writing tasks.

14. Provide Frequent and Specific Feedback

Give feedback that is focused on language use, pointing out what the student did well and areas for improvement. Be encouraging and recognize progress in small steps.

Offer corrective feedback that helps students refine their language skills while maintaining a positive tone to boost confidence.

15. Use Language Objectives Alongside Content Objectives

In addition to content goals, include language objectives in each lesson to ensure that language skills are

By implementing these strategies, teachers felt they could create an inclusive and supportive learning environment that meets the needs of English learners and helps them make meaningful progress in their language development.

Utilizing ELD Instructional Time:

The staff's dedicated focus on English Language Development (ELD) during instructional hours and as a 30 minute block explicitly teaching English Language Development has proven highly effective. This targeted approach has provided students with the essential foundation

required for academic progress. This growth has been slow as demonstrated by their ELPAC scores and CAASPP Assessments. Because this growth is slow, the staff indicated during their professional development and in the spring surveys they wanted to explore alternative ways for students to demonstrate growth in English language skills beyond traditional testing. Here are some methods to assess students' progress in reading, writing, speaking, and listening that they want to consider:

1. Portfolios

Students can compile a collection of their work over time, such as writing samples, reading responses, recorded oral presentations, and projects. This showcases growth in language skills and allows students to reflect on their progress. Teachers can review the portfolios periodically to observe improvements in vocabulary, grammar, writing structure, and reading comprehension.

2. Performance-Based Assessments

These assessments involve real-world tasks that require students to use English in meaningful ways. Examples include giving presentations, participating in debates, conducting interviews, or creating multimedia projects. Performance-based tasks can show how well students can apply their language skills in different contexts, demonstrating growth in speaking, listening, reading, and writing.

3. Oral Language Interviews

Teachers can conduct one-on-one or small-group interviews with students to assess speaking and listening skills. These conversations can cover various topics to see how well students can express ideas, respond to questions, and engage in dialogue. Regular oral language interviews can track progress in fluency, pronunciation, vocabulary use, and comprehension over time.

4. Journals or Learning Logs

Students can keep journals or learning logs where they regularly write about their experiences, reflections, or learning process in English. This helps track growth in writing skills, including sentence structure, grammar, and expression. Journals can also include reflections on listening or speaking activities, allowing students to document their development in those areas.

5. Reading Conferences

Teachers can hold individual reading conferences where students discuss books or texts they are reading. During these sessions, teachers can ask questions about the text, assess comprehension, and discuss reading strategies students are using. Conferences offer insight into students' reading growth, including their ability to decode words, understand themes, and make inferences.

6. Creative Projects

Assignments like creating a storybook, writing a script for a play, or making a video blog (vlog) can help assess students' abilities in reading, writing, speaking, and listening. For example, writing a script involves drafting, revising, and editing, while performing the script shows growth in oral language. Creative projects provide opportunities for students to express themselves in English in more dynamic and personalized ways.

7. Peer and Self-Assessment

Students can assess their own work or the work of their peers using rubrics or checklists. This practice encourages students to reflect on their language skills and recognize areas of improvement.

Peer assessments, such as giving feedback on a partner's oral presentation, can also provide insight into listening skills and help students practice evaluating language use.

8. Anecdotal Records and Observations

Teachers can use anecdotal notes to document students' language development during class activities. This might include observing how a student participates in group discussions, responds to questions, or uses language during play.

Regular observations help track informal language growth and can capture progress that might not be evident in formal assessments.

9. Dialogue Journals

Dialogue journals involve written conversations between the student and the teacher, where the student writes about a topic, and the teacher responds. This back-and-forth writing helps improve writing skills, encourages authentic use of language, and provides a record of language growth over time.

It can also be used to assess the student's ability to engage in written conversations, show understanding, and express ideas.

10. Project-Based Learning

Long-term projects, such as research reports, thematic presentations, or community-based projects, can involve multiple language skills. For example, students might read various texts for research, write a report, present findings, and answer questions from classmates.

Such projects provide a holistic view of language growth by integrating reading, writing, speaking, and listening in a meaningful way.

11. Reading Aloud or Retelling Stories

Students can demonstrate reading skills by reading a passage aloud or retelling a story in their own words. This shows growth in fluency, comprehension, and vocabulary use.

Listening to students read or retell stories provides insight into their ability to decode text and understand narrative structure.

12. Dramatic Play or Role-Playing Activities

Role-playing activities can help assess speaking and listening skills in a fun and engaging way. For example, students can act out scenes from a story, simulate real-life situations (like ordering food at a restaurant), or participate in reader's theater.

These activities encourage students to use language authentically and demonstrate their ability to understand spoken English and respond appropriately.

Providing Necessary Support:

English Learning Students have benefited significantly from the instructional support tailored to their needs. This support has allowed them to develop proficiency in English language and literacy, enabling them to actively engage in learning rigorous academic content.

Enhancing Oral Proficiency:

The incorporation of engaging activities within the core curriculum has been instrumental in nurturing oral proficiency in English among our English language learners. This approach has not only expanded their vocabulary but has also facilitated their reading and writing skills development.

Teacher Support and Differentiation:

Teachers' access to additional support in planning instruction, differentiating the curriculum, employing Specially Designed Academic Instruction in English (SDAIE) techniques, and effectively utilizing grouping strategies has resulted in improved outcomes for English language learners.

Holistic Approach to Content:

Our emphasis on instruction in content areas, alongside critical thinking and analytical skills, and the incorporation of specific reading strategies related to various disciplines, has allowed EL students to access and excel in common core ELA and ELD standards.

Tailoring to Language Proficiency Levels:

The staff's focused attention on students' language proficiency levels, as indicated by ELPAC Assessment results, has yielded notable progress. Students across different proficiency levels - Emerging, Expanding, and Bridging - have experienced rapid growth in their English language skills, both in everyday contexts and in the comprehension and production of more advanced academic language.

Embedded ELD Instruction:

The integration of ELD instruction in the adopted textbooks and its active incorporation into lessons has greatly enriched the teaching and learning of English Language Development. This integration has been a focus in professional development and will be a factor in the success of our English language learners.

In summary, these actions have collectively played a pivotal role in the success of English language learners. They have not only improved language proficiency but have also empowered students to excel academically, thus providing them with a strong foundation for future educational achievements.

Some changes to metrics were made to better align with actions and the goal. Some metrics were deleted as they were local measures no longer going to be utilized.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Ensuring That All students Have Access to Instructional Materials (with emphasis on technology)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Technology survey will be given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development.	<p>A technology survey was given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question:</p> <ol style="list-style-type: none"> 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom At least once per semester 	<p>In Spring of 2022, a technology survey was given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question:</p> <ol style="list-style-type: none"> 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom At least once per semester 	<p>In Spring of 2023, a technology survey was given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question:</p> <ol style="list-style-type: none"> 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom At least once per semester 	<p>In Spring of 2023, a technology survey was given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question:</p> <ol style="list-style-type: none"> 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom At least once per semester 	<p>How often do you use these technologies into your instruction or materials? (1)</p> <p>Do students use computer lab? (1)</p> <p>Do students use smart board in presentations? (2)</p> <p>Do students use internet as part of research and lessons? (1)</p> <p>Do students use classroom web page? (1)</p> <p>Do students use technology to make</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies into your instruction or materials?</p> <p>Do students use computer lab? (2)</p> <p>Do students use smart board in presentations? (3)</p> <p>Do students use internet as part of research and lessons? (2)</p> <p>Do students use classroom web page? (3)</p> <p>Do students use technology to make graphic organizers? (3)</p> <p>Do students use camera/video for presentations? (3)</p> <p>Do students use:</p>	<p>5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies in your instruction or materials?</p> <p>Do students use computer lab? This question was modified to: Do you use technology/ computers in the classroom(1)</p> <p>Do you or students use smart board in presentations? (2)</p> <p>Do students use internet as part of research and lessons? (1)</p> <p>Do students use classroom web page, or similar format? (2)</p> <p>Do students use technology to make graphic organizers? (2)</p>	<p>5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies in your instruction or materials?</p> <p>Do students use computer lab? This question was modified to: Do you use technology/ computers in the classroom(1)</p> <p>Do you or students use smart board in presentations? (2)</p> <p>Do students use internet as part of research and lessons? (1)</p> <p>Do students use classroom web page, or similar format? (2)</p> <p>Do students use technology to make graphic organizers? (2)</p>	<p>5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies in your instruction or materials?</p> <p>Do students use computer lab? This question was modified to: Do you use technology/ computers in the classroom(1)</p> <p>Do you or students use smart board in presentations? (1)</p> <p>Do students use internet as part of research and lessons? (2)</p> <p>Do students use classroom web page, or similar format? (2)</p> <p>Do students use technology to make graphic organizers? (2)</p>	<p>graphic organizers? (1)</p> <p>Do students use camera/video for presentations? (1)</p> <p>Do students use:</p> <p>PowerPoint (1)</p> <p>Word (1)</p> <p>Excel (2)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PowerPoint (3) Word (2) Excel (4)	Do students use camera/video for presentations? (2) Do students use: PowerPoint- or similar tool (1) Word or similar tool (1)	Do students use camera/video for presentations? (2) Do students use: PowerPoint- or similar tool (1) Word or similar tool (1)	Do students use camera/video for presentations? (2) Do students use: PowerPoint- or similar tool (1) Word or similar tool (1)	
Students will be given assessment and grades by grade level in their use of technology	A technology survey was given to students to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. This will be used as the new baseline. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month	In Spring, 2022, a technology survey was given to students to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. This will be used as the new baseline. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month	In Spring, 2023, a technology survey was given to students to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. This will be used as the new baseline. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month	Surveys and grades will be given by the Spring of 2024 .In Spring, 2023, a technology survey was given to students to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. This will be used as the new baseline. The survey had the following results for each question:	How often do you use these technologies into your instruction or materials? (1) Do students use computer lab? (1) Do students use smart board in presentations? (1) Do students use internet as part of research and lessons? (1) Do students use classroom web page? (1) Do students use technology to make graphic organizers? (1)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3. Occasionally-At least once per quarter 4. Seldom- At least once per semester 5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies into your instruction or materials? Do students use computer lab? (2) Do students use smart board in presentations? (3) Do students use internet as part of research and lessons? (2) Do students use classroom web page? (3) Do students use technology to make graphic organizers? (3) Do students use camera/video for presentations? (3) Do students use: PowerPoint (3) Word (2) Excel (4)</p>	<p>3. Occasionally-At least once per quarter 4. Seldom- At least once per semester 5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies into your instruction or materials? How often do you use these technologies into your instruction or materials? Do students use computer lab? This question was modified to: Do you use technology/ computers in the classroom(1) Do you or students use smart board in presentations? (2) Do students use internet as part of research and lessons? (1)</p>	<p>3. Occasionally-At least once per quarter 4. Seldom- At least once per semester 5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies into your instruction or materials? How often do you use these technologies into your instruction or materials? Do students use computer lab? This question was modified to: Do you use technology/ computers in the classroom(1) Do you or students use smart board in presentations? (2) Do students use internet as part of research and lessons? (1)</p>	<p>1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom- At least once per semester 5. Rarely-At least once per year 6. Never-Never use it</p> <p>How often do you use these technologies into your instruction or materials? How often do you use these technologies into your instruction or materials? Do students use computer lab? This question was modified to: Do you use technology/ computers in the classroom(1) Do you or students use smart board in presentations? (2) Do students use internet as part of</p>	<p>Do students use camera/video for presentations? (1) Do students use: PowerPoint (1) Word (1) Excel (4)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Do students use classroom web page, or similar format? (2)</p> <p>Do students use technology to make graphic organizers? (2)</p> <p>Do students use camera/video for presentations? (2)</p> <p>Do students use: PowerPoint- or similar tool (1)</p> <p>Word or similar tool (1)</p>	<p>Do students use classroom web page, or similar format? (2)</p> <p>Do students use technology to make graphic organizers? (2)</p> <p>Do students use camera/video for presentations? (2)</p> <p>Do students use: PowerPoint- or similar tool (1)</p> <p>Word or similar tool (1)</p>	<p>research and lessons? (1)</p> <p>Do students use classroom web page, or similar format? (2)</p> <p>Do students use technology to make graphic organizers? (2)</p> <p>Do students use camera/video for presentations? (2)</p> <p>Do students use: PowerPoint- or similar tool (1)</p> <p>Word or similar tool (1)</p>	
Teachers will attend and participate in technology based professional development	100% of teachers and 80% classroom aides participated in professional development. Use of technology will be monitored: 100% teachers use technology in class; 75% of aides use	Sign in sheets from 2021-2022 show 100% of teachers and 80% classroom aides participated in professional development. Use of technology will be monitored: 100% teachers use	Sign in sheets from 2022-2023 show 100% of teachers and 85% classroom aides participated in professional development. Use of technology will be monitored: 100% teachers use	In 2023-2024 Teachers are participating in technology professional development on the Simple K12 platform. 71% of teachers and 60% of classified staff are participating. Use	100% of teachers and 100% classroom aides will participate in professional development. Use of technology will be monitored: 100% teachers use technology in class; 100% of aides use

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	technology to help with instruction.	technology in class; 85% of aides use technology to help with instruction.	technology in class; 85% of aides use technology to help with instruction.	of technology was monitored: 100% teachers use technology in class; 100% of aides use technology to help with instruction.	technology to help with instruction.
A broad course of study including courses described for grades 1 to 6 and/or adopted course of study for grades 7 to 8 will be provided for all students	100% of the teachers and 80% of the instructional aides will participate in Professional Learning Communities and professional development. Develop Learning Targets & Common Formative Assessments. Personalized Learning for All Students. Assessment Analysis & Data Based Decision Making. Continued Development of Curriculum Improvement.	In 2021-2022, 100% of the teachers and 90% of the instructional aides participated in Professional Learning Communities and professional development. Develop Learning Targets & Common Formative Assessments. Personalized Learning for All Students. Assessment Analysis & Data Based Decision Making. Continued Development of Curriculum Improvement.	In 2022-2023, 100% of the teachers and 90% of the instructional aides participated in Professional Learning Communities and professional development. Develop Learning Targets & Common Formative Assessments. Personalized Learning for All Students. Assessment Analysis & Data Based Decision Making. Continued Development of Curriculum Improvement.	100% of the teachers and 75% of the instructional aides participated in Professional Learning Communities and professional development. Develop Learning Targets & Common Formative Assessments. Personalized Learning for All Students. Assessment Analysis & Data Based Decision Making. Continued Development of Curriculum Improvement.	100% of the teachers and 100% of the instructional aides will participate in Professional Learning Communities and professional development. Develop Learning Targets & Common Formative Assessments. Personalized Learning for All Students. Assessment Analysis & Data Based Decision Making. Continued Development of Curriculum Improvement.
Programs and services developed and provided to	90% of the general education teachers and 80% of the special needs support	After having professional learning communities discussions, it was	After having professional learning communities discussions, it was	Teachers and staff are participating in professional development activities	100% of the general education teachers and 100% of the special needs support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>individuals with exceptional needs</p>	<p>staff will refine and further develop programs for students with exceptional needs: Improve service to students with exceptional needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special needs students in the classroom.</p> <p>Provide training for Special Education staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning.</p> <p>Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and</p>	<p>determined in the Spring of 2022, 95% of the general education teachers and 85% of the special needs support staff will refine and further develop programs for students with exceptional needs: Improve service to students with exceptional needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special needs students in the classroom.</p> <p>The Tulare County office of education in 2021-2022 provided training for Special Education staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning.</p>	<p>determined in the Spring of 2023, 95% of the general education teachers and 85% of the special needs support staff will refine and further develop programs for students with exceptional needs: Improve service to students with exceptional needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special needs students in the classroom.</p> <p>The Tulare County office of education in 2022-2023 provided training for Special Education staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning.</p>	<p>focusing on students with exceptional needs. 100% of the general education teachers and 100% of the special needs support staff will refine and further develop programs for students with exceptional needs and improve service to students with exceptional needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special needs students in the classroom.</p> <p>The Tulare County office of education in 2023-2024 provided training for Special Education staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning.</p>	<p>staff will refine and further develop programs for students with exceptional needs: Improve service to students with exceptional needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special needs students in the classroom.</p> <p>Provide training for Special Education staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning.</p> <p>Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>assessments in our toolbox and using the assessment data to establish instructional priorities.</p> <p>Provide general education teachers with training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading.</p> <p>Increase and improve student support in the areas of organization, and study skills.</p> <p>Provide explicit instruction in these areas in Curriculum Support classes, Learning Centers, and other settings.</p> <p>Disaggregate data by grade level to determine best practices for providing services to students</p>	<p>and transition planning.</p> <p>In 2021-2022, the staff's goal was to Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and assessments in our toolbox and using the assessment data to establish instructional priorities.</p> <p>In 2021-2022, the staff and the Tulare County Office of Education gave inservices to provide general education teachers with training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading.</p>	<p>and transition planning.</p> <p>In 2022-2023 , the staff's goal was to Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and assessments in our toolbox and using the assessment data to establish instructional priorities.</p> <p>In 2022-2023 , the staff and the Tulare County Office of Education gave inservices to provide general education teachers with training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading.</p>	<p>In 2023-2024 , the staff's goal was to Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and assessments in their toolbox and using the assessment data to establish instructional priorities</p> <p>In 2023-2024 , the staff and the Tulare County Office of Education gave inservices to provide general education teachers with training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading.</p> <p>The staff had professional</p>	<p>assessments in our toolbox and using the assessment data to establish instructional priorities.</p> <p>Provide general education teachers with training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading.</p> <p>Increase and improve student support in the areas of organization, and study skills.</p> <p>Provide explicit instruction in these areas in Curriculum Support classes, Learning Centers, and other settings.</p> <p>Disaggregate data by grade level to determine best practices for providing services to students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with mild disabilities and increase the amount of time students learn in a general education setting.	<p>Increase and improve student support in the areas of organization, and study skills.</p> <p>Professional development was given to provide explicit instruction in these areas in Curriculum Support classes, Learning Centers, and other settings.</p> <p>The staff disaggregated the data by grade level to determine best practices for providing services to students with mild disabilities and increase the amount of time students learn in a general education setting.</p>	<p>Increase and improve student support in the areas of organization, and study skills.</p> <p>Professional development was given to provide explicit instruction in these areas in Curriculum Support classes, Learning Centers, and other settings.</p> <p>The staff disaggregated the data by grade level to determine best practices for providing services to students with mild disabilities and increase the amount of time students learn in a general education setting.</p>	<p>development to help them increase and improve student support in the areas of organization, and study skills.</p> <p>The staff had professional development to help them provide explicit instruction in these areas in Curriculum Support classes, Learning Centers, and other settings.</p> <p>The staff continued to learn about disaggregating the data by grade level to determine best practices for providing services to students with mild disabilities and increase the amount of time students learn in a general education setting</p>	with mild disabilities and increase the amount of time students learn in a general education setting.
Programs and services developed	To increase the success of unduplicated students,	To increase the success of unduplicated students,	To increase the success of unduplicated students,	To increase the success of unduplicated students,	To increase the success of unduplicated students,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>and provided to unduplicated pupils</p>	<p>90% of the teachers will participate in professional learning experiences focused on areas where data shows students, particularly unduplicated students, are struggling.</p> <p>Topics include but are not limited to reading instruction, math instruction, MTSS, MAP assessments, the use of data to improve student learning, and goal development and transition planning for Special Education.</p> <p>PBIS, behavior management, socio-emotional learning, mindfulness, mindset, cyberbullying, trauma/adverse childhood experiences, and suicide prevention.</p> <p>Improve our new teacher induction program by</p>	<p>95% of the teachers participated in professional learning experiences focused on areas where data shows students, particularly unduplicated students, are struggling.</p> <p>Topics include but are not limited to reading instruction, math instruction, MTSS, MAP assessments, the use of data to improve student learning, and goal development and transition planning for Special Education.</p> <p>Throughout the year, the staff also participated in PBIS, behavior management, socio-emotional learning, mindfulness, mindset, cyberbullying, trauma/adverse childhood experiences, and suicide prevention.</p>	<p>95% of the teachers participated in professional learning experiences focused on areas where data shows students, particularly unduplicated students, are struggling.</p> <p>Topics include but are not limited to reading instruction, math instruction, MTSS, MAP assessments, the use of data to improve student learning, and goal development and transition planning for Special Education.</p> <p>Throughout the year, the staff also participated in PBIS, behavior management, socio-emotional learning, mindfulness, mindset, cyberbullying, trauma/adverse childhood experiences, and suicide prevention.</p>	<p>100% of the teachers participated in professional learning experiences focused on areas where data shows students, particularly unduplicated students, are struggling.</p> <p>Topics include but are not limited to reading instruction, math instruction, MTSS, MAP assessments, the use of data to improve student learning, and goal development and transition planning for Special Education.</p> <p>Throughout the year, the staff also participated in PBIS, behavior management, socio-emotional learning, mindfulness, mindset, cyberbullying, trauma/adverse childhood experiences, and suicide prevention.</p>	<p>100% of the teachers will participate in professional learning experiences focused on areas where data shows students, particularly unduplicated students, are struggling.</p> <p>Topics include but are not limited to reading instruction, math instruction, MTSS, MAP assessments, the use of data to improve student learning, and goal development and transition planning for Special Education.</p> <p>PBIS, behavior management, socio-emotional learning, mindfulness, mindset, cyberbullying, trauma/adverse childhood experiences, and suicide prevention.</p> <p>Improve our new teacher induction program by</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>implementing the equity-focused model.</p> <p>Provide new teachers with research-based, high quality mentoring and coaching to improve instruction and boost the achievement of students.</p>	<p>The administration worked to Improve our new teacher induction program in many ways, but also by implementing the equity-focused model.</p> <p>throughout the year, the staff was able to provide new teachers with research-based, high quality mentoring and coaching to improve instruction and boost the achievement of students. (2021-22)</p>	<p>The administration worked to Improve our new teacher induction program in many ways, but also by implementing the equity-focused model.</p> <p>throughout the year, the staff was able to provide new teachers with research-based, high quality mentoring and coaching to improve instruction and boost the achievement of students. (2022-23)</p>	<p>The administration worked to Improve our new teacher induction program in many ways throughout the year.</p> <p>The staff was able to provide new teachers with research-based, high quality mentoring and coaching and modeling to improve instruction and boost the achievement of students.</p>	<p>implementing the equity-focused model.</p> <p>Provide new teachers with research-based, high quality mentoring and coaching to improve instruction and boost the achievement of students</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 4.3- Purchasing of technology and devices- most equipment and devices were here and working.

Action 4.8- Electives for students- Contracted services to provide technology classes for students in computers, programming, robotics was not fully implemented. Staff reported in surveys that they found it difficult to find the time during the instructional day to include elective type offerings. Our school was able to incorporate elective type offerings in the ELOP and ELOP programs after school and in the fall, winter, spring, and summer offerings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 - Technology Staff Development: There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 4.1: Professional Development in technology. The original budget allocated funds for professional development to support staff in implementing new strategies and curriculum. However, actual expenditures were lower than anticipated due to unanticipated training opportunities: We changed the vendor who was originally designated to do the professional development. The new vendor, SimpleK12, offered the same topics and used a better platform to present the professional development topics to the staff at a better price. In doing so, the money set aside for Action 4.1 was not fully utilized this year.

