



San Pasqual

Union School District

The Little School in the Valley

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
San Pasqual Union Elementary School District	Mark Burroughs Superintendent/Principal	mark.burroughs@sanpasqualunion.net (760) 745-4931

Goal 1

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ELA CAASPP	<p>2019 CAASPP Key: +/- = points above or below standard VH = Very High H = High M = Medium L = Low</p> <p>DISTRICTWIDE +31.3 (H)</p> <p>White +47.6 (VH)</p> <p>Hispanic +2.9 (M)</p> <p>Socioeconomically Disadvantaged -4.4 (M)</p> <p>English Learners -19.1 (L)</p> <p>Students with Disabilities -60.4 (L)</p>	<p>Due to the suspension of the CA Dashboard and suspension/ modification of CAASPP testing, points above and below standard are not reported. As such, 2021 CAASPP proficiency scores will establish the new baseline.</p> <p>2021 ELA CAASPP Proficiency: State Average: 49% District Average: 52%</p> <p>White 64%</p> <p>Hispanic 31%</p> <p>Socioeconomically Disadvantaged 32%</p> <p>English Learners 0%</p> <p>Students with Disabilities 16%</p> <p>Source: https://dq.cde.ca.gov/dataquest/</p>	<p>2022 ELA CAASPP Proficiency: State Average: 47% (-2%) District Average: 52% (no change)</p> <p>White 61% (-3%)</p> <p>Hispanic 38% (+7%)</p> <p>Socioeconomically Disadvantaged 34% (+2%)</p> <p>English Learners 7% (+7%)</p> <p>Students with Disabilities 12% (-4%)</p> <p>Source: https://dq.cde.ca.gov/dataquest/</p>	<p>2023 ELA CAASPP Proficiency: State Average: 47% (no change) District Average: 50% (-2%)</p> <p>White 60% 22 to 23: -1% 21 to 23: -3%</p> <p>Hispanic 34% 22 to 23: -4% 21 to 23: +3%</p> <p>Socioeconomically Disadvantaged 41% 22 to 23: +7% 21 to 23: +9%</p> <p>English Learners 9% 22 to 23: +2% 21 to 23: +9%</p> <p>Students with Disabilities 28% 22 to 23: +16% 21 to 23: +12%</p> <p>Source: https://dq.cde.ca.gov/dataquest/</p>	<p>DiSTRICTWIDE 62% (5%/year increase)</p> <p>White 66% (1%/year increase)</p> <p>Hispanic 41% (5%/year increase)</p> <p>Socioeconomically Disadvantaged 42% (5%/year increase)</p> <p>English Learners 20% (10%/year increase)</p> <p>Students with Disabilities 26% (5%/year increase)</p>
Math CAASPP	<p>2019 CAASPP DISTRICTWIDE +7.9 (H)</p> <p>White +18.4 (H)</p> <p>Hispanic -15.8 (M)</p> <p>Socioeconomically Disadvantaged -22.0 (M)</p>	<p>(See explanation above for setting of new baseline)</p> <p>2021 Math CAASPP Proficiency: State Average: 34% District Average: 49%</p> <p>White 55%</p>	<p>2022 Math CAASPP Proficiency: State Average: 33% (-1%) District Average: 47% (-2%)</p> <p>White 56% (+1%)</p> <p>Hispanic 28% (-7%)</p>	<p>2023 Math CAASPP Proficiency: State Average: 35% (+2%) District Average: 52% (+5%)</p> <p>White 61% 22 to 23: +5% 21 to 23: +6%</p>	<p>DiSTRICTWIDE 59% (5%/year increase)</p> <p>White 59% (2%/year increase)</p> <p>Hispanic 45% (5%/year increase)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	English Learners -27.6 (L) Students with Disabilities - 66.8 (L)	Hispanic 35% Socioeconomically Disadvantaged 30% English Learners 0% Students with Disabilities 16% Source: https://dq.cde.ca.gov/dataquest/	Socioeconomically Disadvantaged 25% (-5%) English Learners 7% (+7%) Students with Disabilities 12% (-4%) Source: https://dq.cde.ca.gov/dataquest/	Hispanic 39% 22 to 23: +11% 21 to 23: +4% Socioeconomically Disadvantaged 31% 22 to 23: +16% 21 to 23: +1% English Learners 9% 22 to 23: +2% 21 to 23: +9% Students with Disabilities 16% 22 to 23: +4% 21 to 23: N/C Source: https://dq.cde.ca.gov/dataquest/	Socioeconomically Disadvantaged 40% (5%/year increase) English Learners 20% (10%/year increase) Students with Disabilities 26% (5%/year increase)
Science CAST	2019 CAST State Average: 29.93% 5th Grade: 36.36% 8th Grade: 16.44%	2021 CAST Proficiency: State Average: 28.72% District Average: 38.39% 5th Grade: 41.67% 5.31% increase nearly hits the 3-year goal of 42% 8th Grade: 34.61% 18.17% increase exceeds the 3-year goal of 31%. New goal set at 35%. Source: https://dq.cde.ca.gov/dataquest/	2022 CAST Proficiency: State Average: 29% (no change) District Average: 46% (+8%) 5th Grade: 69% (+27%) 8th Grade: 31% (-4%) Source: https://dq.cde.ca.gov/dataquest/	2023 CAST Proficiency: State Average: 30% (+1%) District Average: 29% (-17%) 5th Grade: 29% (-40%) 8th Grade: 29% (-2%) Source: https://dq.cde.ca.gov/dataquest/	5th Grade 42% or higher (2%/year increase) 8th Grade 31% or higher 5%/year (increase) NEW GOAL 35%
Measure of Academic Progress (MAP) ELA - Achievement vs Growth	Student MAP results can be disaggregated into 4 quadrants by comparing achievement (level of academic proficiency) with growth (level of academic progress). When	Winter 2021 to Winter 2022 MAP - ELA 34% High Achievement/High Growth 32% High Achievement/Low Growth	Winter 2022 to Winter 2023 MAP - ELA 40% High Achievement/High Growth 22% High Achievement/Low Growth	Pending 2024 Winter MAP (Testing Window 2/5-2/15)	17% Low Achievement/Low Growth (2%/year decrease)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>comparing any 2 testing sessions, each students falls within one of 4 categories including: High Achievement/High Growth High Achievement/Low Growth Low Achievement/High Growth Low Achievement/Low Growth</p> <p>The baseline of this metric measures the students in the Low Achievement/Low Growth quadrant as measured by comparing the Winter 2020 ELA MAP score with the Winter 2021 ELA MAP score.</p> <p>Winter 2020 to Winter 2021 MAP - ELA 23% Low Achievement/Low Growth</p>	<p>12% Low Achievement/High Growth 22% Low Achievement/Low Growth</p> <p>Source: NWEA Growth vs Achievement (NCE) scatterplot, 3/23/22</p> <p>The 22% Low/Low indicator reflects a 1% decrease, slightly below the annual goal of 1%.</p>	<p>13% Low Achievement/High Growth 25% Low Achievement/Low Growth</p> <p>Source: NWEA Quadrants Reading 3/20/23</p> <p>The 40% High Achievement/High Growth shows a 6% increase in the optimal quadrant. The 25% Low/Low indicator reflects a 3% increase from prior year.</p>		
