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

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

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

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

Goal Description
All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021 the median percent progress towards Typical Growth in Math was 86%	In 2021-2022 the median percent progress towards Typical Growth in Math was 79%	Annual goal is in progress, no data at this time.	The desired outcome for 2023-2024 the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 12.3%	In 2021-2022 the RFEP rate was 8.61%	In 2022-2023 the RFEP rate was 9.24%	In January 2024 the RFEP rate is 3%	The desired outcome for 2023-2024 is an RFEP rate of 18.32%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development for Academic Achievement** Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	No	Partially Implemented	Professional development in the forms of internal and external trainings as well as summer school have been implemented thus far in the 23-24 school year.	The professional development thus far includes but is not limited to PLC, ELD, SEL, and curriculum based training and development.	$675,667.35	$189,972.06
1.2	**Diagnostic Assessments and MTSS Academic Interventions** Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	No	Partially Implemented	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math. So far this year we have implemented the first of our three diagnostics.	The diagnostic results are reviewed by staff and administration through PLCs and regular meetings. This information is then shared with families and students to help guide instruction. After diagnostic one in the fall of the 23-24 school year there was a 93.5% participation rate for iReady in both math and reading and a 97.3% participation rate on MAP.	$5,377,013.03	$1,892,923.53
1.3	**Teacher Collaboration for Academic Achievement**	No	Partially Implemented	PLCs in TK- 12th grade meet bi weekly throughout the school	PLCs set 10-week SMART goals in order to	$6,654,677.68	$2,281,611.88

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.			year the teacher leads of the PLCs meet monthly.	determine best strategies and methods to implement best practices. After the first 10-week session, 65.4% of all school SMART goals were met.		
1.4	**Synchronous and Asynchronous Instructional Tools** Teachers will utilize high engagement on-line instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	No	Partially Implemented	Teacher use both Zoom and Class.com to offer high engagement online instructional to their students.	Students attend full class, small group and one on one sessions with their teachers are provided and necessary.	$84,380.57	$70,073.53
1.5	**English Learner Student Achievement** Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	Yes	Partially Implemented	This is an ongoing goal to ensure we are meeting our ELD students needs throughout the entire school year. For the 23-24 school year we have an ELD team at all grade band levels to support our students and increase engagement.	An EL plan has been implemented and is being followed for the 23-24 school year.	$230,285.14	$87,516.81
1.6	**LTEL Support** Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	Yes	Partially Implemented	In the 23-24 school year we are working towards identifying and transitioning Long Term English Learner students towards reclassification.	For the 23-24 school year we have added the position of Coordinator of ELD to our school to monitor our EL and LTEL students at all	$78,422.84	$29,123.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grade levels and support our EL staff.		
1.7	**Foster and Homeless Academic Achievement** Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation requirements.	Yes	Partially Implemented	Ongoing Foster and Homeless supports during the 23-24 school year include but are not limited to various counseling services and interventions, teacher supports and consideration. for modified graduation requirements.	During the 23-24 school year our support for our Foster and Homeless student population continues to adapt based on student need and staff training.	$42,599.82	$26,330.98

Goal 2

Goal Description
All stakeholder groups will demonstrate active engagement in the school program.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	At the end of quarter 1 of the 23-24 school year, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%.
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%.
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Access to Technology, Internet Connectivity, and a Rigorous Curriculum** Upon enrollment and at other times when the need may arise, families may request a school owned laptop at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system, Connexus. All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	No Yes	Partially Implemented	Continuing through the 23-24 school year All enrolled students have access to all needed elements of Connexus to help them engage will with our program. Low income students will be prioritized as the school works towards increasing student access to school owned laptops.	Continuing through the 23-24 school year, students in multi student households are provided with a second computer as needed. Additional computers beyond two may be requested and and are subject to superintendent approval.	$9,842,070.94	$4,040,577.26
2.2	**Track and Record Daily Student Participation** Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports	No	Partially Implemented	The communication and contact between student and teacher remain at a high level in the 23-24 school year. These contacts include but are not limited to phone calls, in person, and real-time instruction.	As reported for the end of quarter one of the 23-24 school year the contact rate was 98%.	$8,913,397.86	$2,008,450.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. The student and Learning Coach report the student's attendance and lesson completion daily.						
2.3	**Framework of Tiered Re-engagement Strategies for Students** When students find difficulty with engaging fully with our program, school staff will follow a well outlined alarm and escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	Yes	Partially Implemented	The escalation and tiered intervention process is ongoing during the 23-24 school year.	Administration and teachers at all grade levels, TK-12th grade, adhere to policies and procedures for re-engagement. These strategies allowed for tiered intervention and opportunities to lessen chronic absenteeism.	$3,785,872.05	$1,319,472.30
2.4	**Learning Coach Engagement Support** The Learning Coach Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Learning Coach training	Yes	Partially Implemented	Learning Coach support is an ongoing process through the 23-24 school year in order to help with onboarding, training, and engagement.	This is an ongoing process throughout the 23-24 school year in ensure Learning Coaches, both new and existing, are able to receive	$376,097.91	$104,169.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and resources, including additional resources in Spanish.				support as needed. The team is made up of teachers and leadership dedicated to fulfilling this need.		
2.5	**Social Emotional / Mental Health Supports** Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring experts in these fields.	No	Partially Implemented	The Social and Emotional/ Mental Health Wellness is ongoing throughout the 23-24 school year. Staff complete professional development in order to better serve our families and students in this area.	In the 23-24 school year, we have continued with a School Psychologist and Social Worker on staff. School staff has also been involved in trainings and professional development in order to support all students.	$553,979.79	$268,085.03
2.6	**Increasing Diversity and Inclusion** Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	No	Partially Implemented	We are continuing our commitment to DEI in the 23-24 school year though training, professional development, and community outreach. This is an ongoing process.	Our continued work in the 23-24 school year includes professional development, book studies, and community outreach. This also includes the addition of a DEI Specialist on staff.	$553,736.83	$96,686.25
2.7	**Foster and Homeless Youth Engagement Support** Continue to refine and consistently implement the identification process	Yes	Partially Implemented	This action is ongoing with our students in the 23-24 school year. We will continue having	Our continuing focus on foster and homeless youth during the	$44,965.01	$16,005.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.			foster and homeless youth liaisons at the various grade bands in order to support and identify these students and offer support through various means.	23-24 school year. includes but is not limited to technology, counseling support and staff training.		
2.8	**In-Person and Virtual Engagement and Enrichment** Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	No	Partially Implemented	The in-person and virtual engagement and enrichment activities are ongoing through the 23-24 school year. These opportunities are provided to help enrich the school experience for our students and families.	The continued focus on this action in the 23-24 school year included but is not limited to school festival, graduation related activities, and community outreach events.	$172,150.00	$28,767.73