Action 4.2 - Computer Programs: There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 4.2: Computer Programs. The original budget allocated funds for computer programs to support teaching and student learning. However, actual expenditures were lower than anticipated due to multiple year subscriptions paid for in the prior year to the programs that we were using. Because of the multiyear subscriptions, the money budgeted for the annual renewals this year were not fully utilized. In doing so, the money set aside for Action 4.2 was not fully utilized this year.

Action 4.3 - Purchase Technology Devices: There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 4.3: Purchasing devices in technology. The original budget allocated funds to purchase new devices. However, actual expenditures were lower than anticipated due to our technology team developing a plan to analyze the device lifecycle management plan. his plan involves assessing the age, condition, and performance of devices (such as computers, Chromebooks, tablets, etc.) to determine the optimal time for replacement. The goal is to ensure that the technology remains current, reliable, and capable of supporting educational needs. We developed a more efficient way of replacing devices and did not need as many devices to be purchased. In doing so, the money set aside for Action 4.3 was not fully utilized this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 4.1- Technology staff development- Effective-Technology staff development was integrated into the yearly professional development schedule. We used Simplek12, which is an on-line individualized comprehensive professional development program . The publishers of Wonders and MyMath also provided training on how staff could use technology for teaching and assessments. Through the technology survey and empathy interviews, the staff indicated that hey wanted more explicit types of technology professional development:

1. Integrating Technology into the Curriculum

2. Using Google Classroom

3. Effective Use of Educational Apps and Websites

Introduce teachers to apps and websites that can support different areas of learning, such as language arts (e.g., Raz-Kids), math (e.g., Prodigy), or science (e.g., Mystery Science).

Focus on tools that encourage student engagement, provide differentiated instruction, or support English language learners (e.g., Epic!, Seesaw, Nearpod).

4. Digital Storytelling and Multimedia Projects

5. Teaching Digital Citizenship

Offer professional development on teaching students about online safety, digital etiquette, and responsible internet use. This can include lessons on protecting personal information, understanding copyright, and managing screen time.

Introduce resources like Common Sense Media's digital citizenship curriculum to help teachers plan lessons.

6. Interactive Whiteboards and Smart Board Training.

7. Using Data to Drive Instruction

Show teachers how to use data from online assessments or learning platforms (e.g., i-Ready, Kahoot, Google Forms) to inform instruction and differentiate learning.

Provide guidance on setting up formative assessments, tracking student progress, and using data to identify areas for improvement.

8. Flipped Classroom Strategies

Introduce the flipped classroom model, where students watch instructional videos or complete digital tasks at home, and class time is used for hands-on activities or deeper discussions.

Provide resources for creating or finding video content, and show teachers how to use tools like Screencastify, Loom, or Flipgrid to make instructional videos.

9. Gamification of Learning

10. Creating a Blended Learning Environment

Teach teachers how to combine traditional face-to-face instruction with online activities and resources. This can include using online discussions, virtual field trips, or digital labs alongside in-person lessons.

Share best practices for balancing technology use with hands-on learning.

11. STEM and Coding Workshops

Offer workshops on using coding tools like Scratch, Code.org, or Tynker to teach basic programming skills. Provide ideas for integrating coding activities into math, science, or creative projects.

Include sessions on using STEM kits or robotics (e.g., LEGO Education, Ozobot) to teach problem-solving and engineering concepts.

12. Virtual and Augmented Reality in the Classroom

Introduce virtual reality (VR) and augmented reality (AR) tools, such as Google Expeditions or Merge Cube, that can bring lessons to life by allowing students to explore virtual environments or 3D objects.

Demonstrate how VR and AR can be used for virtual field trips, anatomy explorations, or historical site tours.

13. Organizing Virtual Field Trips

Show teachers how to use tools like Google Earth, National Geographic Kids, or museum websites to take students on virtual field trips that align with curriculum topics.

Action 4.2- Provide computer programs to support Common Core implementation, intervention, and virtual instruction- Effective- Programs were purchased and supported for staff to use for teaching, managing their class, and assessments. Students used programs as a supplemental part of their instruction. The staff expressed some innovative ideas for consideration in the technology surveys and discussions in professional development. They felt that there was adequate technology and training to support the core curriculum and were aligned with the Common Core Standards. They wanted to consider some specific additions to technology that would help them teach more effectively: Here is what the staff brainstormed as programs to purchase and use in their classes:

- Math Programs:
 - o DreamBox Learning: An adaptive math program that aligns with Common Core, providing personalized instruction and immediate feedback.
 - o IXL: Offers comprehensive math practice and tracks progress by standard, providing targeted intervention for struggling students.
 - o Zearn: Combines digital lessons with hands-on teaching to help students understand math concepts in depth.
- ELA Programs: programs that target reading and writing skills aligned with the standards.
 - o Lexia Core5: Supports reading development across different levels with adaptive assessments and personalized practice.
 - o Reading Plus: A web-based program that improves reading comprehension, fluency, and vocabulary while aligning with Common Core ELA standards.
 - o Newsela: Provides leveled reading materials that align with standards for reading informational texts, with built-in quizzes to check comprehension.

3. Implement online assessment tools

- Use programs that offer formative and summative assessments aligned with Common Core to track student progress and adjust instruction.
- Edulastic: Provides Common Core-aligned assessments and immediate feedback, helping teachers identify learning gaps and tailor instruction.

4. Provide adaptive learning programs for intervention

- Use computer-based adaptive learning programs that automatically adjust the difficulty of tasks based on student performance, providing tailored support.
- Achieve3000: Focuses on reading intervention with differentiated articles and activities, adapting to individual students' Lexile levels.
- MobyMax: Offers intervention across multiple subjects and grade levels, with progress monitoring to identify and address learning gaps.
- Khan Academy: Provides free resources and practice exercises in math and other subjects, suitable for remediation and acceleration.

5. Use blended learning models for virtual instruction

- Google Classroom: Utilize these platforms to organize virtual instruction, assign tasks, and facilitate online discussions. They support blended learning by integrating technology with traditional classroom instruction.
- Nearpod: Allows teachers to create interactive lessons that can be used for in-person, blended, or virtual learning, with real-time quizzes and activities.
- Edpuzzle: Enables teachers to create interactive video lessons, allowing students to learn at their own pace while assessing comprehension.

7. Provide supplemental programs for skill-building

8. Offer virtual tutoring and on-demand support

9. Integrate digital tools for project-based learning

10. Ensure access to technology and connectivity

Action 4.3- Purchase technology devices to assure students have devices for instruction and learning- Somewhat effective- The staff, students, and parents expressed in the technology survey that all students had devices this year. Many devices were purchased the previous 2 years with Covid funding.

Action 4.4- Internet- Effective. This helped support the access of our internet agreement with Comcast. It is essential for our student and staff. The staff and students said that the internet was very good and allowed all students and staff to work without lagging or delays.

Action 4.5- School Technology plan- Effective. We collegially worked with Valleyexpetec in developing a plan that focuses on the technology needs now and in the future. This plan layed out the needs of the school to keep current in hardware and softare and infrastructure. The staff and student technology surveys said that the technology was accessable in all classes.

Action 4.6- Technology Infrastructure Support- effective.Our technology infrastructure needs to be monitored, repaired, upgraded, and prepared for future technology. Our infrastructure was getting obsolete. We had to make our infrastructure robust enough to meet the technology needs of the students and staff in the future. This provides for a technician to work for us to plan, purchase , and implement our technology. It also keeps our school and staff up to date with technology protocols.The staff and students said that the internet was very good and allowed all students and staff to work without lagging or delays.

Action 4.7-Technology Infrastructure-effective: This allows us to purchase hardware and software designed to keep technology infrastructure up-to-date and able to provide needed technology to staff, students, and community. The staff and students said that the internet was very good and allowed all students and staff to work without lagging or delays.

Action 4.8- Electives for students- Limited effectiveness- Contracted services to provide technology classes for students in computers, programming, robotics. We ended up using our ELOP program to implement this. In the spring surveys and empathy interviews, the staff thought electives were a good idea, but many did not know what to teach and how to teach electives during the regular school day. The students said that they wanted electives, but were not specific when asked about what electives they would like.

Action 4.9- Supplemental curriculum to support the core curriculum- limited effectiveness- We found it difficult to find the instructional time to implement this. We used our ELOP Programs to implement this. In the spring surveys and empathy interviews, the staff wanted some direction on what to specifically include in the supplemental curriculum to support their core curriculum.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Here are potential changes for each factor that can have a positive impact:

1. Technology Staff Development:

Ongoing Professional Development: Ensure that technology staff development is ongoing and keeps pace with evolving technology tools and teaching methodologies.

Customized Training: Tailor training to educators' specific needs and teaching contexts to maximize its relevance and effectiveness.

Incorporate the specific suggestions and recommendations the staff made to embellish their staff development ideas expressed in the the technology survey and empathy interviews. Metrics would be kept, but there will be an analysis to see if the recommendations were implemented.

Removed Actions: School Technology Plan. The plan was created and is good for four years. Updates will be made periodically.

Action 4.8- Electives for students was deleted and will be implemented in the ELOP and ELOg programs.

Action 4.9- Supplemental curriculum to support core curriculum was removed. The action 1.2 will support supplemental curriculum

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Improving Pupil Attendance and Truancy Rates Maintaining a Positive Learning Environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The school’s overall attendance percentage will be monitored.	Attendance percentage 95%	2021-2022: Attendance Percentage: 91%	2022-2023: Attendance Percentage: 91%	In progress. The attendance percentage now is 93%.	Attendance percentage 97%
2. Parent participation in decision making and direction setting for the school will be measured by conducting an annual school climate and safety assessment among students, parents, and staff using the California School Climate, Health, and Learning Survey (CALSCHLS) or other comparable system. Data are analyzed and shared with stakeholders.	Parents: Parent support : 2 Parent engagement: 2 Parent self-efficacy: 2 Perception of school climate: 2 Parent perception of school program: 2 Parents will become more engaged and view their roles and responsibilities: 2	In Spring, 2022, an annual school climate and safety assessment among students, parents, and staff using the California School Climate, Health, and Learning Survey (CALSCHLS) or other comparable system. Data are analyzed and shared with stakeholders. Parent support : 3 Parent engagement: 2 Parent self-efficacy: 3	In Spring, 2023, an annual school climate and safety assessment among students, parents, and staff using the California School Climate, Health, and Learning Survey (CALSCHLS) or other comparable system. Data are analyzed and shared with stakeholders. Parent support : 3 Parent engagement: 3 Parent self-efficacy: 3	In Spring, 2024, an annual school climate and safety assessment among students, parents, and staff using the California School Climate, Health, and Learning Survey (CALSCHLS) or other comparable system. Data are analyzed and shared with stakeholders. Parent support : 3 Parent engagement: 3 Parent self-efficacy: 3	Parents: Parent support : 3 Parent engagement: 3 Parent self-efficacy: 3 Perception of school climate: 3 Parent perception of school program: 3 Parents will become more engaged and view their roles and responsibilities: 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Rubric Continuum of 1-5 1 2 3 4 5</p> <p>1. Far Below basic Never, 50-59%</p> <p>2. Below basic Once in awhile, Mildly well, Fairly well, 60-69%</p> <p>3. Proficient Frequently, Well, 70-79%</p> <p>4. Advanced-Very well, 80-89%</p> <p>5. Outstanding, 90% or above</p>	<p>Parent feelings of opportunities for input into district decision making: 2</p> <p>Students: Students feel safe: 4</p> <p>Students like school: 5</p> <p>Students feel support from teachers academically and affectively: 5</p> <p>Students feel they follow rules:5</p>	<p>Perception of school climate: 3</p> <p>Parent perception of school program: 3</p> <p>Parents will become more engaged and view their roles and responsibilities: 2</p> <p>Parent feelings of opportunities for input into district decision making: 2</p> <p>Students: Students feel safe: 4</p> <p>Students like school: 5</p> <p>Students feel support from teachers academically and affectively: 5</p> <p>Students feel they follow rules:5</p>	<p>Perception of school climate:4</p> <p>Parent perception of school program: 3</p> <p>Parents will become more engaged and view their roles and responsibilities: 3</p> <p>Parent feelings of opportunities for input into district decision making: 3</p> <p>Students: Students feel safe: 4</p> <p>Students like school: 5</p> <p>Students feel support from teachers academically and affectively: 5</p> <p>Students feel they follow rules:5</p>	<p>Perception of school climate:4</p> <p>Parent perception of school program: 3</p> <p>Parents will become more engaged and view their roles and responsibilities: 3</p> <p>Parent feelings of opportunities for input into district decision making: 3</p> <p>Students: Students feel safe: 4</p> <p>Students like school: 5</p> <p>Students feel support from teachers academically and affectively: 5</p> <p>Students feel they follow rules:5</p>	<p>Parent feelings of opportunities for input into district decision making: 3</p> <p>Students: Students feel safe: 5</p> <p>Students like school: 5</p> <p>Students feel support from teachers academically and affectively: 5</p> <p>Students feel they follow rules:5</p>
3. Suspension Rate	(2020-2021) 0%	(2021-2022) 0%	2022-2023) 0%	2023-2024 0%	Maintain 0%
4. Expulsion Rate	(2020-2021) 0%	(2021-2022) 0%	2022-2023) 0%	2023-2024 0%	Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. Chronic Absenteeism	(2018-2019) Actual: 23.1%	(2021-2022) 23.2%	2022-2023) 23.2%	2023-2024 34.7%	5%
6. Middle School dropout rate	(2020-2021) 0%	(2020-2021) 0%	2022-2023) 0%	2023-2024 0%	Maintain 0%
7. Facility Inspection Tool (FIT) Survey	Rating of Good	Rating of Good (2021-22)	Rating of Good (2022-23)	Rating of Good 2023-2024	Rating of Good
8. Parent Education Program	12 parents graduation from first class	19 Parents participated in 3 parent nights (2021-22)	19 Parents participated in parent nights; 15 graduated. (2022-23)	11 Parents participated in parent nights; 5 graduated. (2023-24)	15 parents graduation from class
Staff sense of school safety and student connectedness to school.	<p>_____ % of staff feel that the district provides a safe environment for students and staff.</p> <p>_____ % of staff feel that the school provides a caring and welcoming environment where students feel engaged and connected.</p>		This is a new required Metric for 2023-24. Baseline will be established with results for the 2023-24 school year.	<p>Survey will be given in Spring 2023-2024</p> <p>97% of staff feel that the district provides a safe environment for students and staff.</p> <p>95% of staff feel that the school provides a caring and welcoming environment where students feel engaged and connected.</p>	<p>97% of staff feel that the district provides a safe environment for students and staff.</p> <p>95% of staff feel that the school provides a caring and welcoming environment where students feel engaged and connected.</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were not able to establish a Family Center because of lack of facilities.

Facilities (Moderate effectiveness)- School facilities are maintained in good repair and promote the health and wellbeing of occupants, conserve energy and water, and have clean indoor air. Developing a Facilities Master Plan to better understand current and long-term facility needs; Implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative; Ensuring compliance with the ADA.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.2

There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 5.2: Attendance Incentives- The original budget allocated funds to purchase incentives for students to encourage them to be at school every day and to improve attendance. Some incentives were purchased, but our new attendance clerk (Action 5.11) worked with the staff to establish a more effective attendance plan. She also was able to work with local stores and businesses to donate the needed incentives for the students. In doing so, the money set aside for Action 5.2 was not fully utilized this year.

Action 5.5

There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 5.5: Multi-tiered system of Supports- The original budget allocated funds for professional development and materials to support staff in implementing a more comprehensive multi-tiered system of supports for our students. However, actual expenditures were lower than anticipated due to unanticipated training opportunities: We were able to utilize the expertise of our Triage Social Workers, Counselor, and psychologist who provided the needed professional development and materials as a part of their services that they provided. In doing so, the money set aside for Action 5.5 was not fully utilized this year.

Action 5.6

There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 5.6: Facilities- The original budget allocated funds for facilities improvement. The goal was to begin this improvement this year, but we were only able to start the planning with our architect. We started to develop a Facilities Master Plan to better understand current and long-term facility needs. In doing so, the money set aside for Action 5.6 was not fully utilized this year. We are currently working with our architect to start the facilities improvements and will try to use modernization and bond money instead.

Action 5.10

There was a material difference between the budgeted expenditures and estimated actual expenditures for Action 5.10 Family Center: The original budget allocated funds to help create a physical Family Center as a resource for our families. Because of a lack of available facilities, we were not able to do this. To help bring services to the families, we will bring items like food and clothing directly to the families or in other areas of the campus. There were no expenditures; the money set aside for Action 5.10 was not fully utilized this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 5.1 Counselor (Effective) We hired a part time counselor and extended her to full time. The staf, students, and parents wrote on their spring surveys and empathy interviews that the counselor has helped the studenrs and parents providing counseling support and socio-emotional needs. Teachers also expressed that an emphasis on improving the socioemotional needs of the students and the Character Counts presentations have led to students being more prepared, more empatheic, and more focused in class.

Action 5.2 Attendance incentives (effective) Incentives for good and improved attendance has helped motivate students and families to be at school every day. The incentives appear to be effective. The Suspension rate, expulsion rate, middle school drop out rates were low: 0%. Data from the School Attendance Review Board has indicated that the attendance percentage is 93%.

Action 5.3 Nurse (effective)- This provided additional days for the county nurse to provide health and wellness support for students and families. The spring surveys from parents, staff, and students were positive in the indicators that reflect the nurse's impact on health outcomes, accessibility, communication, and overall well-being within the school community. The following areas were addressed:

1. Health management and student care- The staff and parents felt that the nurse was effective when dealing with :
 - Response to health issues
 - Chronic condition management
 - Medication administration
2. Health education and promotion
 - Health education efforts- There were more student feedback because the nurse works directly with them in health education. They like her education presentations and indicated that they learned a lot.
 - Preventive programs: The nurse arranges for community dental screenings, scoliosis checks, eye and hearing checks
3. Accessibility and Availability
 - Parents are satisfied with the nurse's availability and the ease of reaching her when needed.
 - The nurse responds to health-related incidents or requests for support in a timely manner
4. Communication and collaboration
 - Communication with parents: The nurse effectively communicates with parents about their children's health, including follow-ups after incidents and updates on chronic conditions.
 - Collaboration with staff: The nurse works well with teachers and administration to accommodate students' health needs.
 - Information sharing: The nurse provides clear, timely, and useful health information to the school community, such as updates on contagious illnesses or guidance on health protocols.
5. Impact on attendance and learning
 - Reduction in absenteeism: The nurse is a member of the School Attendance Review Team. Her input helps reduce health-related absence.
 - Support for Students' Learning: Students with health needs are supported in a way that minimizes disruption to their learning.
7. Empathy and professionalism

- Caring attitude: The students feel comfortable visiting the nurse. Parents and staff see that the nurse is empathetic, supportive, and understanding of students' health needs?
- Professionalism and confidentiality: The nurse maintains professionalism and confidentiality when dealing with health-related matters.

8. Health screening and follow-up

- Effectiveness of health screenings: Health screenings (e.g., vision, hearing) are conducted regularly, and follow-up actions taken when issues are identified.
- Tracking Health Concerns: The nurse effectively monitors and follows up on individual student health concerns.

9. Crisis Response and emergency preparedness

- Preparedness for emergencies: The nurse demonstrates preparedness and confidence in managing emergencies (e.g., injuries, asthma attacks, allergic reactions).
- Training staff in emergency procedures: The nurse provides training to staff on responding to medical emergencies, such as administering EpiPens or performing CPR.

Action 5.4 Noon duty supervisors noon duty supervisors for supervision for safe learning climate.

Action 5.5 Multi-tiered system of supports (MTSS) (effective) Utilize a Multi-Tiered System of Supports (MTSS) such as Positive Behavior Intervention and other academic and SEL supports to improve school climate, address school safety, and overall student wellness. The spring surveys for staff and felt the Multi-Tiered System used in our Student Success Team meetings have been effective this year. They also felt the SEL program from Suite 360 provided support in implementing the SEL program in their classroom. According to the spring survey for students they liked the SEL program and felt the lessons learned helped them at school and home.

Action 5.6 Facilities (Moderate effectiveness)- School facilities are maintained in good repair and promote the health and wellbeing of occupants, conserve energy and water, and have clean indoor air. Developing a Facilities Master Plan to better understand current and long-term facility needs; Implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative; Ensuring compliance with the ADA. We are currently working with our architect to start the facilities improvements and will use modernization and bond money. According to the spring surveys and empathy surveys the staff, parents and students felt that the school campus was safe and conducive to learning.

Action 5.7 Extend RSP days 4 additional days per week. (effective)- Increase days of Resources teacher (Special Education Teacher- SPED) from 1.5 days to 5 days to work with students with learning disabilities and behavioral issues. Resource teacher work with students and the teachers so that their students can access the curriculum and get the most out of their education. This would provide the services and goals established in the IEP. This action is designed to meet the needs of low-income, EL, and/or foster youth students who also happen to be SpEd. According to the spring survey, the staff felt that extending the RSP support to five days has helped students who are on the RSP teacher's case load.

Action 5.8 Attendance Plan (effective) An attendance plan describing, monitoring and enforcing attendance will be written. The plan will be describing the attendance policy of the school, progressive discipline based on the number of absences and tardies, alternatives to suspension, and initiate a Stone Corral School Attendance Committee to monitor all student attendance. Extra duty to monitor and process

attendance reports. The plan was very successful this year and we plan to continue it next year. The plan was extended to this year and fully implemented. The plan is used to monitor student attendance. Our attendance clerk monitors, then refers students based on specific criteria. We have monthly meetings with the student, parents, teacher, nurse, social workers, counselor, and school administrator. The students' attendance is analyzed, a success plan is developed, and each student's attendance is monitored.

Action 5.9 Parent Education (effective)- We contracted with PIQE to present parenting classes in the spring. The parenting classes provided by the PIQE Program. This year's classes focused on STEM instruction and how parents could support their children in science and STEM. Parent surveys were very positive regarding the content and process of the classes.

Action 5.10 Family Center (delayed) A Family Center was to be established to be a "home base" and a resource for parents, community members, and volunteers. It has the support of our counselor, parents, and social workers. We have not found a suitable facility to house it. We currently provide the services in and around the school. Spring surveys from the staff and parents were supportive of having a Family Center and felt the resources that could be provided would benefit the students and families.

Action 5.11 Attendance Clerk (effective) This person communicates with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues and meeting district and state absence notification requirements. The attendance clerk will fully implement the school's attendance plan, monitor student attendance, contact parents to verify absences and to encourage perfect attendance. The person who is the attendance clerk is a very good worker and has good rapport with the staff, support team, parents, and students. Our attendance rate will improve. The staff spring surveys and empathy interviews were very positive regarding the attendance clerk and how the attendance plan is handled to help improve student attendance.

Action 5.12 (Effective)- A TCOE BHS Mental Wellness Services triage worker will serve as liaisons between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors, and other contacts, to help children who face problems such as disabilities, abuse, or poverty. Maintain case history records and prepare reports. We were assigned two part time social workers. The spring staff, parent surveys and empathy interviews indicated that they felt the Mental Wellness Workers have been incredible helping students, families, and staff. The staff felt that they are important members of our MTSS and attendance teams.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We plan to keep these actions in place. They were very effective.