<p>Measure of Academic Progress (MAP) Math - Achievement vs Growth</p>	<p>2020 to 2021 MAP - Math 35% Low Achievement/Low Growth</p>	<p>Winter 2021 to Winter 2022 MAP - Math 30% High Achievement/High Growth 24% High Achievement/Low Growth 21% Low Achievement/High Growth 25% Low Achievement/Low Growth</p> <p>The 25% Low/Low indicator reflects a 10% decrease, significantly more than the annual goal of 3%/year.</p>	<p>Winter 2022 to Winter 2023 MAP - Math 33% High Achievement/High Growth 23% High Achievement/Low Growth 17% Low Achievement/High Growth 27% Low Achievement/Low Growth</p> <p>Source: NWEA Growth vs Achievement (NCE) scatterplot, 3/20/23</p> <p>The 33% High Achievement/High Growth</p>	<p>Pending 2024 Winter MAP (Testing Window 2/5-2/15)</p>	<p>26% (3%/year decrease)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Source: NWEA Growth vs Achievement (NCE) scatterplot, 3/23/22	shows a 3% increase in the optimal quadrant. The 27% Low/Low indicator reflects a 2% increase from prior year.		
English Learner Progress	<p>English Learner progress</p> <p>ELPAC % Language Moderately or Well Developed 2019 - 78% 2020 - 73% Baseline - 75%</p> <p>English Learner reclassification rate 2019 - 11% (7 students) 2020 - 14% (9 students) 2021 - 4% (2 students) Baseline - 10%</p>	<p>2021 ELPAC Results: Minimally Developed: 8.70 Somewhat Developed: 30.43 Moderately Developed: 41.30 Well Developed: 19.57</p> <p>ELPAC % Language Moderately or Well Developed 2022 - 61%</p> <p>English Learners were disproportionately impacted by school shutdowns and reduced on-campus supports. The 2022 EL Learner progress scores represent a 12% decrease from the prior year.</p> <p>Source: https://dq.cde.ca.gov/dataquest/</p> <p>In the 2021/22 school year, 19% of English Learners (10/52) were reclassified.</p>	<p>2022 ELPAC Results: Minimally Developed: 18% (9%) Somewhat Developed: 31% (+1%) Moderately Developed: 35% (-6%) Well Developed: 15% (-5%)</p> <p>ELPAC % Language Moderately or Well Developed 2022 - 50% (-11%)</p> <p>Although the % of English Learners demonstrating Language Moderately or Well Developed dropped by over 10%, it should be noted that nearly 20% of the English Learners the year before reclassified and are no longer counted in this data.</p> <p>Source: https://dq.cde.ca.gov/dataquest/</p> <p>RECLASSIFICATION In the 2022/23 school year, 19.3% of English Learners (11/57) were reclassified.</p>	<p>2023 ELPAC Results: Beginning to Develop: 12% (-19%) Somewhat Developed: 26% (-7%) Moderately Developed: 28% (-7%) Well Developed: 33% (+18%)</p> <p>ELPAC % Language Moderately or Well Developed 2023 - 40% (-10%)</p> <p>Although the % of English Learners demonstrating Language Moderately or Well Developed dropped by 10%, it should be noted that students testing "well developed" increased by nearly 20%.</p> <p>Source: https://dq.cde.ca.gov/dataquest/</p> <p>RECLASSIFICATION 2023/24 Reclassification process pending</p>	<p>75% or higher ELPAC Language Moderately or Well-Developed</p> <p>10% or higher reclassification rate</p>
3rd Grade Reading Proficiency	2020 3rd Grade Winter MAP % at or above 50th percentile	The Forecast 5 tool used to determine Winter MAP % at or above the 50th percentile is no longer	Students At or Above Grade-Level Mean-RIT Scores	Pending 2024 Winter MAP (Testing Window 2/5-2/15)	75% (2%/year increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	2020 - 41% 2021 - 29%	<p>available. As such, an appropriate and available metric would be "Students At or Above Grade-Level Mean-RIT" scores. Baseline metrics are as follows:</p> <p>Winter MAP 2021: 57% Winter MAP 2022: 71%</p> <p>As such, from there is a 14% increase in students at or above the grade level mean. NEW GOAL 75%</p> <p>Source: NWEA Grade Report, Grade 3, Students At or Above Grade-Level Mean RIT, 3/22/22</p>	<p>Winter MAP 2023: 59% (-12%)</p> <p>Source: NWEA Grade Report, Grade 3, Students At or Above Grade-Level Mean RIT, 2/3/23</p>		
Curricular Adoptions	<p>Instructional Materials Aligned to Academic Standards</p> <p>ELA - Full Implementation & Sustainability (5) Mathematics - Full Implementation (4) Science - Initial Implementation (3) History/Social Science - Initial Implementation (3)</p>	<p>No change</p> <p>Mathematics: Supplemental "Eureka Math" materials added in TK-5th grades. Kendall Hunt "Illustrative Math" piloted in 6th-8th grades.</p> <p>Science: HMH "Science Dimensions" adopted for TK-5th grades.</p> <p>History/Social Studies: Curricular options researched. Pilot expected in 2022/23.</p>	<p>No change in ratings</p> <p>Mathematics: TK-5th grades - Continue to use supplemental "Eureka Math" materials to support Engage NY program. 6-8th grades - Adopted "Desmos" curriculum</p> <p>Science: No change</p> <p>History/Social Studies: 6th-8th grade piloting McGraw Hill Impact with goal of adoption to start 2023/24 school year. Committee formed to facilitate TK-5th grade adoption process.</p>	<p>No change in ratings</p> <p>History/Social Studies: June 2023 - Adpoted McGraw Hill Impact for 6th-8th grades.</p> <p>Spring 2024 - Planned pilot of McGraw Hill Impact for K-5th grades.</p>	<p>Science - Full Implementation and Sustainability (5) History/Social Science - Full Implementation (4)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Basic Services	96% (27 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas 100% of students have sufficient access to standards-aligned instructional materials	2021/22 100% (29 of 29) of teachers are appropriately assigned and fully credentialed in the subject areas Sufficient materials: No change	2022/23 96% (27 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas Sufficient materials: No change	2023/24 89% (25 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas. The Sufficient materials: No change	Maintain or increase
Implementation of State Standards	100% of classrooms implemented state standards (CCSS and ELD) to ensure all students, including English Learners, have access to content as measured by self-assessment rubrics on the CA Dashboard, "Basics: Teachers, Instructional Materials, Facilities"	No change 2021/22 Local Indicators approved by Governing Board on 6/23/21	No change 2022 Local Indicators approved by the Governing Board on 9/13/22. 2023 Local Indicators to be presented to the Board with LCAP on 6/13/23.	No change 2023 Local Indicators approved by the Governing Board on 6/14/23. Per the 2023 CA Dashboard, the District has met standards for all local indicators.	Maintain
Broad Course of Study	100% of students have access to a broad course of study, including unduplicated pupils and individuals with exceptional needs, as evidenced by master schedules and student report cards.	No change	No change	No change	Maintain