Goal 3

Goal Description

All students will graduate with the knowledge and skills needed for college and careers.	

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021 the average course pass rate was 87.8%	In 2021-2022 the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021 the course pass rates was 72%	In the summer of 2022 the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%.
Increase graduation rates	The 2019-2020 grad rate was 67.2%	The 2020-2021 grad rate was 75.1%	The 2021-2022 grad rate was 86.3%	The 2022-2023 grad rate was 78.4%	The desired outcome for the 2023-2024 grad rate is 87.67%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 17.1%	In 2020-2021, the percentage of students completing a-g requirements was 21.4%	In 2021-2022, the percentage of students completing a-g requirements was 24%	In 2022-2023, the percentage of students completing a-g requirements was 37%	The desired outcome for the 2023-2024 school year is 31.6%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College Preparation** Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	No	Partially Implemented	This is a continuing action for the 23-24 school year to ensure students are enrolled in college prep curriculum including a-g, AP and honors coursework.	The 23-24 school year counseling team are continuing their work towards analysis of a-g course completion data and developing ways to to increase overall student performance. This includes but is not limited to dedicated counseling efforts working	$1,024,317.44	$381,848.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					directly on CCI and student growth in this area.		
3.2	**Career Preparation (CTE)** Develop and implement formal Career Technical Education Pathways.	Yes	Partially Implemented	This is an ongoing action for the 23-24 school year toward the continued implementation of CTE Pathway.	The implementation of this action includes but is not limited to CTE program development, student software and job shadowing.	$128,916.85	$60,695.37
3.3	**AVID Program Implementation** Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	Yes	Partially Implemented	The 23-24 school continues to serve AVID students in our virtual setting allowing for strategies and college readiness support to be provided to our at risk student populations.	This action includes but is not limited to AVID training and tutoring hours as well as district level costs to provide this service for our students.	$12,984.77	$11,812.69
3.4	**Credit Recovery and Summer Intervention** Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Implement in house summer school program, allowing high school students to make up credits and provide intervention for struggling students in grades TK-8.	Yes	Partially Implemented	Continuing our efforts in the 23-24 school year to have a robust credit program, Project Success, as well as continue our in house summer school program to ensure we are meeting the needs of our credit deficient students. For example, in the first quarter of the 23-24 school year Project Success, our credit recovery program, had it highest ever quarter one pass rate of 95.2%	During the 23-24 school year we are continuing to offer credit recovery courses and program to our credit deficient students with added support and contact between the student, family and teacher. We will also be continuing our in-house	$976,860.39	$332,109.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					summer school program with a robust catalogue of courses to meet our students needs.		
3.5	**Transition Plans** Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	No	Partially Implemented	Transition plans for all high school Special Education are continuing to be monitored throughout the 23-24 school year but our dedicated Special Education teachers, leadership team and administration.	This action is in progress for the 23-24 school year as the Special Education team develop plans to help continue the focus on monitoring the transition plans for our Special Education high school students.	$316,858.24	$117,055.40
3.6	**Graduation Rate Progress Monitoring** Implement an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	No	Partially Implemented	This is a continual action through out the 23-24 school year as the teaching staff, counselors and administration work to monitor the individual student needs so the appropriate support can be given to ensure students are graduating on time.	As this is an ongoing action, teachers, counselors and administration evaluate and develop plans to ensure students are receiving the correct credit recovery courses in order to graduate on time. This includes but is not limited to the Project Success Program and CHAMPS kids.	$1,219,357.53	$423,818.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.7	**Dual Enrollment Options** Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	No	Partially Implemented	A continued partnership during the 23-24 school year allowing for further development of a Career College Access Pathway to encourage and expand our dual enrollment options for our high school students.	During the 23-24 school year counselors and administration are working to continue the enhancement of the college and career opportunities through this program for our high school students. The commitment to grow this program includes efforts to increase enrollments as well as purchasing textbooks necessary for our students to be successful.	$47,262.03	$16,005.98

Goal 4

Goal Description

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

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

Goal 5

Goal Description

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

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