Counselor- The full time counselor was hired to provide counseling support for instruction and socio-emotional learning. This was very effective in helping to bring students back to school and to establish a successful foundation for learning. The counselor was very effective in establishing Multi-Tiered System of Supports (MTSS) for the students.

The social worker were an effective assest to the school where they address facets contributing to ensuring student well-being by providing necessary supports and information to families and other educational partners

Nurse: Our TCOE nurse was assigned additional days to provide health and wellness support for students.

Noon Duty Supervisors: Noon Duty Supervisors for supervision for safe learning climate were hired and utilized.

Multi-Tiered System of Supports (MTSS) : Utilize a Multi-Tiered System of Supports (MTSS) such as Positive Behavior Intervention and other academic and SEL supports to improve school climate, address school safety, and overall student wellness were established, especially utilized in the Student Study Team process.

Resource Teacher: The Resources teacher was extended (Special Education Teacher- SPED) from 1.5 days to 5 days to work with the MTSS team in meeting the needs of students with learning disabilities and behavioral issues. The Resource teacher worked with students and the teachers so that their students could access the curriculum and get the most out of their education. This would also ensure that we provided the services and goals established in the IEP. This would provide the services and goals established in the IEP. This action is designed to meet the needs of low-income, EL, and/or foster youth students who also happen to be SpEd.

Attendance plan: An attendance plan describing, monitoring and enforcing attendance was written. The plan described the attendance policy of the school, progressive discipline based on the number of absences and tardies, alternatives to suspension, and a Stone Corral School Attendance Committee was initiated.

Attendance incentives: Attendance incentive and awards were purchased for students who had excellent or improved attendance.

Last year, we added the required metric measuring staff sense of school safety and student connectedness to school.

Removed Actions:

Facilities: School facilities were maintained in good repair and promoted the health and wellbeing of staff and students, conserve energy and water, and have clean indoor air. A Facilities Master Plan was developed to better understand current and long-term facility needs; The staff worked collegially to Implement a regular preventive maintenance as a cornerstone to an effective maintenance initiative; ensuring compliance with the ADA.

Family Center: Because of lack of facilities, we will instead expandi the roles and responsibilities of the triage worker to include these components. Our Mental Wellness Services can provide a comprehensive range of services similar to a Family Center, ensuring that families receive the holistic support they need.

1. Comprehensive Intake and Assessment

2. Resource Coordination and Referral Services

Referral to Community Services: The triage worker should maintain a directory of community resources and services, including mental health clinics, food banks, housing support, and legal aid. They can connect families to these resources, just as a Family Center would.

Follow-Up on Referrals: To mirror the comprehensive support of a Family Center, the triage worker should follow up on referrals to ensure families are successfully connected to the services they need and to address any barriers they may face.

3. Crisis Intervention and Immediate Support

Crisis Response: The triage worker can handle situations that require immediate intervention, such as when a child or parent is experiencing a mental health crisis, similar to the role of a Family Center in providing immediate help.

Emergency Referrals: If there is a situation that needs urgent mental health or medical support, the triage worker can coordinate emergency referrals, such as directing the family to a crisis stabilization unit or emergency services.

4. Counseling and Mental Health Services

Short-Term Counseling: The triage worker can provide brief, solution-focused counseling sessions to address immediate concerns, similar to what some Family Centers offer as part of their mental wellness support.

Group Support: Facilitating support groups for parents, children, or families facing similar challenges (e.g., anxiety management, parenting skills) can provide the community-building and peer support often found in Family Centers.

5. Family Support and Case Management

Ongoing Case Management: The triage worker can take on a case management role by creating individualized service plans, helping families navigate complex systems, and providing ongoing support.

Advocacy: The worker can advocate for families to ensure they receive necessary services from schools, healthcare providers, and social services.

6. Workshops and Educational Programs

Parenting Classes and Life Skills Training: The triage worker can organize or facilitate workshops on parenting techniques, stress management, budgeting, or other life skills, similar to programs offered by Family Centers.

Health Education: Provide information sessions about mental health, nutrition, safety, and other topics that benefit families' well-being.

7. School-Based Support and Coordination

School Liaison Services: Act as a liaison between the school, families, and mental health services. This involves collaborating with teachers and school counselors to support students' emotional and academic needs.

Intervention Plans for Students: Assist in developing intervention plans for students facing mental health or behavioral challenges, ensuring support is provided both at school and home.

8. Connecting Families to Financial and Social Support Services

Assistance with Benefits and Applications: Help families apply for benefits like Medicaid, food stamps, or housing assistance, similar to the social service navigation provided by Family Centers.

Referral to Job Training and Employment Services: Provide families with connections to job training programs, career counseling, and employment services to help address economic challenges.

9. Holistic Family Support Approach

Strengths-Based Approach: Like Family Centers, the triage worker can focus on building on the family's strengths while addressing areas of need. This approach promotes resilience and empowerment.

Cultural Sensitivity: Ensure that services are culturally relevant and responsive to the needs of diverse families, which is often a cornerstone of Family Center programs.

10. Monitoring and Outcome Tracking

Track Progress: Establish metrics to monitor the success of referrals and interventions. For example, measure improvement in family stability, mental health outcomes, or access to services.

Regular Follow-Ups: Schedule periodic check-ins to see if families' needs have changed or if further support is needed, similar to the ongoing support structure of Family Centers.

Added Action Differentiated Assistance

Differentiated assistance is a system of support and intervention provided to schools that have been identified as needing additional assistance to improve student achievement.

Under California's accountability system, schools are assigned a performance level based on a range of factors, including student test scores, graduation rates, and suspension rates. Schools that fall into the bottom two performance categories are identified as needing differentiated assistance.

The purpose of differentiated assistance is to provide targeted support to help schools improve their performance and meet the needs of their students. This may include providing additional resources, professional development opportunities for teachers and staff, and coaching and mentoring to help school leaders improve their instructional practices. Differentiated assistance is part of California's broader efforts to improve educational equity and ensure that all students have access to high-quality educational opportunities. By providing targeted support to schools that need it most, California aims to help all students succeed and reach their full potential.

Our school qualifies because:

Priority 4: Pupil Achievement: Very low in English Arts and Mathematics Hispanic and socioeconomically disadvantaged student groups

Priority 5: Pupil Engagement: Very high in Chronic Absenteeism for Hispanic and Socioeconomically Disadvantaged student groups

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stone Corral Elementary School District	Christopher Kemper Superintendent/Principal	ckemper@stone-coral.k12.ca.us (559) 528-4455

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Stone Corral Elementary School is a single K-8 school in the Stone Corral Elementary School District. It is situated in the northeastern region of Tulare County and is characterized as a remote rural school. The school currently serves a student population of 110, spanning from Transitional Kindergarten (TK) to Kindergarten to 8th grade. Notably, the student body is predominantly of Hispanic ethnicity, with 96.6% of the students falling into this category. Additionally, the school has a 99.1% economically disadvantaged student population, as determined by the eligibility for free and reduced-price lunches.

Within the student body, 69.8% of the students are classified as English Learners, indicating that they are in the process of acquiring proficiency in English. Our demographics also include 7.8% Students with Disabilities and 2.6% White.

Moreover, 5.2 % of the students are identified as Foster Youth, suggesting they are under the care of the foster care system. Furthermore, 79% of the students' parents have not attained a high school diploma, highlighting the lower educational attainment level among parents in the school community.

A substantial portion of the school's Title I budget, exceeding 20%, is allocated to support high-quality and pertinent staff development programs. This investment demonstrates a commitment to enhancing the skills and knowledge of the school's educators.

The instructional team at Stone Corral consists of a Superintendent/Principal who serves as the administrative leader, one Transitional Kindergarten teacher (TK), one Kindergarten teacher, one grade 1 teacher, and one teacher for grade 2nd to 3rd. There is one teacher for 4th-grade, one teacher for 5th and 6th-grade combined, and one teacher for 7th and 8th-grade combined.

Additionally, the staff includes two teacher tutors, four instructional aides, one library aide, and three noon duty supervisors. The school is equipped with computers in both the administrative office and all classrooms, which are interconnected through a network and have internet access.

Every Wednesday, the school operates on a minimum day schedule, giving teachers and staff the opportunity to collaborate on planning and participate in staff development activities.

Stone Corral School is a place where we strive to nurture children to grow to their full potential. It is the mission of Stone Corral School, through a partnership with parents and community, to ensure every child masters their grade level standards based curriculum in a nurturing and safe environment. The following vision statement is to provide the standards that Stone Corral School strives to achieve and maintain:

Curriculum

Students receive a balanced, rigorous, standards based curriculum. The school articulates the outcomes it seeks for all students and monitors student progress using a variety of assessments. Effective and differentiated instruction is used to support student learning.

Attention to Individual Students

Stone Corral School recognizes the value of each student. Every student is an integral member of the school community. Students' behavior, academic progress, and emotional wellbeing are monitored and assistance is given when needed.

Staff

The staff at Stone Corral School is committed to the success of every student. The staff consistently supports each other.

School Climate

Stone Corral School provides an orderly and inviting climate that is conducive to learning and protects instructional time.

Community Support

Stone Corral School will work closely with parents, community members.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Stone Corral is refining a systemic approach to supporting all students' academic, behavioral and social/emotional needs. All students need specific support, whether to bring them up to grade level academically, support development of a specific skill, or support to enrich and challenge them to continue to excel.

The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.

All Students - 104.9 points below the standard

English Learners - 110 points below standard. Declined 22 points

Hispanic - 107.6 points below standard. declined 161.1 points

Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points

MATHEMATICS (2023 Dashboard)

Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Orange.

All students - 116.3 points below the standard. Increase 11.9 points

English Learners (EL) - 119.1 points below standard. Increased 4.8 points

Hispanic - 117.1 points below standard. Increased 12.7

Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points

The student SUSPENSION RATE per the 2023 Dashboard reflects that 0% of students were suspended in 2022-23. This is a definite success.

According to the California School Dashboard, 48.5% (compared to 57% last year) of the English Language Learners are making progress towards English language proficiency.

Basics: Teachers, Instructional Materials, Facilities

According to the local data. Stone Corral has 7 teachers. One of them is in the intern program.

Additional Comments

Stone Corral annually measures its progress in meeting the Williams settlement requirements at 100%, and promptly addresses any complaints or other deficiencies identified throughout the academic year; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics. Please see California Dashboard for data.

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how a district builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

The survey conducted in the spring of 2024 shows the following data:

Parents Perception of school climate: 2--below basic/ once in awhile, mildly well, fairly well, 60-69%

Parent perception of school program: 2- below basic/ once in awhile, mildly well, fairly well, 60-69%

Parents feel connectedness: 2--below basic/ once in awhile, mildly well, fairly well, 60-69%

Parents will become more engaged and view their roles and responsibilities: 2 below basic/ once in awhile, mildly well, fairly well, 60-69%

Parent feelings of opportunities for input into district decision making: 2 below basic/ once in awhile, mildly well, fairly well, 60-69%

The data shows that the parent perception of school climate, program, connectedness, engagement, roles were below basic

The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.

All Students - 104.9 points below the standard

English Learners - 110 points below standard. Declined 22 points

Hispanic - 107.6 points below standard. declined 161.1 points

Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level English Language Arts Standards (2022-23: CAASPP)

Level 1: 69.33% Standards Not Met

Level 2: 16.00% Standards Nearly Met

Level 3: 8.00% Standards Met

Level 4: 6.67% Standards Exceeded

Formative and diagnostic assessments to monitor student progress and identify student needs for literacy instruction and intervention.

***Include local data to demonstrate performance in academic areas such as Renaissance, Local Benchmarks, BAS assessment, etc. Provide a reflection on progress or lack of progress.

We are starting to look at programs for Tier 2 intervention. Tier 2 intervention refers to a targeted support system provided to students who require additional assistance beyond the general instruction provided to the entire class. It is part of a multi-tiered framework called Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) that aims to address students' diverse learning needs.

****Include data to demonstrate performance and reflect on the progress or lack of progress.

We adopted The Fountas & Pinnell Leveled Literacy Intervention (LLI) program. It is a research-based reading intervention program designed to provide targeted support to struggling readers.***Include data to demonstrate performance and reflect on the progress or lack of progress.

The STAR assessments in grades K-3 were not useful to staff in determining progress. 2. The SuccessMaker assessment scores were too cumbersome and did not provide the data we needed. 3. The Interim CAASPP assessments were useful, but did not show student academic status or progress. Teachers will be using these assessments instead: 1. Reading Benchmark assessments. 2. Running records 3. DIBELS assessments ***

MATHEMATICS (2023 Dashboard)

Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Orange.

All students - 116.3 points below the standard. Increase 11.9 points

English Learners (EL) - 119.1 points below standard. Increased 4.8 points

Hispanic - 117.1 points below standard. Increased 12.7

Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points

The staff analyzed the local assessment data and see that many students are constantly playing catch-up in skills and concepts in math. As students progress in grades, they get further and further behind.

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level Math Standards (2022-23: CAASPP)

Level 1: 82.67% Standards Not Met

Level 2: 9.33% Standards Nearly Met

Level 3: 8.00% Standards Met

Level 4: 0.00% Standards Exceeded

The staff analyzed the local assessment data and see that many students are constantly playing catch-up in skills and concepts in math. As students progress in grades, they get further and further behind. As students go into the middle grade, teachers need to focus on skills that

students are missing to help bring them up to grade level so that grade level standards can be taught. Our staff will be looking at ways to develop catch up plans for each students to bring them closer to grade level

ENGLISH LEARNER PERFORMANCE

Data from 2022-23 CAASPP/ELPAC SUMMATIVE

The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient

Level 1 (Minimally Developed) 23.75%

Level 2 (Somewhat developed) 33.75%

Level 3 (Moderately Developed) 30.00%

Level 4 (Well Developed) 12.50%

Student English Language Acquisition Results (2023 Dashboard)

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Els who decreased at least one ELPI Level: 17.2%

ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 32.8%

ELs who maintained ELPI Level 4: 7.8%

ELs who progressed at least one ELPI Level: 42.2%

According to the 2023 California School Dashboard, 48.5% (compared to 57% last year) of the English Language Learners are making progress towards English language proficiency.

ATTENDANCE

Chronic Absenteeism indicator is RED on CA Dashboard with 34.7% of all students considered chronically absent. This shows 11.5% increase from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the RED performance level on the 2023 Dashboard. All student groups showed an increase in chronic absenteeism.

All Students - 34.7% (Increased 11.5%)

English Learners (EL) - 28.4% (Increased 12.4%)

Hispanic - 34.2% (Increased 11.1%)

Socioeconomically Disadvantaged (SED) - 34.4% (Increased 10.5%)

Tiered social-emotional supports with designated counselors monitoring are being implemented and targeting students with counseling and community-based organizations for a wide range of prevention and intervention support services based on need. Improving student information system, data collection and student identification procedures for students to ensure that students can be identified, monitored, and served effectively.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Differentiated Assistance We are working with the Tulare County Office of Education and qualify for Differentiated Assistance. Differentiated assistance is intended to support school districts in building their capacity to improve student outcomes through the LCAP process, focusing in on the following student groups:

- Priority 4- Academic (Hispanic, English Learners, SED)
- Priority 5- Chronic Absenteeism (Hispanic, English Learners, SED)

There is a coach assigned to our school who works with our staff in providing a program assessment tool to compare our program with quality criteria of an outstanding program.

Here is what we have developed so far:

1. Formulate a Problem Statement. Some discussion around 57% of ELs making progress- this is a concern but maybe not our top concern
2. Our writing instruction is not currently systematic- we need common writing rubrics and assessments
3. There was much discussion around the need for foundational skills in all grade levels, including 4th through 8th

Resources referenced: Standards Progressions, Standards Matrix Progression

4. Begin a Root Cause Analysis. From the following tools: the team engaged in a 5 Whys Protocol: Systems Thinking Iceberg, Process Map, Fishbone Diagram, 5 Whys Protocol

- a. Why 1- English is not their first language, rules are different in Spanish, can't practice at home, no local library/access to books, time together with family is focused on other things
- b. Why2- We haven't been systematically teaching foundational reading skills in class, we were taking a "balanced" approach through HM, teacher capacity needs beyond the program, there were no PL options available for this in the last several years, it wasn't a central part of "hot topics" or a focus in education
- c. Why 3- we are all teaching phonics in our own way, we are not planning in teams, no official adopted curriculum for phonics (or base program is lacking), no official assessment in phonics (now we will have DIBELS), no intentional planning time around phonics

DA Plan/Timeline of Support . We discussed our next steps around gathering "Street Data"

Possibly digging in more deeply next fall, but if we want perspective from our outgoing 8th graders, we've got to catch them before they leave.

Top "learning question" to ask of our 8th graders- "How ready do you feel to read and navigate texts in high school?" (Maybe sliding scale one question survey with an optional open response to explain).

From this pulse check, making a list of students to chat with and ask the same question along with "What did you appreciate about how we handle reading here at SC?" or "If you could change anything about how we do reading, what would it be?"

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers and Other School Personnel (The district has no collective bargaining units)	Teachers and classified staff met 8/8/23, 9/13/23; 10/11/23; 1/24/24; 2/7/24; 2/28/24; 3/6/24; 4/17/24; 4/24/24 to discuss data on the LCAP., each goal, and actions; then discussed what actions were effective and to see if any modifications were needed. There are no bargaining units.
Parents and community	Stone Corral engaged in thoughtful and meaningful dialogue with parents, staff, and community members to examine the current level of performance of all students. Our SSC was able to serve as our Parent Advisory Committee because it included representation of FY, SED, parents of students with disabilities, and EL parents parents involved in the School Site Council/ District English Learner Advisory Committee (DELAC) (4/10/24); (4/24/24); (5/8/24); (6/19/24); Information provided to Educational Partners at the meetings included student enrollment data, sources of school funding, overview of state priorities and the LCAP goals, Dashboard and local student performance data, and summary of past actions included in the LCAP. The Stone Corral staff continues to work effectively toward a community of excellence. Meetings for special needs (SELPA) which discussed the LCAP (5/8/24; (6/19/24); and board meetings (2/8/24, 3/14/24; 4/11/24; and 5/9/24).The process included a specific examination of the state identified subgroups, (Low SES, Foster Youth, students with Disabilities, and English Learners). The superintendent responded in writing to comments shared by ELAC/DELAC and the PAC.

Educational Partner(s)	Process for Engagement
Students	Engagement this year included presentations to the student leadership team (ASB) 2//8/24, 4/10/24, and 5/15/24); these meetings focused on the goals and actions in the LCAP. In discussing these, we tried to give reasons why these goals and actions were there - to benefit the students academically and socio-emotionally. We also used student surveys to get student input (5/8/24).
Administrators	The district has one Superintended/Principal that coordinates and participates in all engagement and consultation with educational partners for purposes of LCAP Development.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Stone Corral engaged in thoughtful and meaningful dialogue with parents, staff, and community members to examine the current level of performance of all students. The process included a specific examination of the state identified subgroups, (Low SES, Foster Youth, students with Disabilities, and English Learners)

As a result of including the school community (educational partners in the development of the LCAP, we have decided to focus on the high priorities:

To support Goals 1,2,3,4,
 Allow time for teachers to collaborate and focus on vertical articulation and different approaches to math education (Action 2.1)
 Stone Corral will focus on the core curriculum: Wonders and MyMath and focus on the standards in the classroom, and ensure fidelity to the adopted curriculum and supplemental it to align the curriculum to the common core standards.

Allow time for teachers to collaborate and focus on vertical articulation and different approaches to math education.

Provide tutorials and behavior support programs.

Provide staff and resources for early academic intervention in math/reading.

Focus on early literacy and K-8 reading programs

Maintain resources and personnel to support and improve the district’s educational technology and internet network.

Provide test practices and study skills training to prepare students to take exams

Stone Corral should offer before/after school intervention programs and continue to implement ELD instruction using ELD material. The

intervention will focus on ELD and language arts for the EL students.

Provide training, materials and support for implementing English Language Development (ELD) strategies to help English learners be successful

Expand electives/extracurricular activities such as S.T.E.M.

To support Goal 5: School climate: Support for students and families for School Climate

Physical Dimension

1. Safe and Clean Environment

- Regular Maintenance: We will ensure the school is clean, well-maintained, and safe. We will conduct regular inspections and address any issues promptly.
- Safety Measures: We will continue to implement comprehensive safety measures, including secure entrances, surveillance cameras, and regular safety drills.

2. Welcoming Spaces

- Inviting Common Areas: We will create inviting common areas such as libraries, rooms, and outdoor spaces where students and staff can relax and interact.
- Student-Centered Design: We will involve students in designing and decorating common spaces to reflect their interests and cultures.

3. Healthy Environment

- Air Quality and Lighting: We will continue to ensure good air quality and proper lighting in classrooms and common areas to create a conducive learning environment.
- Nutrition and Wellness: We will provide healthy food options and promote wellness programs to support students' physical health.

4. Accessible Facilities

- Adequate Resources: We will equip classrooms with modern technology and resources that support diverse learning needs and styles.

5. Social Dimension

A. Positive Relationships

- Mentoring Programs: We will establish a mentoring program that foster positive relationships between students and staff.
- Peer Support Systems: We will develop peer support programs where students can help each other academically and socially.

B. Inclusive Culture

- Cultural Competence Training: We will provide training for staff on cultural competence and sensitivity to create an inclusive and respectful school culture.

- Diversity Celebrations: We will celebrate cultural diversity through events, festivals, and curriculum that reflects the diverse backgrounds of the student body.

C. Socio-emotional Support

- Anti-Bullying Programs: Implement comprehensive anti-bullying programs that include education, prevention, and intervention strategies.
- Socio-emotional Learning- We will further develop a socio-emotional curriculum for use school wide and in the classrooms.
- Support Services: We will provide counseling and support services for students who experience or witness bullying.

D. Parental Involvement

- Engage Families: We will involve parents and families in school activities and decision-making processes to strengthen the school community.
- Effective Communication: We will maintain open and effective communication channels with parents to keep them informed and engaged.

6. Academic Dimension

A. High-Quality Instruction

- Professional Development: We will continue to provide ongoing professional development for teachers to improve instructional practices and stay current with educational research.
- Differentiated Instruction: We will use differentiated instruction to meet the diverse learning needs of all students.

B. Student Engagement

- Active Learning: We will work with the staff to incorporate active learning strategies that engage students in the learning process, such as group work, projects, and hands-on activities.
- Relevant Curriculum: We will design a curriculum that is relevant and interesting to students, connecting learning to real-world applications.

C. Supportive Learning Environment

- Academic Support: We will offer tutoring, after-school programs, and other academic support services to help students succeed.
- Positive Reinforcement: We will continue to use positive reinforcement and recognition programs to celebrate academic achievements and efforts.

D. Continuous Assessment and Feedback

- Assessments: We will use multiple assessments to monitor student progress and provide timely feedback.
- Student Voice: We will involve students in setting learning goals and self-assessment to empower them and enhance their ownership of learning.

7. Data-Driven Decision Making

- Climate Surveys: We will regularly conduct school climate surveys to gather feedback from students, staff, and parents, and use the data to inform improvements.
- Action Plans: We will develop and implement action plans based on survey results and other data to continuously improve school climate.