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	Reading Support A full-time Reading Specialist will serve Kindergarten-8th grade students with a focus on unduplicated students with reading deficiencies in 1st-3rd grade. The	Yes	Fully Implemented	9 teachers and 2 classified employees received training in the "science of reading" (i.e., Orton-Gillingham).	n/a	\$191,827.00	\$97,937

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Reading Specialist will be trained to utilize a Universal Early Reading Inventory (screener) and will provide a systematic, structured literacy program (i.e. Lindamood Bell -Seeing Stars, Visualizing and Verbalizing; Orton Gillingham) as needed for students reading at least 6 months below grade level. The specialist and instructional aide will provide direct services to students and coordinate with the classroom teacher and other specialists for appropriate in-class reading support. The reading specialist will coordinate with both the EL Teacher and Special Education teacher to ensure that the needs of our unduplicated students are considered first.</p> <p>Additionally, two highly qualified teachers will lead a summer school program targeting students going into 1st-4th grades demonstrating reading or pre-reading deficits at least 12 months below grade level. By maintaining a 100% FTE, this action is increasing and improving services for unduplicated pupils.</p> <p>2023/24 PLANNED EXPENDITURES: Non-Personnel Structured Literacy Curriculum (i.e., Orton-Gillingham, Lindamood Bell) - \$5,000 (Learning Recovery Plan) Professional Development for Structured Literacy Program - \$2,000 (Learning Recovery Plan) Instructional Materials \$5,000 (LCFF Supplemental)</p>			INSERT NUMBERS ABOVE WHEN \$\$ DATA IS INPUTTED			

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
	Personnel Reading Specialist \$141,653 (LCFF Supplemental) Reading Instructional Aide \$33,174 (Learning Recovery)						
1.2	<p>Grade-Level Subject Leads For each grade level and subject area (Language Arts/Writing, Math, Science, History-Social Studies), designate and train a grade-level lead. Training to occur during summer 2021 and within the school year (PLC and additional release time).</p> <p>2022/23 UPDATE Due to COVID, in the summer of 2021, professional development was restricted. However, grade-level leads were established and grouped per E3 initiative.</p> <p>2023/24 PLANNED EXPENDITURES Professional Development (release time) - \$5,000 (LCFF Base)</p>	No	Not Implementing	Financial constraints have limited ability to provide release time for meetings of grade-level subject leads.	n/a	\$5,000.00	\$0
1.3	<p>Curriculum and Technology Subject to staff input and Board approval, curriculum is scheduled to be adopted/approved on the following schedule:</p>	No	Fully Implemented	6-8 Math - No changes 6-8 History/Social Science - Adopted June 2023. Implemented August 2023.	n/a	\$98,042.00	\$71,584

