



BOARD APPROVED
2/20/24

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
Arvin Union School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

Goal 1

Goal Description

Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1 B - Basic Materials Review Student Access to standards-aligned instructional materials	100% of students have required standards-aligned materials	100% of students have required standards-aligned materials per materials review August 2021	100% of students have required standards-aligned materials per materials review August 2022	100% of students have required standards-aligned materials per materials review August 2023	Maintain 100% of students have required standards-aligned materials
Priority 1 C - Basic Facilities Inspection Tool	"Exemplary" status at each school site El Camino,	Exemplary status at each school site including EI	Exemplary status at each school site including EI	Exemplary status at each school site including EI	"Good" or "Exemplary" status at each school site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Facilities in Good Repair	Sierra Vista, Bear Mountain, and Haven Drive Middle School	Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2021	Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2022	Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2023	El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School
Priority 7 A - Course Access The extent to which students have access to and are enrolled in a broad course of study Master Schedule	100% of students, including unduplicated students, have access to all required areas of broad coursework as stated in Ed Code 51210.	100% of students are enrolled in a broad course of study per Master Schedules 2021	100% of students have access to a broad course of study per Master Schedules 2022	100% of students have access to a broad course of study per Master Schedules 2023	100% of students, including unduplicated students, will have access to all required areas of broad coursework as stated in Ed Code 51210.
Priority 7 B - Course Access Programs and services for Low income, English Learner, and foster youth Low - income: School schedules and class lists English Learner: *Class lists leveled by English Learner Support Levels for Designated English Language Development *Classroom walkthrough tool Foster Youth: parent/student survey	100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction Identified English Learners received appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022 Baseline 0% Enrolled foster youth and their families are aware of	100% of student have access to general education programs and services including Dual Immersion AVID, and Summer School. 100% of TK-6 have access to music and art education. 100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction 1/6/21 per walkthrough evidence and class lists 100% of English Learners received Integrated ELD supports at the Emerging (Level1) or Progressing Implementation level (Level 2) on a 4 level rubric (Emerging, Progressing, Developing, and Full Implementation)	100% of students have access to general education programs and services including AVID and Summer School. Students in grades K-8, with the exception of those enrolled in Special Day classes, have access to Dual Immersion. 100% of TK-6 have access to music and art education. 100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction 2/1/23 per walkthrough evidence and class lists 100% of English Learners received Integrated ELD supports at or above the Emerging (Level1), approximately 90% at or above the Progressing Implementation level (Level 2) , approximately 85% at or above a Level 3,	100% of students have access to general education programs and services including AVID and Winter and Summer Enrichment sessions. Students in grades K-8, with the exception of those enrolled in Special Day classes, have access to Dual Immersion. 100% of TK-6 have access to music and art education and 7-8 grade students have access to music and art electives. 100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction per walkthrough evidence and class lists December 2023. 100% of English Learners receive Integrated ELD at various levels of	100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction 100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022 100% of enrolled foster youth and their families are aware of programs and services and have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>programs and services and have access to desired programs and services as measured to survey to be implemented 2021-2022.</p> <p>Baseline 0%</p>	<p>7% of enrolled foster youth and their families reported being aware of programs and services.</p>	<p>and approximately 10% at a Level 4 on a 4 level rubric (Emerging, Progressing, Developing, and Full Implementation)</p> <p>100% of enrolled foster youth and their families reported being aware of where to get educational help.</p> <p>66% know what programs and services are available to them.</p>	<p>implementation. Review of EL program to take place in the spring of 2024.</p> <p>Foster Family survey to take place in the Spring 2024.</p>	<p>to desired programs and services</p>
<p>Priority 7 C - Course Access</p> <p>Programs and services for students with disabilities</p> <p>Program Checklist</p>	<p>IEP Program Services Review</p> <p>100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in Program Review - checklist to be developed.</p> <p>Speech Resource Specialist Program</p> <p>Special Education Full Day Adaptive PE</p> <p>Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools</p> <p>Preschool Special Day Class</p> <p>Home School</p> <p>Extended School Year</p>	<p>100% of IEP's were reviewed for access to services identified for each student. 100% of students were identified to have received services in the least restrictive environment identified in the IEP utilizing the program checklist.</p>	<p>100 % of IEP's were reviewed for access to services identified for each student. 100% of students were identified to have received services in the least restrictive environment identified in the IEP utilizing the program checklist.