Action 5.1****Provide parent trainings, events and programs that engage parents such as use of technology, how to help their child at home, carnivals, cardboard challenge and school nutrition

Action 5.*****Provide counselors and social workers at each school site; focus on strategies to build a positive school culture and supporting students attending alternative education

Feedback from Certificated staff:
To Support Goals 1,2,3,4:

Provide time for teachers to collaborate, have site to site or grade level to grade level meetings, and attend trainings

Focus intervention on math/reading for students to catch up academically due to missed learning during the pandemic

Focus on individual or small group instruction

Expand resources for electives such as music, art, S.T.E.M, and academic competition

Provide devices, presentation equipment, supplemental materials, and training for teachers, especially in virtual teaching.

Provide supplemental materials

time for teachers to collaborate and opportunities to attend trainings for ELD that connect to the state ELPAC assessment.

Provide extended learning opportunities for EL such as tutorials, college trips and summer literacy program

Provide more training in the English Language Arts and math core curriculum so that students can master the core curriculum in depth.

Provide assessment tools which will enable staff to identify and monitor the educational progress of students

Classified Staff (instructional aides and other classified staff): (Prior feedback was displayed and either was kept or modified)

Provide tutorials and behavior programs, including at alternative education and for EL's Providing resources and opportunities to increase reading skills such as Accelerated Reader, MyOn digital library

Extend library hours and provide a full time librarian

Improve internet access and reliability for rural families

Provide training for both teachers and instructional aides to improve instruction and support, including ELD

Provide intervention for students who have fallen behind academically due to the pandemic.

To support Goal 5:

Hire additional support staff such as a counselors for alternative education, social workers and nurse.

Provide resources to build a positive school culture such as school pride displays, implementing peer mentoring programs, and hosting guest speakers and assemblies

Provide opportunities and resources for parent to engage with schools such as reading nights, carnivals, parent education classes, parent liaison, and provision of child care.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement in English Language Arts (ELA) by increasing the percentage of students meeting or exceeding grade level standards on state assessments through targeted interventions, professional development for staff, and enhanced instructional resources.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the data and the feedback gained from our educational partners, this goal was developed to improve student academic achievement.

According to the California School Dashboard, the growth of CAASPP scores for English

2021-2022 Percent of students who met or exceeded standards for ELA : 15.30
 2022-2023 Percent of students who met or exceeded standards for ELA : 15.59
 Growth: +.29

Standard Exceed Level 4:
 2021-2022 Percent of students in level 4 : 5.49
 2022-2023 Percent of students in level 4: 3.90
 Growth: (-1.59)

Standard met Level 3:
 2021-2022 Percent of students who nearly met standards : 9.89
 2022-2023 Percent of students who nearly met standards: 11.69
 Growth (-1.8)

Standard Nearly Met Level 2
 2021-2022 Percent of students who nearly met standards : 23.08
 2022-2023 Percent of students who nearly met standards : 18.18
 Growth (-4.90)

Standard Level Standard not Met Level 1

2021-2022 Percent of students who did not meet standards : 61.54

2021-2022 Percent of students who did not meet standards: 66.23

Growth (-4.69)

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level English Language Arts Standards (2022-23: CAASPP)

Level 1: 69.33% Standards Not Met

Level 2: 16.00% Standards Nearly Met

Level 3: 8.00% Standards Met

Level 4: 6.67% Standards Exceeded

The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.

All Students - 104.9 points below the standard

English Learners - 110 points below standard. Declined 22 points

Hispanic - 107.6 points below standard. declined 161.1 points

Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points

MATHEMATICS (2023 Dashboard)

Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Orange.

All students - 116.3 points below the standard. Increase 11.9 points

English Learners (EL) - 119.1 points below standard. Increased 4.8 points

Hispanic - 117.1 points below standard. Increased 12.7

Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points

In collaboration with the primary grade teachers, the staff conducted a thorough review of our current classroom practice relating to our students' acquisition of early literacy skills. Stone Corral participated in the Early Literacy Support Block Grant. This grant allowed for the development and implementation of a three-year Literacy Action Plan. The purpose of the plan is to help support our students in their acquisition of early literacy skills so they are able to read and comprehend complex grade level texts by the end of third grade.

Other Needs: 1. Teachers need the skills, strategies and expertise in presenting instruction from the adopted language arts series and to incorporate common core standards and to use strategies to engage students.

3. CAASPP language arts test scores are very low. Students need to have a firm foundation in the building blocks for reading:

- Phonemic Awareness
- Phonics instruction
- Fluency instruction
- Vocabulary instruction
- Text comprehension instruction

4. Students need to be exposed to the College and Career Readiness (CCR) anchor standards. A more rigorous implementation of content and performance standards needs to occur.

5. Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments.

6. Teachers in grades 4-8 also wanted in-depth training in teaching from the core curriculum, strategies to be more effective, and use of assessments.

7. All staff wanted to have more training in how to "catch up" students who were behind academically due to the pandemic. The staff wanted to know what they could do during instructional time and in extra learning opportunities before and after school to effectively meet the needs of all students.

8. The staff wanted to select assessments that gave data that could be used to drive instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Consortium (SBAC) Assessment - ELA	ENGLISH LANGUAGE ARTS			This data will be from the California Dashboard for the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Baseline is from data from the 2023 California Dashboard.</p> <p>All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard.</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p>			<p>2026-2027 school year.</p> <p>All Students will be 54.9 points below standard.</p> <p>English Learners will be 60 points below the standard.</p> <p>Hispanic students will be 57.6 points below the standard.</p> <p>Socioeconomically Disadvantaged will be 53.3 points below the standard</p>	
1.2	Benchmark Tests from the adopted language arts program	<p>Benchmark Tests from the adopted language arts program.</p> <p>Scores are from the 2023-2024 academic year.</p> <p>Above Standard 19%</p> <p>Near Standard 20%</p>			<p>Benchmark Tests from the adopted language arts program.</p> <p>Scores are from the 2026-2027 academic year.</p> <p>Above Standard 25%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below Standard 61%			Near Standard 30 % Below Standard 45%	
1.3	Students will take Renaissance Learning STAR assessments 3 times a year: 1st Trimester, 2nd trimester, 3rd trimester	End of year in 2024: 11% reached benchmark			Scores are from the 2026-2027 academic year end of year.: 15% reached benchmark	
1.4	All teachers are appropriately credentialed in the subject area(s) and grade(s) they are assigned to teach.	From 2023 California Dashboard Fully Credentialed Teachers: 6 of 7 (86%)			2027 California Dashboard: Fully Credentialed Teachers: 7 of 7 (100%)	
1.5	All teachers are appropriately assigned in grade(s) they are assigned to teach.	From 2023 California Dashboard: Appropriately Assigned Teachers: 7 of 7 (100%) (2023-2024)			2027 California Dashboard: Appropriately Assigned Teachers: 7 of 7 (100%) (2026-2027)	
1.6	Annual Board resolution on student access to standards aligned materials.	From 2023 California Dashboard: 100% of students have access to board approved, standards aligned materials			From 2027 California Dashboard: 100% of students have access to board approved, standards aligned materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Implementation of academic content and performance standards for all students, including English Learner access to the Common Core and ELD Standards	ELA - Full Implementation Math - Full Implementation ELD - Full Implementation Science - Full Implementation History/Social Science - Initial Implementation (2023-24 - Local Indicator Self-Reflection Tool)			ELA - Full Implementation and Sustainability Math - Full Implementation and Sustainability ELD - Full Implementation and Sustainability Science - Full Implementation and Sustainability History/Social Science - Full Implementation	
1.8	DIBELS performance levels on benchmark. Scores for K-8	DIBELS Scores from the 2023-2024 school year. Grade K- Well below benchmark 50% Below benchmark 20% At benchmark 20% Above benchmark 10% Grade 1 Well below benchmark 40% Below benchmark 22%			Dibels Scores from the 2026-2027 school year. Grade K- Well below benchmark 50% Below benchmark 20% At benchmark 20% Above benchmark 10% Grade 1 Well below benchmark 40% Below benchmark 22% At benchmark 23%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At benchmark 23% Above benchmark 15% Grade 2 Well below benchmark 55% Below benchmark 15% At benchmark 20% Above benchmark 5% Grade 3 Well below benchmark 73% Below benchmark 18% At benchmark 0% Above benchmark 09% Grade 4 Well below benchmark 73% Below benchmark 18% At benchmark 0% Above benchmark 09% Grade 5 Well below benchmark 43%			Above benchmark 15% Grade 2 Well below benchmark 55% Below benchmark 15% At benchmark 20% Above benchmark 10% Grade 3 Well below benchmark 60% Below benchmark 15% At benchmark 15% Above benchmark 10% Grade 4 Well below benchmark 60% Below benchmark 15% At benchmark 15% Above benchmark 10% Grade 5 Well below benchmark 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below benchmark 29% At benchmark 14% Above benchmark 14% Grade 6 Well below benchmark 47% Below benchmark 25% At benchmark 15% Above benchmark 13% Grade 7 Well below benchmark 47% Below benchmark 25% At benchmark 15% Above benchmark 13% Grade 8 Well below benchmark 47% Below benchmark 25% At benchmark 15% Above benchmark 13%			Below benchmark 25% At benchmark 20% Above benchmark 15% Grade 6 Well below benchmark 45% Below benchmark 20% At benchmark 18% Above benchmark 17% Grade 7 Well below benchmark 40% Below benchmark 20% At benchmark 20% Above benchmark 20% Grade 8 Well below benchmark 40% Below benchmark 20% At benchmark 20% Above benchmark 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	The BAS Benchmark Tests- Percentage of students meeting or exceeding grade-level reading proficiency as measured by the Benchmark Assessment System (BAS).	<p>BAS Benchmarks in 2023-2024: EOY Current percentage of students reading at or above grade level based on the BAS assessment Increase the percentage of students in each grade level meeting or exceeding grade-level reading proficiency targets by 5% annually as measured by the BAS assessment.</p> <p>K- 40% of students at or above grade level.</p> <p>1- 25% of students at or above grade level.</p> <p>2- 12% of students at or above grade level.</p> <p>3- 15% of students at or above grade level.</p> <p>4- 28% of students at or above grade level.</p> <p>5- 33% of students at or above grade level.</p>			<p>BAS Benchmarks given in 2026-2027: BAS Benchmarks in 2023-2024: EOY Current percentage of students reading at or above grade level based on the BAS assessment Increase the percentage of students in each grade level meeting or exceeding grade-level reading proficiency targets by 5% annually as measured by the BAS assessment.</p> <p>K- 46% of students at or above grade level.</p> <p>1- 29% of students at or above grade level.</p> <p>2- 14% of students at or above grade level.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>6- 20% of students at or above grade level.</p> <p>7- 10% of students at or above grade level.</p> <p>8- 18% of students at or above grade level.</p>			<p>3- 18% of students at or above grade level.</p> <p>4- 32% of students at or above grade level.</p> <p>5- 38% of students at or above grade level.</p> <p>6- 23% of students at or above grade level.</p> <p>7- 15% of students at or above grade level.</p> <p>8- 23% of students at or above grade level.</p>	
1.10	QUAIL Arts Program Teacher Survey	<p>QUAIL Arts Program Teacher Survey 2023-2024</p> <p>1. 77% of all students participated in weekly VAPA activities during the school year.</p> <p>2. 100 % of all classroom teachers reported increased inclusion of VAPA</p>			<p>QUAIL Arts Program Teacher Survey 2026-2027</p> <p>1. 80% of all students participated in weekly VAPA activities during the school year.</p> <p>2. 100% of all classroom</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>lessons in their instruction.</p> <p>3. 100% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction.</p> <p>4. 78% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program</p>			<p>teachers reported increased inclusion of VAPA lessons in their instruction.</p> <p>3. 100% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction.</p> <p>4. 80% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program.</p>	
1.11						

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>All staff will participate in English Language Arts Professional Development directed in the improvement of instruction for the following student groups: This action addresses RED indicator on 2023 California Dashboard in ELA for the following student groups: All students (Red) English Learners (Red) Hispanic (Red) Socioeconomically Disadvantaged (Red)</p> <p>Topics will be included in a staff development plan:</p> <ul style="list-style-type: none"> • Common assessment and reporting practices • Rubrics • Monitoring student performance • Reporting student performance • Managing student behavior • Classroom management • Effective instruction • Classroom environment • Learning deficits • GATE • Scaffolding • ELD instruction • Complex reasoning 	\$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Academic literacy • Project based learning • Parents and others • California Subject matter Framework <p>* TK</p> <p>* Technology</p> <p>* Training for Tier II LLI Intervention program</p> <p>* Training for Florida University Phonics Program</p> <p>Professional Development activities for McGraw Hill Wonders:</p> <p>* Digital program support</p> <p>* Assessments</p> <p>* Differentiation and small group instruction</p> <p>* Writing</p> <p>Professional Development activities for McGraw Hill Wonders:</p> <p>* Digital program support</p> <p>* Assessments</p> <p>* Differentiation and small group instruction</p> <p>* Writing</p> <p>The district will receive Differentiation Assistance Support. This action addresses Differentiated Assistance eligibility for Academics for English learners, Hispanic and Socioeconomically Disadvantaged student groups.</p> <p>The district will receive CCLA Support</p> <p>LCFF: \$2,000.00 Federal (ESSA): \$5,000.00 Other state (Literacy Coaches Reading Specialist): \$4,000.00</p>		
1.2	Literacy Coach	<p>Literacy Coach to support staff in teaching literacy; develop, coordinate, and implement professional development activities, and work collegially with our TCOE Curriculum Specialist.</p> <p>Other State Funds: Literacy Coaches Reading Specialist: \$72,000.00</p>	\$72,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Materials	Instructional Materials will be purchased to support teaching and learning in English Language Arts. Materials to support for the Early Support Block Grant and extension to grades 4-8 will be purchased Instructional material for TK program will be purchased Materials to support supplemental instruction will be purchased; Tier II Intervention Program LLI Florida Phonics Program Wonders ELD Material LCFF: \$20,000.00 Other State Funds: (Literacy Coaches Reading Specialist): \$5,000.00 Federal Funds: (Title I) \$20,000.00	\$45,000.00	Yes
1.4	Library books, virtual books, audiobooks	Library books, virtual books, audiobooks will be purchased to support and enhance literacy. These books will added to the library collection for the accelerated Reader Program, to expand the nonfiction selection of titles, and to encourage reading by adding to the selection. LCFF: \$10,000.00 Other State Funds: Literacy Coaches Reading Specialist \$5,000.00	\$15,000.00	Yes
1.5	Technology	Educational technology will be purchased and used to support and enhance literacy at school and virtually . LCFF: \$10,000.00 Other State Funds: Literacy Coaches Reading Specialist \$5,000.00	\$15,000.00	Yes
1.6	Incentives	Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts. LCFF: \$8,000.00 Other state (Literacy Coaches Reading Specialist)	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Extra and Co-Curricular Activities and field trips	Students will attend extra and Co-Curricular Activities to support and enhance literacy	\$2,000.00	Yes
1.8	Expanded Learning Opportunities	Students will participate in intervention programs provided by staff after school for at least 3 days a week. Students will be identified and will participate in after school tutoring. Educational enrichment opportunities to support learning will also be available. LCFF \$2,000.00 Other State Funds: ELOP: \$90,000.00	\$92,000.00	Yes
1.9	Instructional Aides (6)	Academic aides will assist teachers in instruction and monitor students who need intensive instruction. Four will be in classes Two will be LLI Intervention instructors One aide is Shared position with TCOE Special Services-RSP LCFF: \$43,465.00 Federal Funds (Title I): \$15,000.00 Other State Funds: Literacy Coaches Reading Specialist \$25,000.00	\$83,465.00	Yes
1.10	Assessment/ Curriculum Coordinator	Assessment/ Curriculum Coordinator will gather, help analyze data. LCFF: \$8,000.00 Other State Funds: Literacy Coaches Reading Specialist \$8,000.00	\$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	TCOE Reading Specialist	Reading Specialist will help coordinate the professional development, materials, and activities of the literacy Plan- TCOE Contracted Services Other State Funds: Literacy Coaches Reading Specialist \$35,000.00	\$35,000.00	No
1.12	Library Clerk	Library clerk will coordinate literacy in the school. The library clerk will organize the library's books, organize the school's virtual book library, and help coordinate STAR Assessments LCFF: \$10,000.00 General Fund: \$9,000.00 Federal Funds (Title 1): \$5,000.00	\$24,000.00	Yes
1.13	AMPACT - Americorps Tutors	A collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades K-3. Reading Corps tutors are trained to provide daily, twenty-minute sessions 1-on-1 or in pairs with kindergarten through 3rd grade students. LCFF: Contracted Services: \$10,000.00	\$10,000.00	Yes
1.14	Quail Arts Integration Program	The Quail Arts Program is a program that provides students with opportunities to engage in visual and performing arts, including drawing, painting, sculpture, theater, dance, and music. It is designed to integrate into the core subject areas and to enhance learning. Funds from TCOE Quail VAPA: \$15,000.00 Proposition 28- Arts Education Funding (Prop. 28): \$21,585 Arts, Music, and Instructional Materials Block Grant Plan (AMIMBG): \$38,418	\$75,003.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student achievement in Math by increasing the percentage of students meeting or exceeding grade level standards on state assessments through targeted interventions, professional development for staff, and enhanced instructional resources.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MATHEMATICS (2023 Dashboard)

Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Orange.

All students - 116.3 points below the standard. Increase 11.9 points
 English Learners (EL) - 119.1 points below standard. Increased 4.8 points
 Hispanic - 117.1 points below standard. Increased 12.7
 Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level Math Standards (2022-23: CAASPP)

Level 1: 82.67% Standards Not Met
 Level 2: 9.33% Standards Nearly Met
 Level 3: 8.00% Standards Met
 Level 4: 0.00% Standards Exceeded

Our Educational Partner Feedback has made improvement in the scores of mathematics a priority. Raising test scores on the California Assessment of Student Performance and Progress (CAASPP) and local assessments requires a comprehensive approach that addresses curriculum, instruction, student support, and family engagement. We developed the goal of improving student achievement in math using the feedback from Educational Partners. Here are what we would like to see in our math program and the actions that we will take:

Student suggestions for improving engagement in math – on spring survey and empathy interviews

1. Interactive Learning Activities

"More hands-on activities, like math games or puzzles, would make learning more fun."

"Incorporate group projects that involve real-world math applications."

2. Use of Technology

"Integrate educational apps and online resources that make math practice more engaging."

"Use interactive whiteboards or tablets during lessons for better participation."

3. Relating Math to Real Life

"Show us how math is used in everyday life and different careers."

"Involve guest speakers from various professions to discuss how they use math in their jobs."

4. Variety in Teaching Methods

"Use different teaching methods, like videos or hands-on demonstrations, to cater to different learning styles."

"Introduce more visual aids and tools to help us understand concepts better."

5. Opportunities for Student Choice

"Give us choices in the topics we want to explore in math."

"Allow us to select our own projects or presentations related to math concepts."

6. Collaborative Learning

"Organize more group work or peer tutoring sessions to learn from each other."

"Create math clubs or study groups where we can collaborate and solve problems together."

7. Fun Competitions and Challenges

"Host math competitions or challenges with prizes to motivate us."

"Organize math-themed events or contests to make learning more exciting."

8. Frequent Feedback and Support

"Provide more opportunities for feedback on our work and ways to improve."

"Have regular check-ins with teachers to discuss our progress and areas where we need help."

9. Flexible Learning Environment

"Create a more relaxed and flexible classroom environment where we can move around."

"Set up different learning stations with various math activities to keep things interesting."

10. Positive Reinforcement

"Recognize and celebrate our achievements in math, no matter how small."

"Encourage a growth mindset by emphasizing that making mistakes is part of learning."

11. Regular Check-ins with Teachers

"Have more one-on-one time with teachers to discuss our challenges and successes in math."

"Encourage teachers to ask for our input on lesson topics and activities."

Professional Development:

We will provide ongoing professional development for teachers on effective instructional strategies, data analysis, and the use of technology in the classroom.

We will encourage teachers to collaborate and share best practices.

Student Support

Tutoring and Intervention Programs:

We will implement before-school, after-school, or weekend tutoring programs to provide additional academic support.

We will use intervention programs that target specific skills and concepts where students are struggling.

Reading and Math Programs:

We will adopt evidence-based math programs that provide structured and systematic instruction.

We will incorporate technology and online resources to support student learning.

Specialized Support:

We will provide additional support for English learners through EL programs.

We will ensure that students with special needs receive appropriate accommodations and support.

Student Engagement

Engaging Lessons:

We will use project-based learning, hands-on activities, and real-world applications to make learning more engaging and relevant.

We will encourage critical thinking, problem-solving, and collaboration in the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced Consortium (SBAC) Assessment - Math	MATHEMATICS			Baseline from the 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p>			<p>California School Dashboard:</p> <p>All Students will be 66.3 points below standard.</p> <p>English Learners will be 69.1 points below the standard.</p> <p>Hispanic students will be 67.1 points below the standard.</p> <p>Socioeconomically Disadvantaged will be 64.8 points below the standard</p>	
2.2	Benchmark Tests from the adopted reading program	Above Standard 3% Near Standard 5% Below Standard 92%			2026-2027 Benchmark Tests from the adopted reading program scores: Above Standard 9% Near Standard 7% Below Standard 84%	
2.3	Students will take Renaissance Learning STAR Math	9 % expected to meet benchmark			2026-2027 Renaissance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments once a month to monitor progress				Learning STAR Math assessments 22% Expected to reach benchmark	
2.4	Annual Board resolution on student access to standards aligned materials	Resolution indicated 100% of students have access to board approved, standards aligned materials.			Resolution indicated 100% of students have access to board approved, standards aligned materials.	
2.5	All teachers are appropriately credentialed in the subject area(s) and grade(s) they are assigned to teach	Fully Credentialed Teachers: 6 of 7 (86%)			2026-2027 Fully Credentialed Teachers: 7 of 7 (86%)	
2.6	All teachers are appropriately assigned in the subject area(s) and grade(s) they are assigned to teach.	Appropriately Assigned Teachers: 7 of 7 (100%) (2023-24)			2026-2027 Appropriately assigned Teachers: of 7 (100%)	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	<p>All staff will participate in math professional development Topics will be included in a staff development plan.</p> <p>To ensure that teachers are effective in teaching math, it is crucial to provide them with ongoing professional development opportunities that enhance their pedagogical knowledge and instructional skills. Here are some key areas of professional development that will be covered to enable the staff to teach math effectively:</p> <p>Content Knowledge: Teachers should have a strong understanding of mathematical concepts and principles.</p> <p>Professional development programs will focus on deepening teachers' content knowledge in mathematics, including both foundational concepts and advanced topics.</p> <p>Pedagogical Strategies: Effective math instruction goes beyond simply delivering content. Teachers will be equipped with a variety of instructional strategies and methods that promote active student engagement, critical thinking, problem-solving, and conceptual understanding.</p> <p>Professional development will provide teachers with research-based pedagogical strategies specifically designed for teaching math.</p> <p>Differentiated Instruction: Math classrooms often consist of students with diverse learning needs and abilities. Teachers will receive training on how</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to differentiate instruction to meet the varied needs of their students, including strategies for accommodating students with learning difficulties, English language learners, and gifted students.</p> <p>Technology Integration: Technology can be a powerful tool in teaching math. Teachers will be trained in the effective integration of technology, such as interactive whiteboards, graphing calculators, educational apps, and online resources, to enhance math instruction, promote visualization, and provide opportunities for exploration and problem-solving.</p> <p>Assessment and Data Analysis: Professional development will focus on effective assessment practices, including formative and summative assessments, to monitor student progress, identify areas of strength and weakness, and inform instructional decision-making. Teachers will also be trained in data analysis to use assessment data to tailor instruction and provide targeted interventions.</p> <p>Collaboration and Professional Learning Communities: Encouraging teachers to collaborate and engage in professional learning communities is essential. Professional development will provide opportunities for teachers to share best practices, discuss instructional strategies, and learn from one another's experiences. Collaborative learning can foster a culture of continuous improvement and support teachers in their professional growth.</p>		
2.2	Instructional Materials	Instructional Materials will be purchased to support teaching and learning in math with a focus on students who need additional help	\$10,000.00	Yes
2.3	Technology	Technology programs will be purchased and implemented to support the teaching and learning in math will be purchased and used to support and enhance math	\$5,000.00	Yes
2.4	Academic Incentives	Student academic and attendance incentives will be purchased and given for students who excel in math	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Field trips and extra and co-curricular activities	Students will attend extra and Co-Curricular Activities to support and enhance math development.	\$1,000.00	Yes
2.6	Instructional Aide	Students will be identified for math intervention and supported with services provided via an instructional aide. LCFF: \$10,000.00 Federal Funds: Title I: \$12,000.00	\$22,000.00	Yes
2.7	Americorp Tutors	A collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades 4-8.	\$10,000.00	Yes
2.8	Extended Learning Programs	Raising test scores on the California Assessment of Student Performance and Progress (CAASPP) and local assessments requires a comprehensive approach in Extended Learning programs that addresses curriculum, instruction, student support, and family engagement. Other state funds (ELOP): \$90,000.00	\$90,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	This three-year goal is intended to increase the academic achievement of English Learners by ensuring that high-quality ELD instruction is consistently provided using the proven most effective practices and strategies, and supported through utilization quality supplemental materials and timely interventions.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school looked at assessment data and input from our educational partners.