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>2021/22 K-5 Science - Pilot and adopt K-5 science program K-8 ELA/Writing - Identify and purchase supplemental writing program K-5 Math - Purchase, implement and evaluate Engage NY supplemental materials 6-8 Math - Pilot curricular options Technology Refresh</p> <p>2022/23 UPDATE K-5 Science - Adopted HM Science Dimensions K-8 ELA/Writing - Purchased and piloted EB Writing (Grades 5-8) K-5 Math - Purchased and implemented Engage NY supplemental materials 6-8 Math - Adopted Desmos Technology Refresh - Additional devices purchases per plan</p> <p>Additionally, there has been an identified need to both remediate and accelerate learning. The District has piloted the MAPs Accelerator program and plans to implement District-wide in 2023/24.</p> <p>2023/24 PLANNED EXPENDITURES 6-8 Math - Maintain MS math curriculum (Desmos) - \$3,800 (LCFF Base) TK-8 History/Social Science - Pilot and adopt K-8 history/social science program - \$50,000 (LCFF Base) Technology Refresh - \$40,000 (Title IV)</p>			<p>K-5 History/Social Science - Pilot planned for Spring 2024.</p> <p>Technology Refresh - Fall 2023-24</p> <p>MAPs Accelerator: Spring 2023: Piloted in select grades Fall 2024 - Implemented in Grades 3-8</p>			

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
	MAPs Accelerator - \$4,342 (LCFF Base)						
1.4	<p>English Language Support A full-time English Language Support/Intervention teacher will directly support English Learners (ELs), students Reclassified Fluent English Proficient (RFEP), and other students failing to made adequate academic progress. This teacher serves on the District level Data Team, working with administrators, teachers, and support staff to utilize data to improve student outcomes.</p> <p>The English Language Support/Intervention teacher will also serve as EL Coordinator and DELAC Advisor, providing direct services to students and overseeing parent outreach efforts. EL students will be invited to participate in after-school tutorials twice weekly. To support English-speaking families, the DELAC Advisor will facilitate evening workshops, including Mano-a-Mano and the Latino Family Literacy Project.</p> <p>Additionally, two (2) instructional assistants will provide direct EL services to students and to support students in and out of the classroom, as needed. Both instructional aides will be trained to effectively provide these services.</p>	Yes	Partially Implemented	<p>Full-Time EL/Intervention Teacher hired (August 2023)</p> <p>2 Full-Time EL Aides continue to support students.</p> <p>Childcare continues to be provided during DELAC Events</p> <p>Mano-a-Mano - Based on parent feedback, Mano-a-Mano program not offered in the 2023/24 school year.</p> <p>Due to change in staffing, Latino Family Literacy Project not offered in the 2023/24 school year.</p>	n/a	\$190,224.00	\$108,197

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Through the aforementioned supports, English learners will access CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency.</p> <p>2022/23 UPDATE The District's English Language Support/Intervention teacher resigned during the school year. A permanent replacement has been identified and is fulfilling the role on a part-time basis. The new EL teacher will transition to that position for the 2023/24 school year. In the meantime, additional instructional aide hours have been added to support students. Due to the transition in the EL teacher, Mano-a-Mano and the Latino Family Literacy events did not occur this school year.</p> <p>2023/24 PLANNED EXPENDITURES</p> <p>EL/Intervention Teacher - \$105,895 (\$99,390 LCFF Supplemental; \$6,505 Title III)</p> <p>Instructional Materials \$1,000 (LCFF Supplemental)</p> <p>EL Aide (x2) - \$74,918 (\$39,405 Title I; \$35,513 LCFF Supplemental)</p> <p>Childcare for DELAC Events - \$507 (LCFF Supplemental)</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Mano-a-Mano - \$2,000 (LCFF Supplemental)</p> <p>Latino Family Literacy Project - \$2,000 (LCFF Supplemental)</p> <p>Summer School for ELs - \$4,904 (LCFF Supplemental)</p>						
1.5	<p>Teacher Development for District Learning Initiatives Additional staff training will be provided prior to the start of the 2021/22 school year. While some of this training will focus on the curricular objectives and adoptions listed above, before and within school year training will focus on:</p> <p>A. Teacher Clarity - Learning intentions/outcomes, instructional strategies</p> <p>B. Grading for Equity - Competency-based grading practices</p> <p>C - Kagan - Cooperative Learning</p> <p>D. E3 Project - Teacher Effectiveness & Evaluation</p> <p>E. Forecast 5 & Multiple Measures-Data Teaming</p> <p>F. Integrated English Language Development (ELD)</p>	No	Partially Implemented	<p>Limited Back to School PD provided.</p> <p>Data Visualization system continued. District considering upgrading from Multiple Measures to Forecast 5</p> <p>In order to focus on E3 initiative, Brain Balance training not continued in the 2023/24 school year.</p>	n/a	\$22,000.00	\$12,295

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The School Improvement Committee will provide input to guide professional learning for staff.</p> <p>2022/23 UPDATE Due to COVID, in 2021/22 professional development was restricted to provide more time for teachers to plan and adjust to challenges. The School Improvement Committee met regularly with a focus on the E3 Project. Additionally, the MTSS Team also met regularly to plan PBIS implementation. As guided by the School Improvement Committee, 2022/23 professional development focused on team-building, vertical articulation, data teaming, and Brain Balance lessons. For the coming school year, PLC time will focus on MTSS & E3 initiatives.</p> <p>2023/24 PLANNED EXPENDITURES Professional Development (before school year) - \$15,000 (Educator Effectiveness)</p> <p>Data Visualization (Multiple Measures) - \$2,000 (LCFF Base)</p> <p>Brain Balance - \$5,000 (Local)</p>						