The ELA indicator on California Dashboard is "red" for all students and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.

All students are 104.9 points below standard in ELA. This was a 15.8 point decline from the previous year. All students groups including English Learners. Hispanic and Socioeconomically Disadvantaged demonstrated declines in ELA.

The performance levels for English Learners is very low. The performance level for English Learners is red on ELA indicator. English Learners are 110 point below standard. This shows a decline of 22. points from the previous year.

Data from 2022-23 CAASPP/ELPAC SUMMATIVE

The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient
 Level 1 (Minimally Developed) 23.75%
 Level 2 (Somewhat developed) 33.75%
 Level 3 (Moderately Developed) 30.00%
 Level 4 (Well Developed) 12.50%

Student English Language Acquisition Results (2023 Dashboard)

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Els who decreased at least one ELPI Level: 17.2%

ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 32.8%

ELs who maintained ELPI Level 4: 7.8%

ELs who progressed at least one ELPI Level: 42.2%

According to the 2023 California School Dashboard, 48.5% (compared to 57% last year) of the English Language Learners are making progress towards English language proficiency.

According to the 2023 CA Dashboard, English learner progress indicator is ORANGE in the area of Math, with a 8.5% decline from the prior year.

The spring staff surveys and empathy interviews indicate that the staff needs professional development to better meet the needs of English Learners.

The staff needs to focus on the language proficiency level of students by use of the LPAC Assessment results and ELD Benchmark Tests from the reading series.

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

1. The staff needs to explicitly teach English Language Development (ELD). English Language Development will give the foundation needed for students to progress academically as evident through ELPAC Scores and CAASPP Assessments

2. English Learning Students need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on rigorous standards.

3. English language learners must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write.

4. Teachers need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively.

5. Instruction in content areas should be promoted despite low literacy or limited proficiency in the English language, along with the critical

thinking and analytical skills and the particular reading strategies of the disciplines. The goal is to enable all EL students to have access to the common core ELA and ELD standards

6. The staff will focus on the implementation of the English language development standards. We need to take a deeper dive into California’s new English language development (ELD) standards to learn how they work in tandem with the California Standards to accelerate English learners’ (ELs) academic and linguistic progress in all subject areas. This will help clarify integrated ELD, in which all teachers of ELs use the ELD standards in tandem with the focal California Standards, and designated ELD, a protected time during the regular school day in which teachers use the California ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English. Teachers and staff will learn strategies and resources for continuous learning and instructional planning to support English language learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC - English Language Arts (ELA): English Learner Achievement	<p>2023 California Dashboard.</p> <p>English Learners were 110 points below the standard (Red color performance) in ELA.</p> <p>English Learners were 119.1 points below the standard (Red color performance) in Math.</p> <p>2022-23 CAASPP</p> <p>11.66% of ELs met on exceeded standards proficiency in ELA</p> <p>8.34% of ELs met on exceeded standards proficiency in Math</p>			<p>2026-2027 school year California Dashboard.</p> <p>English Learners were 60 points below the standard (Red color performance) in ELA.</p> <p>English Learners were 75 points below the standard (Red color performance) in Math.</p> <p>2022-23 CAASPP</p> <p>25% of ELs met on exceeded</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standards proficiency in ELA 20% of ELs met on exceeded standards proficiency in Math	
3.2	Percentage of English Learners Making Progress Toward English Language Proficiency (ELPI)	2023 California School Dashboard 48.5% of ELs increased at least one EPLI level			2027 California School Dashboard: 58% of ELs increased at least one EPLI level	
3.3	Percentage of students reaching benchmark on Renaissance Learning STAR reading assessment.	2023: EL students who reached benchmark: 11%			2027 Students who reached benchmark: 20%	
3.4	All teachers are properly assigned and credentialed in the subject area(s) and grades they are assigned to teach.	Dataquest 2023-2024: Fully credentialed teachers: 6 of 7 (86%) Appropriately assigned teachers: 7 of 7 (100%)			Dataquest 2026-2027: Fullycredentialed teachers 7 of 7 (100%) Appropriately assigned teachers: 7 of 7 (100%)	
3.5	EL Reclassification Rate	2023-2024 EL students reclassified to Fluent English Proficiency: 3% (2023-24)			2026-2027: EL students reclassified to Fluent English Proficiency: 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Programs/services that enable ELs to access the CCSS and ELD standards.	100% of classroom teachers are providing ELD instruction and teaching to CCSS and ELD standards. (2023-24: Classroom and Evaluation Observation)			100% of classroom teachers are providing ELD instruction and teaching to CCSS and ELD standards.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Language Development Professional Development	<p>All staff will participate in English Language Development Professional Development, especially the ELD component in Wonders, the adopted ELA/ELD program. Training on LTEL-Specific Strategies: Educators need to be aware of LTELs' unique needs and effective instructional strategies to support them.</p> <p>Culturally Responsive Teaching: Train teachers to use culturally relevant materials and approaches that validate and reflect the diverse backgrounds of LTELs.</p> <p>Specific topics will include the staff providing specialized instructional programs</p> <p>Targeted ELD Classes: We will create ELD courses specifically for LTELs that focus on advanced language skills, academic vocabulary, and the language used across content areas.</p> <p>Staff will learn how to effectively accelerated Learning Programs: Implement programs designed to help LTELs quickly acquire the language skills they need to meet grade-level standards.</p> <p>The staff will learn how to develop individualized learning plans and establish personalized language goals for LTELs, regularly monitor progress, and adjust instruction as needed.</p> <p>The professional development will help the staff integrate language development across content areas</p> <p>Content-Based Language Instruction: Integrate language development into subjects like science, social studies, and math to help students practice academic language in different contexts.</p> <p>Scaffolding and Support: Use strategies such as sentence frames, graphic organizers, and visual aids to support LTELs in understanding and using academic language.</p> <p>Professional development will also focus on staff implementing effective monitoring and feedback systems:</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Regular Language and Academic Assessments: Continuously monitor LTELs' language development and academic progress to ensure they are on track to meet their goals.</p> <p>Feedback and Reflection: Provide constructive feedback that helps students understand their language use and how they can improve.</p> <p>Professional development will help the staff and school build a supportive school environment</p> <p>Mentoring Programs: Pair LTELs with peers or adult mentors who can provide additional language practice and academic support.</p> <p>Positive School Culture: Foster an inclusive environment where language diversity is valued, and LTELs feel encouraged to participate and take risks in language learning.</p> <p>LCFF: \$5,000.00</p> <p>Other state funds: Literacy Coaches Reading Specialist \$5,000.00</p>		
3.2	Instructional Materials	<p>Supplemental math instructional materials will be purchased to support ELD instruction and for student learning.</p> <p>LCFF: \$2,000.00</p> <p>Other state (Literacy Coaches Reading Specialist): \$2,000.00</p>	\$4,000.00	Yes
3.3	EL Coach	<p>An EL Coach will provide coaching of teachers and staff in instruction in English Language Development.</p> <p>LCFF \$5,000</p> <p>Title III \$5,000</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Technology	Technology will be purchased and used to support language development and enhance literacy. LCFF: \$1,000.00	\$1,000.00	Yes
3.5	EL Aides (2)	EL Aides for the purpose/s of providing support to the instructional program within the assigned educational settings with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking students. LCFF: \$25,000.00 Federal: (Title III): \$5,000 Other state (Literacy Coaches Reading Specialist): \$5,000.00	\$35,000.00	Yes
3.6	Extended Learning Opportunity	ELA/EL Tutoring: Tutors are trained to provide daily, twenty-minute sessions 1-on-1 or in pairs with Kindergarten through 8th grade students for ELD. LCFF: \$2,000.00 ELO: \$10,000.00	\$12,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will ensure that all students are provided all necessary learning materials to succeed. An emphasis is placed on the use of technology to aid and support access to educational platforms and learning resources.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our educational partners stated that technology can significantly enhance both teaching and learning experiences in various ways:

Our students in the technology survey, spring survey, and empathy interviews wanted to include more technology in their learning. They indicated that technology could enhance their learning by:

Personalized learning: Technology allows for adaptive learning platforms that tailor educational content to each student’s pace and level. This helps in addressing individual learning needs more effectively.

Engagement and motivation: Interactive tools like educational games, virtual reality (VR), and augmented reality (AR) can make learning more engaging and fun.

Access to resources: Students can access a vast array of online resources, including e-books, videos, and interactive simulations, which can deepen their understanding of subjects.

Collaboration: Tools like Google Classroom and Microsoft Teams facilitate collaboration among students, allowing them to work on projects together, even remotely.

Critical thinking and problem-solving: Digital tools and platforms often require students to engage in critical thinking and problem-solving, which are essential skills for the future.

Teachers expressed in their technology survey, spring survey, and empathy interviews that they wanted to include more technology effectively in their teaching. They indicated that technology could enhance their teaching by:

Enhanced instruction: Technology can help teachers create more dynamic and interactive lesson plans. Tools like smartboards and projectors can make presentations more engaging.

Professional development: Online courses and webinars provide teachers with opportunities for continuous professional development and staying updated with the latest educational trends.

Data-Driven Insights: Learning management systems (LMS) and other educational software can provide valuable data on student performance, helping teachers to identify areas where students may need additional support.

Communication: Technology facilitates better communication between teachers, students, and parents through platforms like email, messaging apps, and parent portals.

Providing technology will help academically struggling students access more learning supports to accelerate the pace of acquiring grade level content, and access instructional resources and remedial supports.

The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.

All Students - 104.9 points below the standard

English Learners - 110 points below standard. Declined 22 points

Hispanic - 107.6 points below standard. declined 161.1 points

Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points

MATHEMATICS (2023 Dashboard)

Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Orange.

All students - 116.3 points below the standard. Increase 11.9 points

English Learners (EL) - 119.1 points below standard. Increased 4.8 points

Hispanic - 117.1 points below standard. Increased 12.7

Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points

Parents expressed in their technology survey, spring survey, and empathy interviews that they wanted technology integrated in their children's education as well as for themselves to . They indicated that technology could enhance their teaching by:

By providing access to technology, parents want to enhance their children's learning experiences and better prepare them for future academic and career opportunities. Parents the value of technology in education and support their children's access to it for several key reasons:

1. Enhanced learning opportunities
2. Preparation for the future
3. Personalized learning
4. Improved communication

- 6. Increased motivation
- 7. Support for Homework and Studying
- 8. Keeping Up with technological advances and avoiding the digital divide.

The spring surveys for parents and staff indicated that we should promote parent participation in programs for unduplicated students by implementing strategies that encourage involvement and create meaningful partnerships. By implementing these strategies, schools can create a more inclusive environment that encourages active parent participation, leading to better support for unduplicated students' academic and social-emotional needs. Here are our actions of how we will promote parent participation:

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	1. Staff Technology Survey	<p>A technology survey was given to staff in the spring of 2024 to see how technology has impacted teaching, learning, the effectiveness of professional development.</p> <p>The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question:</p> <ol style="list-style-type: none"> 1. Regularly-At least once per week 2. Frequently-At least once per month 			<p>A technology survey will be given to staff in the spring of 2027 to see how technology has impacted teaching, learning, the effectiveness of professional development. Our targets will be as follows:</p> <p>How often do you use these technologies into your instruction or materials? (1)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>3. Occasionally-At least once per quarter</p> <p>4. Seldom At least once per semester</p> <p>5. Rarely-At least once per year</p> <p>6. Never-Never use it</p> <p>How often do you use these technologies into your instruction or materials?</p> <p>Do students use computers or Chromebooks? (2)</p> <p>Do students use smart board in presentations? (3)</p> <p>Do students use internet as part of research and lessons? (2)</p> <p>Do students use classroom web page? (6)</p> <p>Do students use technology to make graphic organizers? (3)</p> <p>Do students use camera/video for presentations? (3)</p>			<p>Do students use computer lab? (1)</p> <p>Do students use smart board in presentations? (2)</p> <p>Do students use internet as part of research and lessons? (1)</p> <p>Do students use classroom web page? (1)</p> <p>Do students use technology to make graphic organizers? (1)</p> <p>Do students use camera/video for presentations? (1)</p> <p>Do students use: PowerPoint (1)</p> <p>Word (1)</p> <p>Excel (2)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Do students use: PowerPoint (3)</p> <p>Word (2)</p> <p>Excel (4)</p>				
4.2	Student Technology Survey	<p>A technology survey was given to students in the spring of 2024 to see how technology has impacted learning.</p> <p>The survey had the following results for each question:</p> <ol style="list-style-type: none"> 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom- At least once per semester 5. Rarely-At least once per year 6. Never-Never use it 			<p>A technology survey will be given to students in the spring of 2027 to see how technology has impacted learning.</p> <p>How often do you use these technologies when you learn?</p> <p>Do students use computers or chromebooks? (1)</p> <p>Do students use smart board in presentations? (1)</p> <p>Do students use internet as part of research and lessons? (1)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>How often do you use these technologies into your learning?</p> <p>Do students use computers or chromebooks? (2)</p> <p>Do students use smart board in presentations? (3)</p> <p>Do students use internet as part of research and lessons? (2)</p> <p>Do students use classroom web page? (3)</p> <p>Do students use technology to makegraphic organizers? (3)</p> <p>Do students use camera/video for presentations? (3)</p> <p>Do students use: PowerPoint (3)</p> <p>Word (2)</p> <p>Excel (4)</p>			<p>Do students use classroom web page? (1)</p> <p>Do students use technology to make graphic organizers? (1)</p> <p>Do students use camera/video for presentations? (1)</p> <p>Do students use: PowerPoint (1)</p> <p>Word (1)</p> <p>Excel (4)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Technology Professional Development	Based on the school's technology survey in 2023-2024, 100% of teachers and 80% classroom aides participated in the use of technology professional development.			Based on the school's technology survey in 2026-2027, 100% of teachers and 100% classroom aides will participate in professional development.	
4.4	Student Access and Enrollment in a Broad Course of Study Including Unduplicated Pupils and students with Exceptional Needs	100% of students have access to and are enrolled in a broad course of study. (2023-24)			100% of students have access to and are enrolled in a broad course of study.	
4.5	Programs and services developed and provided to individuals with exceptional needs. These services will focus on curriculum, behavior support, use of assessments and data, developing learning supports and training in inclusive practices as evident by education partners and staff survey.	Local survey 2024 90% of the general education teachers and 80% of the special needs support staff said that they need to refine and further develop curriculum and behavior support programs for students with exceptional needs. 90% of the general education teachers and 80% of the special needs support staff said			Local survey 2027: 100% of the general education teachers and 100% of the special needs support staff report that they refined and further developed curriculum and behavior support programs for students with exceptional needs.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>that they needed to improve service to students with exceptional needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special needs students in the classroom.</p> <p>90% of the general education teachers and 80% of the special needs support staff said that they needed the school to provide training for staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning.</p> <p>90% of the general education teachers and 80% of the special needs support staff said that they needed to Increase and improve service to students with exceptional needs by expanding the range of evidence</p>			<p>100% of the general education teachers and 100% of the special needs support staff report that they improved service to students with exceptional needs by using data to refine and developed a way to work collegially to provide effective instruction for special needs students in the classroom.</p> <p>100% of the general education teachers and 100% of the special needs support staff reported that they were provided training for in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>based instructional materials and assessments in their toolbox and use the assessment data to establish instructional priorities.</p> <p>90% of the general education teachers and 80% of the special needs support staff said that they need training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading.</p> <p>90% of the general education teachers and 80% of the special needs support staff said that they need Increase and improve student support in the areas of organization, and study skills.</p>			<p>100% of the general education teachers and 100% of the special needs support staff reported that they were able to Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and assessments in their toolbox and use the assessment data to establish instructional priorities.</p> <p>100% of the general education teachers and 100% of the special needs support staff reported that they received and implemented training and coaching in inclusive practices,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>including accommodating curriculum and assignments, classroom management and grading.</p> <p>100% of the general education teachers and 100% of the special needs support staff reported that they increased and improved student support in the areas of organization, and study skills.</p>	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology Staff Development	Technology staff development is integrated into the yearly professional development schedule. The schedule will include technology skills and professional development topics aimed at enhancing educators' proficiency with digital tools and integrating technology into the classroom.	\$5,000.00	Yes
4.2	Computer Education Programs	Provide computer education programs to support Common Core implementation, intervention, and virtual instruction	\$7,000.00	Yes
4.3	Purchase Technology Devices	Purchase technology devices to assure students have devices for instruction and learning. LCFF: \$25,000	\$25,000.00	Yes
4.4	Internet Access	Provide consistent, reliable, and up-to-date Internet access to ensure uninterrupted access by students and staff to instructional and learning resources and educational platforms. LCFF: \$40,000	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Technology Infrastructure Support	The technology infrastructure needs to be monitored, repaired, upgraded, and prepared for future technology contracted services. LCFF: \$45,000.00 Federal (REAP):\$10,000.00	\$55,000.00	Yes
4.6	Technology Infrastructure Support	Hardware and software designed to keep technology infrastructure up-to-date and able to provide needed technology to staff, students, and community. LCFF: \$45,000.00	\$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The district will improve pupil attendance and decrease chronic absenteeism by providing supportive measures to address obvious and underlying causes and maintain a positive and nurturing environment that welcomes and invites the full participation of parents as partners in the education and success of students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The California Dashboard displayed data and information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. The chronic absenteeism was very high.

Chronic Absenteeism indicator is RED on CA Dashboard with 34.7% of all students considered chronically absent. This shows 11.5% increase from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the RED performance level on the 2023 Dashboard. All student groups showed an increase in chronic absenteeism.

All Students - 34.7% (Increased 11.5%)
 English Learners (EL) - 28.4% (Increased 12.4%)
 Hispanic - 34.2% (Increased 11.1%)
 Socioeconomically Disadvantaged (SED) - 34.4% (Increased 10.5%)

Because of this, we explored reasons for this and some actions to improve.

1. Establish an effective attendance policy. Students need to attend school every day.
2. Suspension rate was 0% this year. Expulsion rate was 0%. A plan for alternative to suspension and expulsion needs to be developed.
3. Establish positive incentives for excellent attendance
4. Establish an effective monitoring, early intervention and evidence based attendance program
5. Maintain a positive school environment conducive to learning
6. Establish and maintain academic and social-emotional student support system of people and programs.

Improving pupil attendance and truancy rates and maintaining a positive learning environment in schools are crucial factors that contribute to academic achievement. These are interlinked strategies that support academic achievement by ensuring continuous learning, fostering engagement and motivation, reducing stress, and promoting discipline and cognitive development.

The spring surveys for parents and staff indicated that we should promote parent participation in programs for unduplicated students by implementing strategies that encourage involvement and create meaningful partnerships. By implementing these strategies, schools can create a more inclusive environment that encourages active parent participation, leading to better support for unduplicated students' academic and social-emotional needs. Here are our actions of how we will promote parent participation:

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance Rate	Attendance percentage 95%			Daily Attendance should be 95%	
5.2	Parent, Staff, and Student Perception of School Safety and Connectedness	<p>Measured by conducting an annual school climate and safety assessment using the California School Climate, Health, and Learning Survey (CALSCHLS)</p> <p>Rubric Continuum</p> <ol style="list-style-type: none"> 1. Never, 50-59% 2. Fairly well, 60-69% 3. Frequently, Well, 70-79% 4. Very well, 80-89% 5. Outstanding, 90% or above 			<p>The survey conducted in the spring of 2027 will show the following:</p> <p>Parents Perception of school climate: 4</p> <p>Parents feel connectedness: 4</p> <p>Student perception:</p> <p>Students feel safe: 4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>The survey conducted in the spring of 2024 shows the following:</p> <p>Parents Perception of school climate: 2</p> <p>Parents feel connectedness: 2</p> <p>Student perception:</p> <p>Students feel safe: 4</p> <p>Student connectedness: 3</p> <p>Students like school: 5</p> <p>Students feel support from teachers academically and effectively: 5</p> <p>Students feel they follow rules:5</p> <p>Staff perception</p> <p>School climate:3</p> <p>Perception of school program:3</p>			<p>Student connectedness: 4</p> <p>Students like school: 5</p> <p>Students feel support from teachers academically and affectively: 5</p> <p>Students feel they follow rules:5</p> <p>Staff perception</p> <p>School climate:4</p> <p>Perception of school program:4</p> <p>Staff connectiveness: 4</p> <p>Staff feels safe: 5</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff connectedness: 2 Staff feels safe: 4				
5.3	Suspension Rate	2023-2024 All students 0% English Learners 0% Hispanic 0% SED 0%			Maintain All students 0% English Learners 0% Hispanic 0% SED 0%	
5.4	Expulsion Rate	2023-2024 0%			Maintain 0%	
5.5	Chronic Absenteeism	(2022-2023) All students 34.7% English Learners 28.4% Hispanic 34.2% SED 34.4%			2026-2027 All students 5% English Learners 5% Hispanic 5% SED 5%	
5.6	Middle School dropout rate	(2023-2024) 0%			Maintain 0%	
5.7	Facility Inspection Tool (FIT) Survey	Facility Inspection Tool (FIT) Survey 2023-2024 Rating of Good			Facility Inspection Tool (FIT) Survey in 2027 Rating of Good	
5.8	Parent Education Program	2023-2024 5 Parents graduated from Stone Corral parent education			2026-2027 15 Parents will graduate from Stone Corral parent education	
5.9	Parent participation in decision-making	Full Implementation			Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Local Indicator Self-Reflection Tool)				
5.10	Parent participation in programs for unduplicated students and those with exceptional needs.	Full Implementation (2023-24 Local Indicator Self-Reflection Tool)			Full Implementation and Sustainability	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Counselor	Counselor to provide counseling support for instruction and learning in the affective realm LCFF: \$60,000	\$60,000.00	Yes
5.2	Attendance Incentives	Purchase attendance incentives to motivate students to attend school, thus increasing attendance rates and decreasing chronic absenteeism.	\$2,000.00	Yes
5.3	Nurse	Additional days for county nurse to provide health and wellness support for students- Contracted services through TCOE	\$40,000.00	Yes
5.4	Noon Duty Supervisors	Provide Noon Duty Supervisors for supervision to promote a positive engaging environment and ensure safe conditions for student interaction, thus contributing to positive peer relationships.	\$20,000.00	Yes
5.5	Multi-tiered system of supports (MTSS)	Utilize a Multi-Tiered System of Supports (MTSS) such as Positive Behavior Intervention and other academic and SEL supports to improve school climate, address school safety, and overall student wellness. This will include purchase of resources and support material.	\$1,000.00	No
5.6	Extend RSP days 4 additional days	Increase days of Resources teacher (Special Education Teacher- SPED) from 1.5 days to 5 days to work with students with learning disabilities and behavioral issues. Resource teachers work with students and the teachers so that their students can access the curriculum and get the most out of their education. This would provide the services and goals established in the IEP. This action is designed to meet the needs of low-income, EL, and/or foster youth students who also happen to be SpEd.	\$64,000.00	No
5.7	Parent Education	Development of a school based parent education program emphasis on parents of individuals with exceptional needs and Unduplicated Pupils.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Mission: To provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.</p> <p>Core Values: 1. Empowerment for change 2. Knowledge is power 3. Taking responsibility 4. Respect for the family</p> <p>Stone Corral's Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children's education and strengthen and hen parent school collaboration in order to improve the academic success of students.</p>		
5.8	Triage Social Worker	A TCOE BHS Mental Wellness Services triage worker will serve as liaisons between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors, and other contacts, to help children who face problems such as disabilities, abuse, or poverty. Maintain case history records and prepare reports. (Contracted services)	\$90,000.00	Yes
5.9	Attendance Clerk	Communicates with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues and meeting district and state absence notification requirements. The attendance clerk will fully implement the school's attendance plan, monitor student attendance, contact parents to verify absences and to encourage perfect attendance	\$15,000.00	Yes
5.10	Differentiated Assistance	The purpose of differentiated assistance is to provide targeted support to help schools improve their performance and meet the needs of their students. This may include providing additional resources, professional development opportunities for teachers and staff, and coaching and mentoring to help school leaders improve their instructional practices. The	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>districts will implement steps based on the principles of Improvement Science to address student academic achievement and school attendance.</p> <p>This action addresses RED indicator for Chronic Absenteeism for All students, English learners, Socioeconomically Disadvantaged and Hispanic student groups.</p> <p>This action addresses RED indicator for ELA for All students, English learners, Socioeconomically Disadvantaged and Hispanic student groups</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$537,465	\$72,408

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
46.134%	6.404%	\$78,526.38	52.538%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically</p>	<p>Professional development (PD) in English Language Arts (ELA) can significantly benefit Unduplicated students, by equipping teachers with the skills and strategies needed to support diverse learning needs.</p> <p>Professional development in ELA can make a positive impact by giving teachers strategies and skills:</p> <ol style="list-style-type: none"> 1. Differentiated Instruction Techniques 2. Culturally Responsive Teaching 	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged Learners indicates that providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>Scope: LEA-wide</p>	<p>3. Targeted Language Development Strategies 4. Data-Driven Instruction 5. Literacy Intervention Techniques 6. Family and Community Engagement Strategies 7. Social-Emotional Learning (SEL) Integration</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
1.3	<p>Action: Instructional Materials</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that</p>	<p>The purchase of instructional and supplemental instructional materials can greatly enhance both teaching and learning by providing essential resources that support effective instruction and address diverse Unduplicated student needs. Here's how these materials can benefit teachers and students:</p> <p>1. Supporting Teachers' Instruction Aligned Curriculum, Differentiation Resources, Professional Development Integration, Data-Driven Instruction.</p>	#1.1 #1.2 #1.3 #1.8 #1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>Instructional Materials will support the improvement of instruction.</p> <p>Scope: LEA-wide</p>	<p>2. Enhancing Students' Learning 3. Addressing Gaps in Learning 4. Remediation and Intervention Programs. 5. Extending Learning Opportunities</p> <p>Investing in instructional and supplemental materials is a strategic approach to equipping teachers with the tools they need for effective teaching, while also providing students with a rich variety of learning experiences. This leads to a more dynamic, inclusive, and supportive educational environment that addresses the needs of all learners.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
1.4	<p>Action: Library books, virtual books, audiobooks</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically</p>	<p>Library books, virtual books, audiobooks will be purchased to support and enhance literacy. These books will added to the library collection for the accelerated Reader Program, to expand the nonfiction selection of titles, and to encourage reading by adding to the selection. Adding library books, virtual books, and audiobooks to a school's resources can significantly enhance Unduplicated reading achievement by expanding access to diverse and</p>	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged Learners indicates that providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>Supplemental reading using Library books, virtual books, audiobooks will help support literacy and instruction. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level.</p> <p>Scope: LEA-wide</p>	<p>engaging reading materials. Here's how these resources contribute to improved reading skills:</p> <ol style="list-style-type: none"> 1. Increased Access to Reading Materials Wide Selection of Books: A variety of books in different genres, formats, and reading levels encourages students to find texts that interest them. Anytime, Anywhere Access: Virtual books and audiobooks allow students to access reading materials from home, on the go, or in the classroom. Support for Students with Limited Resources: Providing a range of books ensures that all students, This helps ensure every student has the opportunity to read quality literature. 2. Supporting Different Learning Styles Multimodal Learning: Some students connect with reading in ways that suit their learning styles. 3. Building Reading Fluency and Comprehension Fluency Practice Vocabulary Development 4. Encouraging Independent Reading Self-Selection of Books Support for Reluctant Readers 5. Addressing Diverse Student Needs 6. Fostering a Love for Reading By expanding access to library books, virtual books, and audiobooks, schools can create a richer, more inclusive reading environment that addresses the needs of all learners and supports student reading achievement. <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	
1.5	<p>Action: Technology</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. Furthermore, many of our district's low-income students do not have technology device access at home, thus creating a barrier to academic success.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p>	<p>Technology will be purchased and used to support and enhance literacy at school and virtually .</p> <p>Technology can significantly improve Unduplicated student learning by making education more accessible, engaging, personalized, and efficient. Here's how technology can enhance learning outcomes:</p> <ol style="list-style-type: none"> 1. Personalized Learning 2. Enhanced Engagement and Motivation 3. Improved Collaboration and Communication 4. Access to a Vast Range of Resources 5. Supporting Diverse Learning Needs 6. Developing Digital Literacy and 21st Century Skills 7. Providing Real-World Learning Experiences 8. Enhancing Assessment and Feedback <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Technology will support student learning and help in the improvement of instruction.</p> <p>Scope: LEA-wide</p>		
<p>1.6</p>	<p>Action: Incentives</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused? The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p>	<p>Student academic and attendance incentives will be purchased and provided for Unduplicated students who excel in English Language Arts.</p> <p>Incentives can play a significant role in boosting student achievement by motivating students to engage more actively in their learning and by reinforcing positive behaviors that lead to academic success. Here's how incentives help improve student achievement:</p> <ol style="list-style-type: none"> 1. Increased Motivation and Engagement 2. Reinforcing Positive Behaviors and Academic Habits 3. Improving Academic Performance 4. Building a Positive Learning Environment 5. Recognizing and Valuing Student Effort 6. Providing Opportunities for Personalized Learning Goals 7. Encouraging Self-Regulation and Responsibility <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs, and this also provides equity in recognition of successful learning outcomes by all students.</p>	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Incentives will motivate students to learn.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Extra and Co-Curricular Activities and field trips</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p>	<p>Extra and co-curricular activities, as well as field trips, can significantly contribute to Unduplicated student achievement by providing enriching experiences that complement classroom learning and support personal development. These activities can help enhance student learning and achievement:</p> <ol style="list-style-type: none"> 1. Reinforcing Academic Learning 2. Building Critical Thinking and Problem-Solving Skills 3. Developing Social and Emotional Skills 4. Boosting Motivation and Engagement 5. Supporting Diverse Learning Styles and Needs 6. Improving Health and Well-Being 7. Expanding Cultural Awareness and Global Competence 8. Facilitating Career and Skill Development 9. Enhancing Academic Performance Through Structured Programs <p>When integrated effectively, extra and co-curricular activities, along with field trips, provide a holistic approach to education that supports not only academic achievement but also the development of well-rounded, skilled, and confident individuals.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will</p>	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our students need to have expanded experiences in Extra and Co-Curricular Activities and field trips. Many of our district Unduplicated student families do not have the fiscal resources to access co-curricular or extra curricular activities outside the school environment, thus limiting exposure to learning that connects to school content instruction.</p> <p>Scope: LEA-wide</p>	<p>be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
<p>1.8</p>	<p>Action: Expanded Learning Opportunities</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic, and Socioeconomically Disadvantaged.</p>	<p>Expanded learning opportunities (ELOs) are programs and activities that extend learning beyond the traditional school day and year, such as after-school programs, summer enrichment, weekend classes, and extended-day initiatives. These opportunities can significantly contribute to Unduplicated student achievement in various ways:</p> <ol style="list-style-type: none"> 1. Providing Additional Instructional Time 2. Offering Enrichment and Hands-On Learning 3. Improving Social and Emotional Learning (SEL) 4. Enhancing Engagement and Motivation 5. Supporting Diverse Learning Needs 6. Building Skills for the Future 7. Strengthening Family and Community Engagement 8. Increasing Access to Technology and Resources <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will</p>	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>The students need more learning time in instruction.</p> <p>Scope: LEA-wide</p>	<p>be implemented LEA-wide to benefit all students, as many other students exhibited similar needs</p>	
<p>1.9</p>	<p>Action: Instructional Aides (6)</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p>	<p>Instructional aides can have a substantial impact on Unduplicated achievement by providing additional support in the classroom and addressing individual student needs. They will help improve student outcomes:</p> <ol style="list-style-type: none"> 1. Provide Individualized Attention 2. Enhance Classroom Management 4. Support Differentiated Instruction 5. Increase Instructional Time 6. Promote Early Literacy and Numeracy Development 7. Providing Data-Driven Support 8. Encourage Family and Community Engagement <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs</p>	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>The students need more learning time and instruction. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level.</p> <p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: Assessment/ Curriculum Coordinator</p> <p>Need: What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?</p> <p>The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.</p>	<p>Having an assessment/curriculum coordinator at our school can significantly enhance Unduplicated achievement by providing expertise in curriculum development, data analysis, and instructional planning. An assessment/curriculum coordinator can help improve academic outcomes:</p> <ol style="list-style-type: none"> 1. Aligning Curriculum with Standards 2. Supporting Data-Driven Instruction 3. Implementing and Overseeing Assessments 4. Facilitating Professional Development 5. Guiding Targeted Interventions and Differentiation 6. Enhancing Curriculum Quality and Relevance 7. Supporting Schoolwide Academic Goals 	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>Our assessment Curriculum Coordinator will work with the staff to review and analyze data to improve instruction. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>8. Improving Assessment Literacy Among Teachers 9. Promoting Student-Centered Learning 10. Ensuring Compliance with Educational Standards and Policies</p> <p>Having an assessment/curriculum coordinator can provide the support needed to strengthen instructional practices, improve curriculum quality, and use data effectively to boost student achievement. This role serves as a bridge between leadership, teachers, and students, ensuring that all efforts are aligned towards meeting educational goals.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
1.12	<p>Action: Library Clerk</p> <p>Need: The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.</p>	<p>Librarians play a crucial role in enhancing Unduplicated students' academic performance in several ways:</p> <p>1. Information Literacy: Librarians teach students how to find, evaluate, and use information effectively. This skill is essential for research projects and critical thinking.</p>	#1.1 #1.2 #1.3 #1.8 #1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>Our students need more opportunities to read. Schools with strong library programs often see higher standardized test scores and better overall academic performance. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level.</p> <p>Scope: LEA-wide</p>	<p>2. Resource Accessibility: They provide access to a wide range of academic resources, including books, journals, and online databases, which support students' coursework and research.</p> <p>3. Academic Support: Librarians often offer one-on-one research consultations, helping students navigate complex assignments and improve their research strategies.</p> <p>4. Collaborative Programs: They collaborate with faculty to integrate library resources into the curriculum, enhancing the overall learning experience.</p> <p>5. Study Spaces: Libraries offer quiet and collaborative study spaces, creating an environment conducive to learning and academic success.</p> <p>6. Engagement and Belonging: Libraries host events and programs that foster a sense of community and belonging, which can positively impact students' engagement and retention.</p> <p>In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	<p>Action: AMPACT -Americorps Tutors</p> <p>Need: The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>AMPACT will work with our staff to provide targeted, individualized support, extend learning opportunities, monitor progress, and foster a positive reading culture. By integrating AMPACT's efforts with the school's goals and strategies for reading instruction, AMPACT tutors will play a significant role in improving reading scores and helping students become successful readers.</p>	<p>AMPACT will work with our staff to provide targeted, individualized support, extend learning opportunities, monitor progress, and foster a positive reading culture. By integrating AMPACT's efforts with the school's goals and strategies for reading instruction, AMPACT tutors will play a significant role in improving reading scores and helping Unduplicated students become successful readers.</p> <p>AmeriCorps will be a valuable partner in helping to improve reading scores at our school by working collaboratively with staff and students. AMPACT tutors will support reading achievement by:</p> <ol style="list-style-type: none"> 1. Targeted Reading Interventions 2. Supplementing Classroom Instruction 3. Progress Monitoring 4. Fostering a Love of Reading 5. Building Student Confidence 6. Professional Development for Staff 7. Family and Community Engagement <p>Additionally, the district will ensure equitable access to the AMPACT Reading Program activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for Unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis</p>	<p>#1.1 #1.2 #1.3 #1.8 #1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: Professional Development</p> <p>Need: Professional development (PD) focused on mathematics is essential for equipping instructional staff with the tools, strategies, and knowledge they need to improve their teaching practices and enhance Unduplicated student achievement in math.</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p> <p>Scope:</p>	<p>Professional development specifically focused on mathematics empowers teachers to enhance their instructional practices, better meet the needs of their Unduplicated students, and ultimately improve achievement in math. By providing educators with the necessary skills, knowledge, and support, schools can foster a culture of mathematical excellence and enthusiasm for learning.</p> <p>This is how math professional development can benefit our instructional staff and positively impact student learning outcomes:</p> <ol style="list-style-type: none"> 1. Enhancing Pedagogical Knowledge 2. Fostering Differentiated Instruction 3. Integrating Technology in Math Instruction 4. Improving Assessment Practices 5. Supporting Collaborative Learning 6. Building Mathematical Discourse 7. Connecting Math to Real-World Applications 8. Promoting a Growth Mindset 9. Increasing Engagement and Motivation 10. Continuous Professional Growth <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>#2.1 #2.2 #2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: Instructional Materials</p> <p>Need: Providing high-quality instructional materials and supplemental resources in mathematics can significantly enhance teaching effectiveness and promote Unduplicated student learning and academic growth.</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p> <p>Scope: LEA-wide</p>	<p>High-quality math instructional materials and supplemental resources play a crucial role in enhancing teaching effectiveness and fostering Unduplicated student learning and academic growth. By providing teachers with structured, engaging, and differentiated resources, schools can create an environment that supports Unduplicated students in achieving success in mathematics and significantly enhance teaching effectiveness and promote Unduplicated student learning and academic growth.</p> <p>Instructional materials can support both teachers and students:</p> <ol style="list-style-type: none"> 1. Alignment with Standards 2. Engaging and Interactive Content 3. Differentiation and Accessibility 4. Structured Lesson Planning 5. Formative Assessment Tools 6. Professional Development and Support 7. Fostering Mathematical collaborative learning, critical thinking, and problem solving. 8. Encouraging Self-Directed Learning 9. Continuous Engagement and Practice 10. Tracking Progress and Celebrating Success <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.3</p>	<p>Action: Technology</p> <p>Need: The integration of technology in math instruction can significantly enhance teaching practices and improve Unduplicated student learning outcomes.</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p> <p>Scope: LEA-wide</p>	<p>Technology devices and programs will be purchased and implemented to support the teaching and learning in math will be purchased and used to support and enhance math. The effective use of technology in math education empowers teachers to create dynamic and engaging learning environments that cater to diverse Unduplicated student needs. By integrating g technology, educators can enhance instructional practices, provide personalized learning experiences, and ultimately improve achievement in mathematics.</p> <p>. Technology can benefit both teachers and students in the math classroom:</p> <ol style="list-style-type: none"> 1. Engaging Learning Experiences 2. Personalized Learning 3. Access to Resources 4. Enhanced Collaboration 5. Data-Driven Instruction 6. Increased Engagement and Motivation 7. Development of Critical Thinking Skills 8. Support for ELL and Diverse Learners 9. Preparation for Future Careers <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>#2.1 #2.2 #2.3</p>
<p>2.4</p>	<p>Action: Academic Incentives</p> <p>Need:</p>	<p>Student academic and attendance incentives will be purchased and provided to Unduplicated students who excel in math.</p>	<p>#2.1 #2.2 #2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Academic incentives, when implemented thoughtfully, can significantly enhance Unduplicated student achievement in math by motivating students, fostering a positive learning environment, and promoting behaviors that lead to academic success. By recognizing and rewarding effort, improvement, and achievement, schools can create a culture of excellence that supports Unduplicated students in reaching their full potential in mathematics.</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p> <p>Scope: LEA-wide</p>	<p>Academic incentives play a significant role in supporting student achievement in math by motivating Unduplicated students to engage more deeply with the subject, enhancing their performance, and fostering a positive learning environment. Here's how academic incentives will contribute to improving math achievement:</p> <ol style="list-style-type: none"> 1. Motivation and Engagement 2. Encouraging Consistent Effort 3. Building a Growth Mindset 4. Creating a Positive Learning Environment 5. Promoting Collaboration 6. Encouraging Participation 7. Targeting Specific Areas of Improvement 8. Celebrating Success 9. Enhancing Teacher-Student Relationships 10. Data-Driven Decision Making <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.5</p>	<p>Action: Field trips and extra and co-curricular activities</p> <p>Need: Extra and co-curricular activities, along with field trips, are powerful tools for enhancing student achievement in math. By providing engaging, real-world experiences, fostering collaboration, and promoting interdisciplinary learning, these activities can motivate Unduplicated students to embrace math, develop critical skills, and ultimately achieve greater academic success.</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All</p>	<p>Students will attend extra and Co-Curricular Activities to support and enhance math. Extra and co-curricular activities, along with field trips, can play a significant role in enhancing academic success in math for Unduplicated students. These experiences provide opportunities for real-world application of mathematical concepts, foster engagement, and support various aspects of student learning. These activities can contribute to math achievement:</p> <ol style="list-style-type: none"> 1. Real-World Application of math 2. Increased Engagement and Motivation 3. Collaboration and Teamwork in math 4. Development of Critical Thinking and Creativity 5. Exposure to Diverse Perspectives 6. Strengthening Connections Across Subjects 7. Building Confidence and Self-Efficacy 8. Creating a Supportive Learning Environment <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>#2.1 #2.2 #2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>Scope: LEA-wide</p>		
<p>2.6</p>	<p>Action: Instructional Aide</p> <p>Need: Instructional aides are essential partners in the math classroom, providing support that enhances teaching and learning. By offering individualized assistance, facilitating collaborative learning, and reinforcing skills, they help create an environment where all Unduplicated students can thrive in mathematics. Their contributions can lead to improved outcomes and a more effective educational experience for everyone involved.</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p>	<p>Instructional aides can be invaluable resources in the math classroom, supporting both teachers and Unduplicated students in various ways. Instructional aides can enhance teaching effectiveness and improve student learning outcomes by:</p> <ol style="list-style-type: none"> 1. Providing Individualized Support 2. Enhancing Classroom Management 3. Assisting with Instructional Delivery 4. Encouraging Student Engagement 5. Facilitating Collaborative Learning 6. Implementing Interventions and Remediation 7. Administering Assessments and Monitoring Progress 8. Providing Resources and Materials 9. Fostering a Positive Learning Environment 	<p>#2.1 #2.2 #2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p> <p>Scope: LEA-wide</p>	<p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
2.7	<p>Action: Americorp Tutors</p> <p>Need: AMPACT tutors can significantly contribute to academic achievement in math by providing personalized support, fostering engagement, and promoting collaboration among Unduplicated students. Their ability to implement targeted interventions and facilitate real-world connections to math helps create a positive and effective learning environment, ultimately leading to improved outcomes in mathematics.</p> <p>MATHEMATICS</p>	<p>A collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades 4-8.</p> <p>AMPACT (AmeriCorps) tutors can play a vital role in promoting academic achievement in math at our school. These tutors are typically trained to provide support in mathematics, and can implement a range of strategies to enhance Unduplicated student learning.</p> <p>Here are several ways AMPACT tutors will contribute to math achievement:</p> <ol style="list-style-type: none"> 1. Personalize instruction 2. Small group tutoring 3. Target Interventions 4. Incorporate engaging activities 	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>(2023 Dashboard)</p> <p>Scope: LEA-wide</p>	<p>6. Facilitate homework help 7. Build student confidence 8. Collaboration with teachers 9. Data-driven decision making 10. Encouraging parental involvement</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.1	<p>Action: English Language Development Professional Development</p> <p>Need: Professional development focused on English Language Development is essential for empowering teachers to effectively support English learners in their language acquisition journey. By providing teachers with the necessary skills, strategies, and resources, schools can create a more inclusive and supportive environment that fosters academic</p>	<p>All staff will participate in English Language Development Professional Development, especially the ELD component in Wonders, the adopted ELA/ELD program.</p> <p>Professional development in English Language Development (ELD) is crucial for equipping teachers with the skills and knowledge needed to effectively teach English learners (ELs) and support their language acquisition. Professional development can help achieve these goals:</p> <ol style="list-style-type: none"> 1. Understanding Language Acquisition 2. Effective Instructional Strategies 3. Integration of Content and Language Learning 	#3.1 #3.2 #3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>success for all students, particularly English learners.</p> <p>Data from 2022-23 CAASPP/ELPAC SUMMATIVE</p> <p>The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient Level 1 (Minimally Developed) 23.75% Level 2 (Somewhat developed) 33.75% Level 3 (Moderately Developed) 30.00% Level 4 (Well Developed) 12.50%</p> <p>Student English Language Acquisition Results (2023 Dashboard)</p> <p>The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.</p> <p>Els who decreased at least one ELPI Level: 17.2% ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 32.8% ELs who maintained ELPI Level 4: 7.8% ELs who progressed at least one ELPI Level: 42.2%</p> <p>According to the 2023 California School Dashboard, 48.5% (compared to 57% last year) of the English Language Learners are making progress towards English language proficiency.</p> <p>Scope:</p>	<ol style="list-style-type: none"> 4. Assessment and Progress Monitoring 5. Building Language-Rich Environments 6. Utilizing Technology and Resources 7. Fostering a Supportive Learning Environment 8. Collaboration and Networking 9. Family and Community Engagement 10. Sustaining Professional Growth with on-going training <p>Ongoing Training: Professional development should be continuous, allowing teachers to stay updated on best practices, research, and resources for ELD, ultimately leading to sustained improvements in instruction and student outcomes.</p> <p>Reflective Practice: Encouraging reflective practice among teachers can help them assess their teaching methods and adapt strategies to better meet the needs of their EL students. They will become effective in integrated and designated ELD instruction.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	<p>Action: Instructional Materials</p> <p>Need: Instructional materials that support English language acquisition can create a positive impact on both teaching and learning at your school. Effective resources and tools tailored to the needs of English learners can foster learning where students are better equipped to develop their language skills and succeed academically.</p> <p>Baseline is from data from the 2023 California Dashboard.</p> <p>All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient Level 1 (Minimally Developed) 23.75% Level 2 (Somewhat developed) 33.75% Level 3 (Moderately Developed) 30.00%</p>	<p>Ordering instructional materials specifically designed to support English language acquisition can significantly enhance both teaching practices and student learning outcomes in your school. Here are several ways these materials will be beneficial:</p> <ol style="list-style-type: none"> 1. Targeted Language Development Focus on Key Skills: Instructional materials can target specific language skills, such as reading, writing, speaking, and listening, providing structured support for students as they develop their English language proficiency. Comprehensive Curriculum: Resources that align with language acquisition standards can offer a comprehensive curriculum that systematically builds language skills over time. 2. Engaging and Relevant Content 3. Visual Supports 4. Scaffolding for Success 5. Practice and Reinforcement 6. Assessment Tools 7. Support for Collaborative Learning 8. Professional Development for Teachers <p>Best Practices: Materials can include strategies and best practices for teaching English learners, providing teachers with the knowledge they need to succeed.</p> <ol style="list-style-type: none"> 9. Incorporation of Technology 10. Parental Engagement <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students,</p>	#3.1 #3.2 #3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Level 4 (Well Developed) 12.50%</p> <p>Student English Language Acquisition Results from the 2023 California School Dashboard Percentage of English Learners Making Progress Toward English Language Proficiency: 48.5</p> <p>Scope: LEA-wide</p>	<p>as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.</p>	
<p>3.3</p>	<p>Action: EL Coach</p> <p>Need: An EL Coach will provide coaching of teachers and staff in instruction in English Language Development.</p> <p>Baseline is from data from the 2023 California Dashboard.</p> <p>All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p>	<p>An EL Coach will provide coaching of teachers and staff in instruction in English Language Development. An English language coach can be an asset for both teachers and students in several ways:</p> <p>For Teachers:</p> <ol style="list-style-type: none"> 1. Professional Development: Coaches provide personalized professional development, helping teachers improve their instructional practices and stay updated with the latest teaching strategies. 2. Collaborative Planning: They work with teachers to plan lessons that effectively integrate language learning objectives, ensuring that all students' needs are met. 3. Classroom Support: Coaches can observe classes and provide feedback, helping teachers refine their techniques and address specific challenges. 4. Resource Sharing: They introduce teachers to new resources and materials that can enhance their teaching and make lessons more engaging. 5. Building Confidence: By offering support and guidance, coaches help teachers feel more 	<p>#3.1 #3.2 #3.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student English Language Acquisition Results (2023 Dashboard) The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Els who decreased at least one ELPI Level: 17.2% ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 32.8% ELs who maintained ELPI Level 4: 7.8% ELs who progressed at least one ELPI Level: 42.2%</p> <p>The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient Level 1 (Minimally Developed) 23.75% Level 2 (Somewhat developed) 33.75% Level 3 (Moderately Developed) 30.00% Level 4 (Well Developed) 12.50%</p> <p>Student English Language Acquisition Results from the 2023 California School Dashboard Percentage of English Learners Making Progress Toward English Language Proficiency: 48.5</p> <p>Scope: LEA-wide</p>	<p>confident in their ability to teach English language learners.</p> <p>For Students:</p> <ol style="list-style-type: none"> 1. Targeted Instruction: Coaches can provide one-on-one or small group instruction tailored to students' specific language needs, helping them improve more quickly. 2. Skill Development: They focus on developing critical language skills, such as reading, writing, speaking, and listening, through various engaging activities. 3. Cultural Competence: Coaches often incorporate cultural learning, helping students understand and navigate different cultural contexts, which is crucial for language acquisition. 4. Motivation and Engagement: By using interactive and fun learning methods, coaches can increase students' motivation and engagement in learning English. 5. Confidence Building: Coaches help students build confidence in their language abilities, encouraging them to participate more actively in class and other activities. <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Action: Technology</p> <p>Need: The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient Level 1 (Minimally Developed) 23.75% Level 2 (Somewhat developed) 33.75% Level 3 (Moderately Developed) 30.00% Level 4 (Well Developed) 12.50%</p> <p>Data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS</p> <p>All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p>	<p>Technology will be purchased and used to support language development and enhance literacy. Technology can significantly enhance the teaching and learning experience for English learners. Here are some ways it can help both teachers and students:</p> <p>For Teachers:</p> <ol style="list-style-type: none"> 1. Interactive Lessons: Tools like interactive whiteboards and educational apps can make lessons more engaging and interactive, helping to capture students' attention and make learning more enjoyable. 2. Resource Accessibility: Teachers can access a vast array of online resources, including lesson plans, videos, and interactive exercises, which can be tailored to meet the needs of their students. 3. Professional Development: Online courses and webinars provide opportunities for teachers to learn new strategies and stay updated with the latest trends in language teaching. 4. Assessment and Feedback: Digital tools can streamline the assessment process, allowing teachers to quickly evaluate student progress and provide timely feedback. <p>For Students:</p> <ol style="list-style-type: none"> 1. Personalized Learning: Technology allows for personalized learning experiences, where students can work at their own pace and focus on areas where they need the most improvement. 2. Engaging Content: Multimedia content, such as videos, games, and interactive exercises, can make learning more engaging and help students retain information better. 3. Language Practice: Apps and online platforms offer opportunities for students to practice their 	#3.1 #3.2 #3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Student English Language Acquisition Results from the 2023 California School Dashboard Percentage of English Learners Making Progress Toward English Language Proficiency: 48.5</p> <p>Scope: LEA-wide</p>	<p>language skills outside the classroom, through activities like language games, virtual conversations, and writing exercises.</p> <p>4. Cultural Exposure: Technology can expose students to different cultures and accents, helping them understand the practical use of the language in various contexts.</p> <p>5. Collaboration and Communication: Online tools facilitate collaboration and communication among students, allowing them to work on group projects and practice their language skills with peers.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.</p>	
3.5	<p>Action: EL Aides (2)</p> <p>Need: Baseline is from data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS All Students were 104.9 points below standard.</p>	<p>EL Aides for the purpose/s of providing support to the instructional program within the assigned educational settings with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking students.</p> <p>Aides can play a crucial role in supporting English language learners in the classroom. Here are some ways they can help:</p> <p>1. Individualized Attention</p>	#3.1 #3.2 #3.5