Goal 2

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
MTSS Implementation	MTSS Site Team Beginning Development (2) Site Team (7 staff members with SDCOE lead) formed and trained	MTSS Site Team met 13 times during the 2021/22 school year. The team focused on the implementation of Positive Behavior Intervention and Supports (PBIS). Year 1 Update: Beginning Development (2)	MTSS Site Team met 10 times during the 2022/23 school year. The team made progress on the implementation of Positive Behavior Intervention and Supports (PBIS), including the establishment of SOAR principles. Year 2 Update: Initial Implementation (3)	As of 1/3/24, the MTSS Site Team has met 4 times during the 2023/24 school year. The team's effort earned the PBIS Silver award from the California Department of Education. Year 3 Mid-Year Update: Initial Implementation (3)	Full Implementation (4) All staff trained and structures implemented
Social Emotional Learning (SEL) Program	SEL Program Exploration and Research Phase (1) Teacher hired, no current program	Social Emotional Arts Learning (SEAL) teacher meets weekly with all TK-5th grade students, infusing Social-Emotional Learning with the arts. The SEAL teacher also meets with middle school students for Arts Integration (through history) and a VAPA elective class. SEAL Teacher published a survey (results pending) to determine Year 1 program effectiveness and potential improvements for Year 2. Additional/Supplemental SEL programs currently being explored. Program Status: Beginning development (2)	SEAL lessons are taught weekly to TK-5th grade students. VAPA classes are offered twice weekly on a trimester basis to all 6th, 7th, and 8th-grade students. VAPA Core is offered during student lunch. 86% of teachers surveyed would opt to continue arts-integrated SEL program Program Status: Initial Implementation (3)	SEAL lessons are taught weekly to TK-8th grade students. VAPA classes are now offered twice weekly as an Exploratory Class. Mid-Year Program Status: Initial Implementation (3)	Full SEL Implementation (4) integrated with visual and performing arts
Conditions and Climate Local Indicator - Suspension Rate	2019/20 School Year All 1.71% Foster Youth 42.11%	2020/21 School Year All 0.80% Foster Youth 21.43%	2021/22 All - 1% (+0.2%) Foster Youth - Not	2022/23 GREEN on Dashboard	All 0.5% or less (lowest performance level in Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Students with Disabilities 6.9% Socioeconomically Disadvantaged 4.88%	Students with Disabilities 1.72% Socioeconomically Disadvantaged 1.84% Source: https://dq.cde.ca.gov/dataquest/ 2021/22 (as of 3/22/22) All 1.01% Foster Youth 0% Students with Disabilities 3.45% Socioeconomically Disadvantaged 1.72% (Source: Synergy, Discipline Query) Overall suspensions decreased from the 2019/20 school year. The most significant drop was in the foster youth subgroup. However, this should be viewed with caution due to school closures and the temporary closure of San Pasqual Academy. Reduced suspension rates were also noted in other subgroups, including Students with Disabilities and Socioeconomically Disadvantaged youth.	Reported Students with Disabilities 3.4% (+1.42%) Socioeconomically Disadvantaged 2.2% (+0.36) (Source: https://dq.cde.ca.gov/dataquest/) Suspension rates in 2021/22 increased slightly among all groups listed. However, it should be noted that the 1% suspension rate is still considered "Low" on the CA Dashboard. 2022/23 All - 0.82% (-.18%)	All - 0.8% (-0.2%) Foster Youth - Not Reported Students with Disabilities 3.1% (-0.3%) Socioeconomically Disadvantaged 1.4% (-0.8%) (Source: https://dq.cde.ca.gov/dataquest/)	Foster Youth <2% Students with Disabilities <2% Socioeconomically Disadvantaged <2%
Conditions and Climate Local Indicator - Expulsion Rate	2020/21 School Year 0%	0%	0%	0%	Maintain
Chronic Absenteeism	2020/21 School Year (as of 2/26/21) 6.14%	Chronic Absenteeism (absent 10% or more) 2020/21 State: 14.3% San Pasqual Union: 2.1%	2021/22 State: 30% (+15.7%) San Pasqual Union: 4.3% (+2.2%) (Source: https://dq.cde.ca.gov/dataquest/)	2022/23 State: 25% (-5%) San Pasqual Union: 6.6% 22 to 23: +2.3% 21 to 23: +4.5%	3.14% or lower (decrease 1%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>Source: https://dq.cde.ca.gov/dataquest/</p> <p>2021/22 (as of 2/25/22, end of Trimester 2) State: N/A San Pasqual Union: 1.83% (Source: Attendance & Truancy 2021/22, Trimester 1 & 2, Summary Report)</p> <p>Despite pandemic challenges, the rate of chronic absenteeism remain low. This number is reflective of the District's efforts to consistently implement Independent Study Contracts for students absent for 3 or more consecutive days.</p>	<p>uest/)</p> <p>Per the CA Dashboard, 4.3% chronic absenteeism is considered "Low".</p> <p>2022/23 San Pasqual Union: 7.36% (+3.06%) While some grade levels maintained low levels of chronic absenteeism (i.e., 3rd grade at 3.28% and 5th grade at 3.57%), 8th grade, at 20%, had the highest chronic absenteeism rates among all grade levels.</p>	<p>Despite increases in Chronic Absenteeism, the state average is nearly four times that of SPU.</p> <p>(Source: https://dq.cde.ca.gov/dataquest/)</p>	
Attendance Rate (ADA)	<p>2017/18 - 96.62%</p> <p>2018/19 - 97.41%</p> <p>2019/20 - 95.75%, through P2 due to COVID closure</p> <p>2020/21 - ADA percentage not reported</p>	<p>Attendance Rate (ADA)</p> <p>2021/22 (as of 4/7/22): 95.90% (Source: P2 Query)</p>	<p>Attendance Rate (ADA)</p> <p>2021/22 - 94.17% (Final P2)</p> <p>2022/23 ADA 95.23 % (Final P2)</p>	<p>Attendance Rate (ADA)</p> <p>2022/23 - 96.12%</p>	Increase/Maintain attendance rates at 96% or above
Middle School Dropout Rate	2020/21 School Year 0%	0%	0%	0%	Maintain
CHKS - Anti-Bullying Climate	<p>2021 CHKS</p> <p>81% 5th Grade Students "Agree" or "Strongly Agree"</p> <p>60% 7th Grade Students "Agree" or "Strongly Agree"</p>	<p>Anti-Bully Climate at School</p> <p>80% 5th Grade Students "Agree" or "Strongly Agree"</p>	<p>Anti-Bully Climate at School</p> <p>77% 5th Grade Students "Agree" or "Strongly Agree" (-3%)</p>	Pending 2024 Survey Data	>80% 7th grade (increase 7%/year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>40% 7th Grade Students "Agree" or "Strongly Agree" Source: 2022 CHKS</p> <p>While 5th grade scores remained relatively stable, 7th grade scores (already low at 60%) dropped another 20%. When analyzing results, factors contributing to the decline reflected a belief that students do not consistently speak out in support of other students. It should be noted that the same 7th grade cohort also saw significant decreases in other wellness indicators (i.e., social-emotional supports, optimism scale, school connectedness) while showing increases in chronic sadness (10%) and suicidal ideations (7%).</p>	<p>38% 7th Grade Students "Agree" or "Strongly Agree" (-2%) Source: 2023 CHKS</p>		
CA Physical Fitness Testing (PFT)	87.8% (scoring 5 or 6 on 6-point scale)	<p>PFT results not available - PFT suspended since 2019</p> <p>2022 Participation Rates: 5th Grade: 98% (46/47) 7th Grade: 100% (50/50)</p>	<p>2023 Results: 79% (scoring 5 or 6 on a 6-point scale)</p> <p>2023 Participation Rates: 5th Grade: 100% (56/56) 7th Grade: 100% (58/58)</p>	Pending 2024 CA Physical Fitness Testing	93% or higher (increase 2%/year)
Digital Citizenship Program	Digital Citizenship Program Beginning Development (2) Program identified, not currently implemented	No change	Partnered with SmartSocial.com to provide online safety lessons for teachers, students, parents, and administrators.	No change	Full Digital Citizenship Program Implementation (4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Program status: Beginning Development (2)		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Multi-Tiered Systems of Support (MTSS) In connection with the School Climate Transformation Grant (SCTG), in partnership with the San Diego County Office of Education, and as led by an onsite school psychologist and behavioral specialist, implement Multi-Tiered Systems of Support (MTSS) to support the academic growth and social-emotional wellness of all students. The program will include specific supports for foster youth, students with disabilities, and socioeconomically disadvantaged students to reduce the rates of suspension and chronic absenteeism. MTSS will seek to improve school's Anti-Bullying climate while providing students with resources to seek and obtain support when needed.</p> <p>For situations requiring support beyond the MTSS Framework, Care Solace, a program that ensures that communities can access reliable, ethical, and high-quality mental healthcare services, will be available to all to all students, families, and staff.</p> <p>2022/23 UPDATED ACTIONS:</p>	No	Fully Implemented	New social worker hired and MTSS Team compensated through grant.	n/a	\$199,705.00	\$105,811