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	<p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Student English Language Acquisition Results (2023 Dashboard) The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Els who decreased at least one ELPI Level: 17.2%</p>	<p>Aides can provide one-on-one or small group support, allowing ELLs to receive personalized instruction tailored to their specific needs. This can be especially helpful for students who may need extra help with certain concepts or skills.</p> <p>2. Language Support They can assist with language development by helping students practice speaking, listening, reading, and writing in English. This can include activities like reading aloud, practicing vocabulary, and engaging in conversations.</p> <p>3. Classroom Integration Aides can help ELLs integrate into the classroom by explaining instructions, translating when necessary, and ensuring that students understand the material being taught. This helps ELLs feel more included and less isolated.</p> <p>4. Cultural Mediation They can act as cultural mediators, helping to bridge the gap between the students' home cultures and the school environment. This can involve explaining cultural norms and expectations, which can be particularly important for newly arrived students.</p> <p>5. Use of Visual Aids Aides can utilize visual aids and multimedia tools to enhance understanding. Visual aids such as charts, images, and videos can make abstract concepts more concrete and accessible for ELLs.</p> <p>6. Homework Assistance</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 32.8%</p> <p>ELs who maintained ELPI Level 4: 7.8%</p> <p>ELs who progressed at least one ELPI Level: 42.2%</p> <p>The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient Level 1 (Minimally Developed) 23.75% Level 2 (Somewhat developed) 33.75% Level 3 (Moderately Developed) 30.00% Level 4 (Well Developed) 12.50%</p> <p>Student English Language Acquisition Results from the 2023 California School Dashboard Percentage of English Learners Making Progress Toward English Language Proficiency: 48.5</p> <p>Scope: LEA-wide</p>	<p>They can provide support with homework and assignments, ensuring that ELLs understand what is required and helping them complete their work successfully.</p> <p>7. Monitoring Progress Aides can help monitor the progress of ELs, providing feedback to teachers about students' strengths and areas that need improvement. This ongoing assessment can help tailor instruction to better meet students' needs.</p> <p>8. Encouragement and Confidence Building By offering consistent support and encouragement, aides can help build ELLs' confidence in their language abilities, motivating them to participate more actively in class.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.</p>	
3.6	<p>Action: Extended Learning Opportunity</p> <p>Need: Data from the 2023 California Dashboard.</p>	<p>Extended learning opportunities can significantly benefit English language learners (ELs) in various ways. Here are some key advantages:</p> <p>1. Increased Instructional Time</p>	<p>#3.1 #3.2 #3.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ENGLISH LANGUAGE ARTS All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>The ELPAC Scores for 2022-2023 were as follows: School-wide: 12.50% proficient Level 1 (Minimally Developed) 23.75% Level 2 (Somewhat developed) 33.75% Level 3 (Moderately Developed) 30.00%</p>	<p>ELOs provide additional time for ELLs to engage with the language and content, allowing for more in-depth learning and practice. This extra time can be crucial for mastering complex language skills and academic concepts.</p> <p>2. Personalized Support With extended learning, teachers and aides can offer more personalized and targeted instruction to meet the specific needs of ELLs. This can include one-on-one tutoring, small group sessions, and tailored activities that address individual learning gaps.</p> <p>3. Enhanced Engagement Extended learning programs often incorporate interactive and engaging activities that make learning more enjoyable for students. This can include project-based learning, hands-on activities, and the use of technology, all of which can help ELLs stay motivated and interested in their studies.</p> <p>4. Language Immersion ELOs provide more opportunities for ELLs to immerse themselves in the English language through various contexts and settings. This can include after-school programs, summer camps, and extracurricular activities where students can practice their language skills in real-world scenarios.</p> <p>5. Cultural Integration Extended learning programs can also help ELLs integrate into the school community and broader society by exposing them to different cultural</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Level 4 (Well Developed) 12.50%</p> <p>Student English Language Acquisition Results from the 2023 California School Dashboard Percentage of English Learners Making Progress Toward English Language Proficiency: 48.5</p> <p>Scope: LEA-wide</p>	<p>experiences and social interactions. This can enhance their cultural competence and help them feel more connected and confident.</p> <p>6. Academic Support ELOs can offer additional academic support, such as homework help and study sessions, which can be particularly beneficial for ELLs who may need extra assistance with their coursework. This support can help bridge the gap between ELLs and their native-speaking peers.</p> <p>7. **Parental Involvement Extended learning programs often involve parents and families, providing them with resources and strategies to support their children's learning at home. This can create a more supportive and cohesive learning environment for ELLs.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.</p>	
4.1	<p>Action: Technology Staff Development</p> <p>Need:</p>	<p>Technology professional development will allow staff to better address the learning needs of Unduplicated students by providing effective and powerful instruction through maximization of varied</p>	<p>#4.1 #4.2 #4.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our educational partners, on the spring survey, stated that they are in need of additional instructional technology learning to enhance their teaching and impact student outcome to a greater extent. Staff are in continuous need of up-to-date knowledge and skills on how best to leverage the power of technology to impact and accelerate Unduplicated student learning through best instructional technology practices.</p> <p>Data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p>	<p>learning resources and platforms coupled with solid instructional practices and strategies.</p> <p>Personalized Learning: Adaptive Learning Software: Tools like Khan Academy and DreamBox adapt to a student's pace and style, offering customized lessons and exercises. Learning Analytics: Platforms analyze performance data to provide insights and recommendations, helping tailor instruction to individual needs.</p> <p>Access to Resources: Online Courses and Tutorials: Websites offer courses on a wide range of subjects, allowing self-paced learning. E-books and Digital Libraries: Vast digital libraries and e-books provide resources for research and study.</p> <p>Interactive Learning Tools: Gamification: Educational games make learning fun and engaging, aiding in the understanding and retention of complex concepts. Simulations and Virtual Labs: Tools like PhET Interactive Simulations enhance understanding through hands-on virtual experiments.</p> <p>Collaboration and Communication: Online Collaboration Tools: Platforms like Google Classroom and Microsoft Teams facilitate group projects and communication, enabling remote collaboration.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Scope: LEA-wide</p>	<p>Discussion Forums and Social Media Groups: Provide spaces for discussion, questions, and knowledge sharing.</p> <p>Assessment and Feedback: Online Quizzes and Tests: Immediate feedback helps students understand mistakes and learn promptly. Automated Grading Systems: Save teachers time, allowing more personalized feedback and support.</p> <p>Enhancing Engagement: Multimedia Content: Videos, podcasts, and interactive content make learning more engaging than traditional textbooks. Augmented Reality (AR) and Virtual Reality (VR): Offer immersive learning experiences like virtual field trips and interactive simulations.</p> <p>Skill Development: Coding and Programming Tools: Platforms like Scratch and Code.org teach coding, fostering critical thinking and problem-solving. STEM Learning Kits: Kits like LEGO Mindstorms and Raspberry Pi encourage hands-on learning in STEM.</p> <p>Support for Diverse Learning Needs: Assistive Technologies: Tools like text-to-speech and speech-to-text support students with disabilities, ensuring inclusive education. Language Learning Apps: Apps like Duolingo and Rosetta Stone help students learn new languages at their own pace.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
4.2	<p>Action: Computer Education Programs</p> <p>Need: Unduplicated students are in need of as many varied resources to access for learning support. As Dashboard results illustrate, for our district Unduplicated students, the achievement gap compared to the state average is very big. Leveraging learning programs can assist in closing that gap.</p> <p>Data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p>	<p>Computer education programs can greatly enhance Unduplicated students' learning experiences in several ways. These programs will ensure that Unduplicated students have access to tailored support to supplement their learning, while also learning at their level with acceleration as the focus. Some programs are tailored to students' needs based on diagnostic components within the programs. Other programs will supplement the core curriculum content thereby providing additional learning resources to Unduplicated students.</p> <p>In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	#4.1 #4.2 #4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Scope: LEA-wide</p>		
4.3	<p>Action: Purchase Technology Devices</p> <p>Need: Many of our districts low-income students do not have a personal learning device such as a laptop or Chromebook. Family fiscal challenges in school-aged multi-child households provides a barrier to each student having a learning device.</p> <p>Investing in computers and Chromebooks for Unduplicated students is a powerful step toward enhancing academic achievement. These devices provide essential tools for personalized learning, collaboration, and access to a wealth of educational resources, equipping both students and staff with the</p>	<p>Purchasing computers and Chromebooks for Unduplicated student use can significantly enhance academic achievement by providing various tools and resources that facilitate learning, collaboration, and engagement. This action will provide each Unduplicated student with a technology learning device, allowing each student to access learning resources and media sources to support grade level and remedial learning.</p> <p>These devices can benefit students and staff at our school in these ways: Personalized Learning: Access to Resources: Interactive Learning Tools:</p>	#4.1 #4.2 #4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>means to succeed in today's digital learning environment.</p> <p>Data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p>	<p>Collaboration and Communication:</p> <p>Assessment and Feedback:</p> <p>Enhancing Engagement:</p> <p>Skill Development:</p> <p>Support for Diverse Learning Needs:</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.4</p>	<p>Action: Internet Access</p> <p>Need: Our school needs to sustain its access to the internet. Our school is a rural school with very limited internet. Having an up-to-date technology infrastructure and support system is vital for enhancing educational experiences, improving teaching and learning, and preparing students for a rapidly changing world. By investing in modern technology, schools can create a dynamic and effective learning environment that supports the needs of Unduplicated students and staff.</p> <p>Many of our district's low-income students do not have home access to Wi-Fi or reliable and sufficient Wi-Fi, thus making it difficult to continue learning at home, therefore providing a barrier to academic success. Student achievement results point to the need for Wi-Fi access for each Unduplicated student.</p> <p>Data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p>	<p>This action allows our Unduplicated students to have access to the internet with the bandwidth needed to support technology in the classroom, thus enabling them to have reliable ease of access to all learning resources and platforms. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs</p>	<p>#4.1 #4.2 #4.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Scope: LEA-wide</p>		
<p>4.5</p>	<p>Action: Technology Infrastructure Support</p> <p>Need: Having an up-to-date technology infrastructure and support system is vital for enhancing educational experiences, improving teaching</p>	<p>Our school needs to sustain its access to the internet. This action provides our Unduplicated students to have access to the internet with the bandwidth needed to do technology in the classroom. The district will purchase the hardware and software needed to support our technology</p>	<p>#4.1 #4.2 #4.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and learning, and preparing Unduplicated students for a rapidly changing world. By investing in modern technology, schools can create a dynamic and effective learning environment that supports the needs of all students and staff.</p> <p>Many of our district's low-income students do not have home access to Wi-Fi or reliable and sufficient Wi-Fi, or a learning device, thus making it difficult to continue learning at home, therefore providing a barrier to academic success.</p> <p>Data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p>	<p>needed to sustain and grow our technology infrastructure.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs</p>	