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>In the 2022/23 school year, the District increased the hours of the school psychologist and hired a school social worker. Additionally, the District secured grant funding to pay MTSS team members and canceled Care Solace contract due to limited use.</p> <p>2023/24 PLANNED EXPENDITURES School Psychologist - \$112,915 (Special Education - \$6,315 federal, \$106,600 state)</p> <p>School Social Worker - \$76,596 (Learning Recovery)</p> <p>MTSS Team - \$10,194 (Grant)</p>						
2.2	<p>Social Emotional Learning through the Arts SEL/Arts Teacher to lead a program of social-emotional learning through the arts to help improve both the mental wellness and artistic appreciation & competency of all students. Through performing and visual arts and in conjunction with the school psychologist, the teacher will use the arts as a medium to address and explore the four SEL competencies of self-awareness:</p> <ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts. 2. Recognize the impact of one's feelings and thoughts on one's own behavior. 	No	Fully Implemented	SEAL Teacher expanded from TK-5 to included 6th-8th graders.	n/a	\$2,135.70	\$62,925

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>3. Recognize one's personal traits, strengths, and limitations. 4. Recognize the importance of self-confidence in handling daily tasks and challenges.</p> <p>The SEL/Arts Teacher will facilitate and coordinate parent volunteers via the Red Barn Arts program.</p> <p>2023/24 PLANNED EXPENDITURES Arts Teacher - \$133,701 (Art, Music, Instructional Materials Grant)</p> <p>Training and release for Arts Teacher - \$2,000 (Educator Effectiveness)</p> <p>Supplies - \$2,000 (In-Person Instruction)</p>						
2.3	<p>Physical Fitness Improve the physical and mental well-being of all students by providing physical education classes led by a credentialed physical education teacher to teach students to all TK-8th grade students.</p> <p>2023/24 PLANNED EXPENDITURES Physical Education Teacher - \$59,465 (LCFF Base) Physical Education Aide - \$17,533(LCFF Base) Equipment - \$2,000 (LCFF Base)</p>	No	Fully Implemented	PE Teacher and PE Aide continue to serve TK-8th grade students.	n/a	\$80,998.00	\$36,429

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
2.4	<p>Digital Citizenship Create a TK-8th grade articulated Digital Citizenship program via Common Sense Media. Provide professional development to staff and create a tracking system to monitor and document progress.</p> <p>As Common Sense Media is offered free of charge, there is no associated expenses.</p> <p>UPDATED ACTIONS Partner with Smart Social to provide online safety training for teachers, staff, parents, and students.</p> <p>2023/24 PLANNED EXPENDITURES Smart Social - \$3,000 (LCFF Base)</p>	No	Partially Implemented	District continues to partner with Smart Social.		\$3,000.00	\$3,000