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	<p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Scope: LEA-wide</p>		
4.6	<p>Action: Technology Infrastructure Support</p> <p>Need: Having an up-to-date technology infrastructure and support system is vital for enhancing educational experiences, improving teaching and learning, and preparing students for a rapidly changing world. Our school is a rural school with very limited internet. By investing in modern technology, schools can create a dynamic and effective learning environment that supports the needs of all students and staff. Many of our district's low-income students do not have home access to Wi-Fi or reliable and sufficient Wi-Fi, or a learning device, thus making it difficult to continue learning at home, therefore providing a barrier to academic success.</p> <p>Data from the 2023 California Dashboard.</p> <p>ENGLISH LANGUAGE ARTS</p>	<p>Our school needs to sustain its access to the internet. This provides our Unduplicated students to access to the internet with the bandwidth needed to do technology in the classroom.. This action provides a technician to keep our infrastructure and devices going. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs</p>	<p>#4.1 #4.2 #4.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students were 104.9 points below standard.</p> <p>English Learners were 110 points below the standard</p> <p>Hispanic students were 107.6 points below the standard.</p> <p>Socioeconomically Disadvantaged were 103.3 points below the standard</p> <p>MATHEMATICS</p> <p>Math performance color is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points</p> <p>English Learners (EL) - 119.1 points below standard. Increased 4.8 points</p> <p>Hispanic - 117.1 points below standard. Increased 12.7</p> <p>Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Scope: LEA-wide</p>		
5.1	Action: Counselor	Improving pupil attendance and truancy rates and maintaining a positive learning environment in	#5.1 #5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: According to the parent and student survey and interviews, they stated that having a school counselor can provide essential support in many areas that affect a student's life, from academic achievement to mental health and social development.</p> <p>Chronic Absenteeism indicator is RED on CA Dashboard with 34.7% of all students considered chronically absent. This shows 11.5% increase from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the RED performance level on the 2023 Dashboard. All student groups showed an increase in chronic absenteeism.</p> <p>All Students - 34.7% (Increased 11.5%) English Learners (EL) - 28.4% (Increased 12.4%) Hispanic - 34.2% (Increased 11.1%) Socioeconomically Disadvantaged (SED) - 34.4% (Increased 10.5%)</p> <p>Scope: LEA-wide</p>	<p>schools are crucial factors that contribute to academic achievement. These are interlinked strategies that support academic achievement by ensuring continuous learning, fostering engagement and motivation, reducing stress, and promoting discipline and cognitive development. This will help Unduplicated student's socio-emotional status and foster a sense of belonging. The counselor's role will address emotional challenges, guide academic planning, and promote a safe, supportive school environment to benefit the overall well-being and success of Unduplicated students. Having a counselor at school is crucial for both student academic achievement and emotional well-being for several reasons:</p> <ol style="list-style-type: none"> 1. Academic Support and Guidance 2. Emotional and Social Support 3. Crisis Intervention 4. Career and College Readiness 5. Fostering a Positive School Environment 6. Promoting Well-Being and Resilience 7. Collaboration with Teachers and Staff 8. Family Engagement 9. Data-Driven Decision Making <p>In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	<p>#5.3 #5.4 #5.5 #5.6</p>
5.2	<p>Action: Attendance Incentives</p>	<p>Attendance incentives can be effective for schools in promoting Unduplicated student attendance and</p>	<p>#5.1 #5.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Chronic Absenteeism indicator is RED on CA Dashboard with 34.7% of all students considered chronically absent. This shows 11.5% increase from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the RED performance level on the 2023 Dashboard. All student groups showed an increase in chronic absenteeism.</p> <p>All Students - 34.7% (Increased 11.5%) English Learners (EL) - 28.4% (Increased 12.4%) Hispanic - 34.2% (Increased 11.1%) Socioeconomically Disadvantaged (SED) - 34.4% (Increased 10.5%)</p> <p>Scope: LEA-wide</p>	<p>overall engagement. Here are several ways they can be beneficial: Benefits of Attendance Incentives</p> <ol style="list-style-type: none"> 1. Increased Student Attendance 2. Enhanced Academic Performance 3. Positive School Climate 4. Reduction in Chronic Absenteeism 5. Recognition of Positive Behavior <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs</p>	<p>#5.3 #5.4 #5.5 #5.6</p>
5.3	<p>Action: Nurse</p> <p>Need: Chronic Absenteeism indicator is RED on CA Dashboard with 34.7% of all students considered chronically absent. This shows 11.5% increase from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the RED performance level on the 2023 Dashboard. All student groups showed an increase in chronic absenteeism.</p>	<p>Having a school nurse is integral to creating a healthy, safe, and supportive learning environment. By addressing Unduplicated student health issues promptly, promoting wellness, reducing absenteeism, school nurses directly and indirectly contribute to improved student achievement. Their presence ensures that students are physically and mentally prepared to engage in their education, leading to better academic outcomes and overall well-being. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will</p>	<p>#5.1 #5.2 #5.3 #5.4 #5.5 #5.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students - 34.7% (Increased 11.5%) English Learners (EL) - 28.4% (Increased 12.4%) Hispanic - 34.2% (Increased 11.1%) Socioeconomically Disadvantaged (SED) - 34.4% (Increased 10.5%)</p> <p>Parents also report that access to health services outside the school environment is not always readily available, and they appreciate that the district provides a nurse to oversee students when they are not feeling their best.</p> <p>Scope: LEA-wide</p>	<p>be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
<p>5.4</p>	<p>Action: Noon Duty Supervisors</p> <p>Need: Noon duty supervisors, also known as lunch or recess monitors, play a crucial role in maintaining a positive school climate. The survey conducted in the spring of 2024 shows the following: Parents Perception of school climate: 2 Parent perception of school program: 2 Parents feel connectedness: 2 Parents will become more engaged and view their roles and responsibilities: 2</p>	<p>Noon duty supervisors, also known as lunch or recess monitors, play a crucial role in maintaining a positive school climate. Noon duty supervisors play a vital role in shaping a positive school climate by ensuring safety, promoting positive behavior, resolving conflicts, encouraging social interaction, and supporting emotional well-being. Their presence helps create an environment where Unduplicated students feel safe, respected, and engaged, which is essential for both their academic success and overall development. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of</p>	<p>#5.1 #5.2 #5.3 #5.4 #5.5 #5.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parent feelings of opportunities for input into district decision making: 2</p> <p>A need to have a presence of a Noon Duty Supervisor to help create an environment where Unduplicated students feel safe, respected, and engaged, which is essential for both their academic success and overall development and will help improve the low perceptions.</p> <p>Scope: LEA-wide</p>	<p>students, promoting equity and success across the entire student population.</p>	
<p>5.7</p>	<p>Action: Parent Education</p> <p>Need: The survey conducted in the spring of 2024 shows the following were low: Parents Perception of school climate: 2</p> <p>Parent perception of school program: 2</p> <p>Parents feel connectedness: 2</p> <p>Parents will become more engaged and view their roles and responsibilities: 2</p> <p>Parent feelings of opportunities for input into district decision making: 2</p> <p>Parenting classes would re-establish a connection between the school and parents to</p>	<p>Parent education classes can have a profound impact on Unduplicated student outcomes in several key areas:</p> <ol style="list-style-type: none"> 1. Academic Achievement <ul style="list-style-type: none"> • Enhanced Support at Home: Parents who understand the curriculum and effective teaching strategies can better support their children's learning at home. This can lead to higher grades and improved test scores. • Homework Assistance: Educated parents are more equipped to help with homework, ensuring that students complete assignments correctly and on time. 2. Improved Attendance <ul style="list-style-type: none"> • Understanding the Importance of Attendance: When parents are educated about the critical role of regular 	<p>#5.1 #5.2 #5.3 #5.4 #5.5 #5.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>allow for a positive perception of school climate, program, feel more connected and engaged.</p> <p>Research findings also indicate that children of parents that are involved and engaged with the school result in more all around positive outcomes for their children.</p> <p>Scope: LEA-wide</p>	<p>attendance in academic success, they are more likely to ensure their children attend school consistently.</p> <ul style="list-style-type: none"> • Early Intervention: Educated parents can recognize and address issues that may lead to absenteeism, such as health problems or transportation issues. <p>3. Socio-Emotional Status</p> <ul style="list-style-type: none"> • Emotional Support: Parents who are educated about socio-emotional development can provide better emotional support, helping children manage stress and build resilience. • Positive Behavior Modeling: These parents can model positive social behaviors and conflict resolution skills, which children can emulate. • Stronger Parent-Teacher Relationships: Educated parents are more likely to engage with teachers and school staff, creating a supportive network that benefits the child's socio-emotional well-being. <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs</p>	
5.8	<p>Action: Triage Social Worker</p> <p>Need: According to parents of the districts Unduplicated Pupils, their are fiscal, language, and transportation barriers to accessing</p>	<p>A TCOE BHS Mental Wellness Services triage worker will serve as liaisons between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors, and other contacts, to help children who face problems such as disabilities, abuse, or poverty. Maintain case history records and prepare reports.</p>	<p>#5.1 #5.2 #5.3 #5.4 #5.5 #5.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>outside services related to addressing their children's mental well-being. Unaddressed mental concerns can have detrimental effects on a child's school success leading to academic failure, absenteeism, and challenges with positive peer relationships.</p> <p>Chronic Absenteeism indicator is RED on CA Dashboard with 34.7% of all students considered chronically absent. This shows 11.5% increase from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the RED performance level on the 2023 Dashboard. All student groups showed an increase in chronic absenteeism.</p> <p>All Students - 34.7% (Increased 11.5%) English Learners (EL) - 28.4% (Increased 12.4%) Hispanic - 34.2% (Increased 11.1%) Socioeconomically Disadvantaged (SED) - 34.4% (Increased 10.5%)</p> <p>The ENGLISH LANGUAGE ARTS indicator on 2023 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.</p> <p>All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points</p>	<p>Staff and parents felt Unduplicated students needed support to have a positive impact on students' academic achievement, attendance, and socio-emotional well-being.</p> <p>A social worker assigned to a school can have a significant positive impact on students' academic achievement, attendance, and socio-emotional well-being:</p> <p>Academic Achievement</p> <ol style="list-style-type: none"> 1. Individual Support: Social workers provide one-on-one counseling and support to students facing academic challenges, helping them develop effective study habits and organizational skills. 2. Resource Connection: They connect students and families with educational resources and tutoring services, ensuring that students have the tools they need to succeed³ 3. Collaboration with Teachers: Social workers collaborate with teachers to identify and address any barriers to learning, creating a supportive environment that fosters academic success. <p>Improved Attendance</p> <ol style="list-style-type: none"> 1. Addressing Barriers: Social workers identify and address underlying issues that may be causing absenteeism, such as family problems, health issues, or transportation difficulties. 2. Parental Engagement: They work with parents to emphasize the importance of regular attendance and help them develop strategies to ensure their children attend school consistently. 3. Monitoring and Intervention: Social workers monitor attendance patterns and intervene early 	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points</p> <p>MATHEMATICS (2023 Dashboard) Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Orange.</p> <p>All students - 116.3 points below the standard. Increase 11.9 points English Learners (EL) - 119.1 points below standard. Increased 4.8 points Hispanic - 117.1 points below standard. Increased 12.7 Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points</p> <p>Scope: LEA-wide</p>	<p>when issues arise, providing support and resources to help students get back on track.</p> <p>Socio-Emotional Status</p> <ol style="list-style-type: none"> 1. Counseling Services: Social workers offer individual and group counseling to help students manage stress, anxiety, and other emotional challenges. 2. Social Skills Development: They run programs and workshops that teach students essential social skills, such as communication, conflict resolution, and empathy. 3. Crisis Intervention: In times of crisis, social workers provide immediate support and intervention, helping students navigate difficult situations and maintain their emotional well-being. 4. Building Resilience: Through various activities and support systems, social workers help students build resilience and develop coping strategies that can improve their overall socio-emotional health. <p>In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	
5.9	<p>Action: Attendance Clerk</p> <p>Need: Chronic Absenteeism indicator is RED on CA Dashboard with 34.7% of all students considered chronically absent. This shows</p>	<p>The attendance clerk will consistently monitor Unduplicated student attendance, notify parents daily if their child is absent from school, and coordinate attendance review meetings if a student begins to experience attendance issues or if attendance does not improve. The intent of this action is to ensure students are present for</p>	<p>#5.1 #5.2 #5.3 #5.4 #5.5 #5.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>11.5% increase from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the RED performance level on the 2023 Dashboard. All student groups showed an increase in chronic absenteeism.</p> <p>All Students - 34.7% (Increased 11.5%) English Learners (EL) - 28.4% (Increased 12.4%) Hispanic - 34.2% (Increased 11.1%) Socioeconomically Disadvantaged (SED) - 34.4% (Increased 10.5%)</p> <p>Scope: LEA-wide</p>	<p>learning, reduce chronic absenteeism by Unduplicated students, and support parents in ensuring excellent school attendance by their child.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services</p>	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The concentration grant add-on funding is a component of the Local Control Funding Formula (LCFF) designed to provide additional financial resources to schools with high concentrations of students who face greater educational challenges. Specifically, this funding targets schools where more than 55 percent of the student population consists of foster youth, English learners, and low-income students.

The primary purpose of the concentration grant add-on funding is to enhance educational services and support for these high-need student groups, ensuring they receive equitable opportunities to succeed academically. This funding allows schools to implement targeted programs and resources that address the unique challenges faced by these students, thereby promoting better educational outcomes and overall well-being.

The additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students at our school who are foster youth, English learners, and low-income students. The following actions in the 2024-25 LCAP are whole or partially funded with this Concentration Add-on Grant funding.

Goal 5 Action 3: Additional Days for County Nurse

The county nurse will be at the school to ensure support the health and wellness needs of all students, including foster youth, English learners, and low-income students who may face barriers to attendance due to health issues. This would allow for access to health and wellness support, address health-related absenteeism, and improve overall student well-being.

Action 4: Noon Duty Supervisors

This action will assign noon duty supervisors to ensure a safe and inclusive learning climate for all students, with a focus on supporting the specific needs of foster youth, English learners, and low-income students. This will help maintain a safe and positive school environment can encourage targeted students to attend school regularly and engage in learning.

Attendance Clerk:

The attendance clerk will communicate with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues and meeting district and state absence notification requirements. The attendance clerk will fully implement the school's attendance plan, monitor student attendance, contact parents to verify absences and to encourage excellent attendance. Chronic absenteeism is a challenge as is high absenteeism rates. The expectation is that through attendance education to students and parents and actions to increase student attendance, school-going rates will improve.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,165,015	537,465	46.134%	6.404%	52.538%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$677,465.00	\$422,003.00	\$24,000.00	\$77,000.00	\$1,200,468.00	\$581,465.00	\$619,003.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$2,000.00	\$9,000.00	\$2,000.00	\$4,000.00		\$5,000.00	\$11,000.00	
1	1.2	Literacy Coach	All	No			All Schools	August 2024-June 2025	\$72,000.00	\$0.00		\$72,000.00			\$72,000.00	
1	1.3	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$45,000.00	\$20,000.00	\$5,000.00		\$20,000.00	\$45,000.00	
1	1.4	Library books, virtual books, audiobooks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$15,000.00	\$10,000.00	\$5,000.00			\$15,000.00	
1	1.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$15,000.00	\$10,000.00	\$5,000.00			\$15,000.00	
1	1.6	Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$9,000.00	\$8,000.00	\$1,000.00			\$9,000.00	
1	1.7	Extra and Co-Curricular Activities and field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.8	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$42,000.00	\$50,000.00	\$2,000.00	\$90,000.00			\$92,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Instructional Aides (6)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$83,465.00	\$0.00	\$43,465.00	\$25,000.00		\$15,000.00	\$83,465.00	
1	1.10	Assessment/ Curriculum Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$16,000.00	\$0.00	\$8,000.00	\$8,000.00			\$16,000.00	
1	1.11	TCOE Reading Specialist	All	No			All Schools	August 2024-June 2025	\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	
1	1.12	Library Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		August 2024-June 2025	\$24,000.00	\$0.00	\$10,000.00		\$9,000.00	\$5,000.00	\$24,000.00	
1	1.13	AMPACT -Americorps Tutors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.14	Quail Arts Integration Program	All	No			All Schools	August 2024-June 2025	\$0.00	\$75,003.00		\$60,003.00	\$15,000.00		\$75,003.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$5,000.00	\$5,000.00	\$10,000.00				\$10,000.00	
2	2.2	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.3	Techology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.4	Academic Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.5	Field trips and extra and co-curricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.6	Instructional Aide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	August 2024-June 2025	\$22,000.00	\$0.00	\$10,000.00			\$12,000.00	\$22,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.7	Americorp Tutors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.8	Extended Learning Programs	All	No			All Schools		\$20,000.00	\$70,000.00		\$90,000.00			\$90,000.00	
3	3.1	English Language Development Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$0.00	\$10,000.00	\$5,000.00	\$5,000.00			\$10,000.00	
3	3.2	Instructional Materials	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$0.00	\$4,000.00	\$2,000.00	\$2,000.00			\$4,000.00	
3	3.3	EL Coach	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$10,000.00	\$0.00	\$5,000.00			\$5,000.00	\$10,000.00	
3	3.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.5	EL Aides (2)	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$35,000.00	\$0.00	\$25,000.00	\$5,000.00		\$5,000.00	\$35,000.00	
3	3.6	Extended Learning Opportunity	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$1,000.00	\$11,000.00	\$2,000.00	\$10,000.00			\$12,000.00	
4	4.1	Technology Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.2	Computer Education Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
4	4.3	Purchase Technology Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
4	4.4	Internet Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
4	4.5	Technology Infrastructure Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	August 2024-June 2025	\$0.00	\$55,000.00	\$45,000.00			\$10,000.00	\$55,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	4.6	Technology Infrastructure Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
5	5.1	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	
5	5.2	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
5	5.3	Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
5	5.4	Noon Duty Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
5	5.5	Multi-tiered system of supports (MTSS)	All	No			All Schools	August 2024-June 2025	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
5	5.6	Extend RSP days 4 additional days	Students with Disabilities	No			All Schools	August 2024-June 2025	\$64,000.00	\$0.00	\$64,000.00				\$64,000.00	
5	5.7	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
5	5.8	Triage Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$90,000.00	\$0.00	\$90,000.00				\$90,000.00	
5	5.9	Attendance Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
5	5.10	Differentiated Assistance	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,165,015	537,465	46.134%	6.404%	52.538%	\$612,465.00	0.000%	52.571 %	Total:	\$612,465.00
								LEA-wide Total:	\$612,465.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$8,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
1	1.3	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.4	Library books, virtual books, audiobooks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.6	Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
1	1.7	Extra and Co-Curricular Activities and field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
1	1.8	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.9	Instructional Aides (6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,465.00	
1	1.10	Assessment/ Curriculum Coordinator	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
1	1.12	Library Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
1	1.13	AMPACT -Americrops Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.2	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.3	Techology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.4	Academic Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.5	Field trips and extra and co-curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.6	Instructional Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.7	Americorp Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.1	English Language Development Professional Development	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	
3	3.2	Instructional Materials	Yes	LEA-wide	English Learners	All Schools	\$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	EL Coach	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	
3	3.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.5	EL Aides (2)	Yes	LEA-wide	English Learners	All Schools	\$25,000.00	
3	3.6	Extended Learning Opportunity	Yes	LEA-wide	English Learners	All Schools	\$2,000.00	
4	4.1	Technology Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.2	Computer Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
4	4.3	Purchase Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.4	Internet Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
4	4.5	Technology Infrastructure Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
4	4.6	Technology Infrastructure Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
5	5.1	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
5	5.2	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
5	5.3	Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
5	5.4	Noon Duty Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.5	Multi-tiered system of supports (MTSS)				All Schools	\$1,000.00	
5	5.7	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
5	5.8	Triage Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
5	5.9	Attendance Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,787,202.00	\$1,319,050.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$77,140.00	\$72,863.00
1	1.2	ELSBG Literacy Coach	No	\$71,000.00	\$71,000.00
1	1.3	Instructional Materials	Yes	\$162,105.00	\$77,920.00
1	1.4	Library books, virtual books, audiobooks	Yes	\$20,000.00	\$5,649.98
1	1.5	Technology	Yes	\$14,000.00	\$12,500.00
1	1.6	Incentives	Yes	\$8,000.00	\$2,000.00
1	1.7	Extra and Co-Curricular Activities	Yes	\$1,900.00	\$1,900.00
1	1.8	Extended Learning Opportunities	Yes	\$117,315.00	\$117,315.00
1	1.9	Academic Aides	No	\$20,000.00	\$20,000.00
1	1.10	Field Trips	Yes	\$1,000.00	\$1,644.89
1	1.11	Assessment/ Curriculum Coordinator	Yes	\$15,735.00	\$15,735.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	ELSBG Reading Specialist	No	\$25,000.00	\$25,000.00
1	1.13	Instructional Aides	No	\$51,779.00	\$52,983.00
1	1.14	Library Clerk	No	\$19,000.00	\$19,000.00
1	1.15	Americorp Tutors	Yes	\$10,000.00	\$10,000.00
1	1.16	Quail Arts Integration Program	No	\$60,003.00	\$15,000.00
2	2.1	Professional Development	Yes	\$20,000.00	\$20,000.00
2	2.2	Instructional Materials	Yes	\$20,000.00	\$28,000.00
2	2.3	Technology Programs	Yes	\$10,000.00	\$10,000.00
2	2.4	Academic Incentives	Yes	\$2,000.00	\$2,000.00
2	2.5	Extra and Co-Curricular Activities	Yes	\$1,000.00	\$1,000.00
2	2.6	Extended Learning Time	No	\$45,000.00	\$40,000.00
2	2.7	Intervention Aide	No	\$32,085.00	\$32,085.00
2	2.8	Field Trips	Yes	\$1,000.00	\$1,644.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Math/STEM Intervention Aide	No	\$22,285.00	\$22,285.00
2	2.10	Instructional Aide	Yes	\$20,000.00	\$20,000.00
2	2.11	Americorp Tutors	Yes	\$10,000.00	0
3	3.1	English Language Development Professional Development	Yes	\$15,000.00	\$2,500.00
3	3.2	Instructional Materials	Yes	\$27,587.00	\$5,523.00
3	3.3	EL Coach	Yes	\$10,000.00	\$10,000.00
3	3.4	Books	Yes	\$8,000.00	\$4,000.00
3	3.5	Technology	Yes	\$6,000.00	\$1,500.00
3	3.6	EL Aides	Yes	\$40,000.00	\$40,000.00
3	3.7	Extended Learning Opportunity-After School Tutoring	Yes	\$16,000.00	\$10,000.00
4	4.1	Technology staff development	Yes	\$9,000.00	\$1,500.00
4	4.2	Computer programs	Yes	\$32,000.00	\$15,234.00
4	4.3	Purchase devices	Yes	\$100,000.00	\$20,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Internet	Yes	\$60,000.00	\$80,000.00
4	4.5	School Technology Plan	No	\$2,000.00	0
4	4.6	Technology Infrastructure Support	Yes	\$85,000.00	\$80,000.00
4	4.7	Technology Infrastructure	Yes	\$85,000.00	\$25,000.00
4	4.8	Electives for students	Yes	\$13,000.00	0
4	4.9	Supplemental curriculum to support the core curriculum	Yes	\$25,000.00	0
5	5.1	Counselor	Yes	\$60,000.00	\$60,000.00
5	5.2	Attendance Incentives	Yes	\$10,000.00	\$2,000.00
5	5.3	Nurse	Yes	\$37,248.00	\$37,248.00
5	5.4	Noon Duty Supervisors	Yes	\$35,000.00	\$35,000.00
5	5.5	Multi-tiered system of supports (MTSS)	Yes	\$32,000.00	\$1,500.00
5	5.6	Facilities	Yes	\$23,000.00	0
5	5.7	Extend RSP days 4 additional days	No	\$73,000.00	\$73,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.8	Attendance Plan	Yes	\$500.00	0
5	5.9	Parent Education	Yes	\$20,000.00	\$15,000.00
5	5.10	Family Center	Yes	\$3,000.00	0
5	5.11	Attendance Clerk	Yes	\$15,000.00	\$15,000.00
5	5.12	Triage Social Worker	Yes	\$87,520.00	\$87,520.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
581,984	\$669,678.00	\$580,093.50	\$89,584.50	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$25,000.00	\$25,000.00		
1	1.3	Instructional Materials	Yes	\$40,500.00	\$40,500.00		
1	1.4	Library books, virtual books, audiobooks	Yes	\$15,000.00	\$15,000.00		
1	1.5	Technology	Yes	\$11,000.00	\$11,000.00		
1	1.6	Incentives	Yes	\$8,000.00	\$2,000.00		
1	1.7	Extra and Co-Curricular Activities	Yes	\$1,900.00	\$1,900.00		
1	1.8	Extended Learning Opportunities	Yes	\$20,000.00	\$20,000.00		
1	1.10	Field Trips	Yes	\$1,000.00	\$1,000.00		
1	1.11	Assessment/ Curriculum Coordinator	Yes	\$15,735.00	\$15,735.00		
1	1.15	Americorp Tutors	Yes	\$10,000.00	\$10,000.00		
2	2.1	Professional Development	Yes	\$10,000.00	\$10,000.00		
2	2.2	Instructional Materials	Yes	\$15,000.00	\$15,000.00		
2	2.3	Technology Programs	Yes	\$5,000.00	\$5,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Academic Incentives	Yes	\$1,000.00	\$1,000.00		
2	2.5	Extra and Co-Curricular Activities	Yes	\$1,000.00	\$1,000.00		
2	2.8	Field Trips	Yes	\$1,000.00	\$1,644.50		
2	2.10	Instructional Aide	Yes	\$10,000.00	\$20,000.00		
2	2.11	Americorp Tutors	Yes	\$10,000.00	0		
3	3.1	English Language Development Professional Development	Yes	\$10,000.00	\$2,000.00		
3	3.2	Instructional Materials	Yes	\$5,523.00	\$5,523.00		
3	3.3	EL Coach	Yes	\$3,000.00	\$3,000.00		
3	3.4	Books	Yes	\$5,000.00	\$4,000.00		
3	3.5	Technology	Yes	\$1,000.00	\$1,500.00		
3	3.6	EL Aides	Yes	\$30,000.00	\$30,000.00		
3	3.7	Extended Learning Opportunity- After School Tutoring	Yes	\$1,000.00	\$1,000.00		
4	4.1	Technology staff development	Yes	\$7,000.00	\$7,000.00		
4	4.2	Computer programs	Yes	\$12,000.00	\$14,234.00		
4	4.3	Purchase devices	Yes	\$40,000.00	\$20,000.00		
4	4.4	Internet	Yes	\$40,000.00	\$40,000.00		
4	4.6	Technology Infrastructure Support	Yes	\$15,000.00	\$15,000.00		
4	4.7	Technology Infrastructure	Yes	\$55,000.00	\$55,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.8	Electives for students	Yes	\$10,000.00	0		
4	4.9	Supplemental curriculum to support the core curriculum	Yes	\$25,000.00	0		
5	5.1	Counselor	Yes	\$30,000.00	\$30,000.00		
5	5.2	Attendance Incentives	Yes	\$10,000.00	\$2,000.00		
5	5.3	Nurse	Yes	\$15,000.00	\$37,348.00		
5	5.4	Noon Duty Supervisors	Yes	\$35,000.00	\$35,000.00		
5	5.5	Multi-tiered system of supports (MTSS)	Yes	\$22,000.00	\$1,500.00		
5	5.6	Facilities	Yes	\$3,000.00	0		
5	5.8	Attendance Plan	Yes	\$500.00	0		
5	5.9	Parent Education	Yes	\$15,000.00	\$15,000.00		
5	5.10	Family Center	Yes	\$3,000.00	0		
5	5.11	Attendance Clerk	Yes	\$15,000.00	\$15,000.00		
5	5.12	Triage Social Worker	Yes	\$60,520.00	\$87,520.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,226,174	581,984	6.25%	53.713%	\$580,093.50	0.000%	47.309%	\$78,526.38	6.404%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).