Goal 3

Goal Description

Provide Students, Staff, and Visitors a Safe, Clean, and Well-Maintained School

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CHKS - Safe Place for Students (% = "Agree" or "Strongly Agree")	Staff: 97% Elementary Students: 88% Middle School Students: 81% Parents: 98%	Staff: 100% Elementary Students: 86% Middle School Students: 60% Parents: 96% (Source: 2022 CHKS) While most groups maintained consistently high scores for safety, middle school student "safety" ratings dropped 21%.	Staff: 100% (no change) Elementary Students: 90% (+4%) Middle School Students: 58% (-2%) Parents: 96% (no change) (Source: 2023 CHKS) Perception of school safety remained unchanged or increased for parents, staff, and elementary school students. Middle school student "safety" ratings dropped by 2%, lagging well below desired outcomes for 2023/24.	Pending 2024 Survey Data	Middle School Students >90% (increase 3%/year)
CHKS - Facilities Upkeep	Staff: 100% Elementary Students: 96% Middle School Students: 98% Parents: 99%	Staff: 97% Elementary Students: 90% Middle School Students: 46% Parents: 99% (Source: 2022 CHKS) While staff, parents, and elementary students report high marks for facilities upkeep, middle school reported a significantly decline (-52%).	Staff: 97% (no change) Elementary Students: 85% (-5%) Middle School Students: 51% (+5%) Parents: 97% (-2%) (Source: 2023 CHKS) Staff, parents, and elementary students continue to report high marks for facilities upkeep. Although middle school scores rose by 5%, responses lag behind other groups.	Pending 2024 Survey Data	Maintain >95%
Facility Inspection Tool (FIT)	Exemplary	FIT Inspection, 3/17/22 Exemplary	FIT Inspection, 4/24/23 Exemplary	Pending 2024 FIT Inspection	Maintain "Exemplary"

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
3.1	<p>Safe, Well-Maintained School and Facilities Create preventive and deferred maintenance 5-year and 10-year plans to include anticipated expenditures for HVACs, roofing, security, fire, and public address (PA) systems. Continue preventive and deferred maintenance efforts to maintain a clean, safe, and well-functioning school. Prioritize urgent projects (i.e., HVAC replacement) that address both safety and budgetary concerns. In addition to replacing the HVAC system, repair multipurpose room doors so they open to create adequate ventilation for learning and play during inclement weather.</p> <p>2022/23 UPDATES HVACs replaced on nearly all permanent buildings using COVID funding. Roof repairs to Barn, Kitchen, and portable buildings. The fire emergency system was upgraded and the Barn doors were repaired. PA system upgrades were integrated into phone upgrades. Upcoming projects include the replacement/repair of the security system.</p> <p>2023/24 PLANNED EXPENDITURES</p>	No	Partially Implemented	Deferred Maintenance Plan approved by Board and is pending implementation.	n/a	\$294,557.00	\$193,807

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Maintenance and Grounds Salaries - \$219,627 (LCFF Base)</p> <p>Maintenance and Grounds Operating Expenses - \$74,930 (LCFF Base)</p>						
3.2	<p>Campus Safety and Security Administrators will continue to make timely updates of Comprehensive School Safety Plans and (as necessary) COVID School Safety Plans. To proactively address other safety concerns (i.e, active threats, fire, etc.), school administrators will maintain an active role/partnership with Escondido School Leaders Safety Committee and Sandy Hook Promise. Administrators are to work in coordination with SDCOE and local law and fire officials to conduct a comprehensive campus and facilities safety assessment to determine areas of improvement, including safety hazards and potential vulnerabilities. As recommended by staff, consider the possible addition of motion-activated security lights and cameras.</p> <p>2022/23 UPDATE: Additional lights (motion-activated and photo-sensitive) and cameras were installed to increase campus safety. Controlled entry system (\$2637 down payment) and ballistic film (\$2353) were applied to doors</p>	No	Partially Implemented	<p>Summer 2023: 4 additional security cameras installed Security system upgraded</p> <p>January 2024: Computer network upgrade (Cost of \$95,538 exceeded initial projections)</p> <p>Pending: PA Upgrade (lower playground)</p>		\$83,000.00	\$123,879

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and windows in the main office. New classroom window blinds are scheduled to be installed during the summer break (2023). Additionally, LockBloks (\$839) were installed on all classroom doors and additional Lockdown Kits (\$801) were purchased for classrooms.</p> <p>In addition to physical security, the district increased cybersecurity measures, including the implementation of multi-factor authentication, anti-phishing campaigns, and upgraded server and storage systems.</p> <p>2023/24 PLANNED EXPENDITURES</p> <p>4 Security Cameras - \$18,000 (LCFF Base)</p> <p>PA Upgrade (lower playground) - \$5,000 (LCFF Base)</p> <p>Security System Replacement - \$25,000 (Deferred Maintenance)</p> <p>Upgraded Computer Network - \$60,000 (REAP)</p>						

Goal 4

Goal Description

Promote Family and Community Partnerships That Enhance Student Outcomes and Opportunities

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Promotion of Parent Involvement, specifically, how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.	CHKS 2021 94% Parents "Agree" or "Strongly Agree" 96% Staff "Agree" or "Strongly Agree"	CHKS 2022 92% Parents "Agree" or "Strongly Agree" 99% Staff "Agree" or "Strongly Agree" Both parent and staff provide consistently high marks for the promotion of parent involvement.	CHKS 2023 93% Parents "Agree" or "Strongly Agree" (+1%) 100% Staff "Agree" or "Strongly Agree" (+1%) Both parent and staff provide consistently high marks for the promotion of parent involvement.	Pending 2024 Survey Data	Maintain >95%
Teacher Communication	LCAP Survey 2021 95% TK-5 Parents "Satisfied" or "Very Satisfied" 68% of 6-8 Parents "Satisfied" or "Very Satisfied"	LCAP Survey 2022 96% TK-5 Parents "Satisfied" or "Very Satisfied" 59% of 6-8 Parents "Satisfied" or "Very Satisfied" TK-5th grade parents are satisfied with teacher communication. For 6th-8th grade parents, 59% reflects a 9% decrease in teacher communication satisfaction levels, below the 80% target outcome.	LCAP Survey 2023 91% TK-5 Parents "Satisfied" or "Very Satisfied" 71% of 6-8 Parents "Satisfied" or "Very Satisfied" TK-5th grade parents are satisfied with teacher communication. For 6th-8th grade parents, 59% reflects a 9% decrease in teacher communication satisfaction levels, below the 80% target outcome.	LCAP Survey 2024 84% TK-5 Parents "Satisfied" or "Very Satisfied" 22 to 23: -7% 21 to 23: -12% 75% of 6-8 Parents "Satisfied" or "Very Satisfied" 22 to 23: +4% 21 to 23: +16%	80% 6-8 "satisfied" or "very satisfied" (Increase 4%/year)
School Communication	LCAP Survey 2021 92% Parents "Satisfied" or "Very Satisfied"	LCAP Survey 2022 90% Parents "Satisfied" or "Very Satisfied" Parents remains consistently satisfied with school communication.	LCAP Survey 2023 86% Parents "Satisfied" or "Very Satisfied" (-4%) Parents remains consistently satisfied with school communication	LCAP Survey 2024 90% Parents "Satisfied" or "Very Satisfied" 22 to 23: +4% 21 to 23: -2%	Maintain 90% "satisfied" or "very satisfied"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				Parents remain consistently satisfied with school communication.	
Served as Volunteer	CHKS Survey 2021 Parent - 11%	CHKS Survey 2022 Parent - 58% With the lessening of COVID restrictions, the volunteer participation rate rose 47%.	CHKS Survey 2023 Parent - 75% (+17%) Parents continue to re-engage with school through increased volunteer work.	Pending 2024 Survey Data	71% or more (increase 20%/year)
Meaningful Student Participation	CHKS 2021 91% Staff ("Agree" or "Strongly Agree") 37% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time") 33% 7th Grade Students ("Yes, most of the time" and "Yes, all of the time")	CHKS 2022 93% Staff ("Agree" or "Strongly Agree") 43% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time") 31% 7th Grade Students ("Yes, most of the time" and "Yes, all of the time") 37% 5th & 7th Grade Students While staff continues to give "meaningful student participation" high marks, students do not.	CHKS 2023 95% Staff (+2%) ("Agree" or "Strongly Agree") 42% 5th Grade Students (-1%) ("Yes, most of the time" and "Yes, all of the time") 32% 7th Grade Students (+1%) ("Yes, most of the time" and "Yes, all of the time") 37% 5th & 7th Grade Students (no change) While staff continues to give "meaningful student participation" high marks, students do not.	Pending 2024 Survey Data	50% or more 5th & 7th Grade Students (increase 6%/year)
School Connectedness	CHKS 2021 77% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time")	CHKS 2022 79% 5th Grade Students ("Yes, most of the time" and "Yes, all of the time")	CHKS 2023 83% 5th Grade Students (+4%)	Pending 2024 Survey Data	Increase/Maintain 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	83% 7th grade students ("Agree" or "Strongly Agree")	60% 7th grade students ("Agree" or "Strongly Agree") Student connectedness slightly increased for 5th graders. However, there was a 23% decrease for 7th graders.	("Yes, most of the time" and "Yes, all of the time") 51% 7th grade students (-9%) ("Agree" or "Strongly Agree") Student connectedness slightly increased for 5th graders. However, there was a 9% decrease for 7th graders.		
Student Enrollment	Projected School Enrollment for 2021/22 473	Current School Enrollment (as of 6/4/22) 495 The increase of 21 students from projected school enrollment meets the 20 students/year goal.	Current School Enrollment (as of 3/27/23) 489 (-6 students)	Current School Enrollment (as of 2/5/24) 528 22 to 23: +39 students 21 to 23: +55 students	533 (Increase 20 students/year)

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
4.1	Effective 2-Way Parent Communication to Promote Parent/Guardian Engagement and Involvement School staff and teachers will maintain open lines of communication with parents that invite parents and provide ample opportunities to be partners in their child's education. Tools will include Google Classroom, GSuite (including Gmail), current school and classroom websites, and proactive mass media	No	Fully Implemented	District continues to use BlackBoard Mass Communications System (now called Finalsite) to communicate with families and staff. District plans to update Synergy Student Management System to a cloud-based system in January 2024.	n/a	\$10,160.00	\$7,873

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>communications (i.e., phone, email, text) via BlackBoard and Synergy. District officials will promote a positive social media presence via Instagram, YouTube, and PeachJar. A school FaceBook account will be added to currently available social media options.</p> <p>Specifically, the District hosts periodic DELAC meetings to promote parent participation for unduplicated pupils, especially our English learners and students living in poverty. The District also promotes parental participation for students with exceptional needs via the IEP and CAC process.</p> <p>2023/24 PLANNED EXPENDITURES BlackBoard Mass Communications System - \$3,620 (LCFF Base)</p> <p>Synergy Student Management System - \$6,540 (LCFF Base)</p>						
4.2	<p>Academic & Career Exploration via Community Partnerships to Promote Meaningful Student Engagement</p> <p>Students will explore educational opportunities, career choices, and areas of interest through community partners, including those with the San Diego Zoo Safari Park and California State San Marcos. Additionally, students will apply learning in Interactive Science</p>	No	Partially Implemented	<p>As planned, Spanish is now being offered as a trimester-long exploratory class for all middle school students.</p> <p>For 8th graders, College and Career Exploration is offered that includes AVID components.</p>	n/a	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Garden, a project jointly funded through the Escondido Community Foundation, Strong Workforce CTE Grants, and SP Foundation contributions.</p> <p>Middle school students will also explore career choices by participating in the Journeys Map program (https://journeymap.com/ program). District officials will continue to seek additional community partners to enhance opportunities, outcomes, and relevance for students.</p> <p>2022/23 UPDATES In addition to a VAPA class for all middle school students, the District enhanced exploratory course offerings which included the following:</p> <p>6th Grade: Film and Garden/Community Service 7th Grade: Coding and Forensics 8th Grade: Spanish and Speech/Debate</p> <p>The District has not implemented the Journeys Map program.</p> <p>2023/24 PLANNED EXPENDITURES Due to changes in staffing, Spanish will not be offered as an exploratory class in 2023/24. Instead, AVID will be offered for 8th graders.</p>						