</p>	<p>IEP service log spreadsheet percentage entered to date (end of January) for SAI (specialized academic instruction) and Speech is 37.6%.</p>	<p>IEP Program Services Review</p> <p>100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in program checklist.</p> <p>Speech Resource Specialist Program</p> <p>Special Education Full Day Adaptive PE</p> <p>Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools</p> <p>Preschool Special Day Class</p> <p>Home School</p> <p>Extended School Year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 6 A - School Climate Suspension rate DataQuest	DataQuest 1.0% for 2019-2020 partial year DataQuest 2019-2020 Groups over 1.8% Suspension rate: African American Foster Students with Disabilities	DataQuest 2020-2021 All students = 0.1% Groups reported at or over 1.2% Suspension rate: White 1.2%	DataQuest 2021-2022 All students = 0.08% Groups reported at or over 1.2% Suspension rate: Black 4.7% High White 2.2% Medium Foster 4.0% High	DataQuest 2022-2023 All students = 0.08% Groups reported at or over 1.2% Suspension rate: Black 4.9% High	maintain all students at or below 1.2% with every student group below 1.2%
Priority 6 B - School Climate Expulsion rate DataQuest	DataQuest 0.09% for all students- for the 2019-2020 school year	DataQuest 2020-2021 Expulsions = 0	DataQuest 2021-2022 Expulsions = 0	DataQuest 2022-2023 Expulsions = 0	maintain at or below 0.09% for all students
Priority 6 C - School Climate California Healthy Kids Survey -Students	Elementary 2019-20 data School connectedness 74% Perceived school safety 75% Meaningful participation 51% Middle school 2019-20 data School connectedness 67% Perceived school safety 61% Meaningful participation 32%	Elementary 5th grade 2021-2022 School connectedness 68% Perceived school safety 76% Meaningful participation 43% Elementary 6th grade 2021-2022 School connectedness 62% Perceived school safety 63% Meaningful participation 32% Middle school 2021-2022 School connectedness 47% Perceived school safety 45% Meaningful participation 18%	Elementary 5th grade 2022-2023 School connectedness 70% Perceived school safety 74% Meaningful participation 49% Elementary 6th grade 2022-2023 School connectedness 61% Perceived school safety 65% Meaningful participation 37% Middle school 2022-2023 School connectedness 41% Perceived school safety 37% Meaningful participation 18%	California Healthy Kids Survey (CHKS) taken February 1 - data not yet available. 2023-2024 Fall School Connectedness Survey Kern Integrated Data System % Agree/Strongly Agree I feel like it is easy to talk with teachers/ staff at this school. 73% I feel like my teachers and school staff care about me. 77% If I am absent, I feel like there is a teacher or some other adult who will notice my absence. 78%	Elementary School connectedness 80% Perceived school safety 80% Meaningful participation 75% Middle school School connectedness 75% Perceived school safety 70% Meaningful participation 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				I feel like I belong when I am at school. 74%	
Priority 6 C - School Climate California Healthy Kids Survey -Safety Staff	Elementary 2019-20 data Safe place for staff 48% Safe place for students 48% Meaningful student participation 40% Middle School 2019-20 data Safe place for staff 15% Safe place for students 13% Meaningful student participation 25%	Elementary 2021-2022 data Safe place for staff 63% Safe place for students 63% Meaningful student participation 43% Middle School 2021-2022 data Safe place for staff 23% Safe place for students 25% Meaningful student participation 31%	Elementary 2022-2023 data Safe place for staff 43% Safe place for students 46% Meaningful student participation 42% Middle School 2022-2023 data Safe place for staff 14% Safe place for students 9% Meaningful student participation 23%	CHKS taken beginning of February - data not yet available	Elementary Safe place for staff 60% Safe place for students 60% Meaningful student participation 60% Middle School Safe place for staff 60% Safe place for students 60% Meaningful student participation 60%
Priority 6 C - School Climate California Healthy Kids Survey - Safety/Engagement Parents	Safe place 2019-20 data Elementary 49% Middle School 47% Meaningful student engagement 2019-20 data Elementary 48% Middle School 43%	Data acquired under distance learning circumstances during COVID - data not acquired for middle school not in person Safe place 2020-2021 data Elementary 13% Middle School not yet in person Meaningful student engagement 2020-2021 data Elementary 25% Middle School not yet in person	Safe place 2022-2023 data Elementary 51% Middle School 33% Meaningful student engagement 2022-2023 data Elementary 48% Middle School 38%	CHKS surveys sent out early February - data not yet available	Safe place Elementary 65% Middle School 60% Meaningful student engagement Elementary 65% Middle School 60%
Priority 3 A- Parent and Family Engagement - Efforts the school district makes to seek parent input in making decisions for the	California Healthy Kids 2019-2020 parent engagement question Elementary 46% Middle School 40%	CHKS 2020-2021 parent engagement question - encourages me to be an active partner Elementary 37% Middle School 31%	CHKS 2022-2023 parent engagement question - encourages me to be an active partner Elementary 46% Middle School 29%	CHKS taken February 1 - data not yet available	California Healthy Kids Parent Engagement Question Elementary 60% Middle School 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
district and each school site California Healthy Kids Survey - Parents		engagement question - actively seeks the input of parents Elementary 33% Middle School 36%	engagement question - actively seeks the input of parents Elementary 45% Middle School 28%		
Priority 3 B- Parent and Family Engagement - How the district will promote parental participation for low-income, English Learner, and foster youth Family and Community Engagement Metric 6 questions Four point rubric: Emerging, Progressing, Excelling, and Building Capacity	2020-2021 Staff survey indicates a range from 43% to 61% at the Excelling or higher level	2021-2022 Staff survey indicates a range from 50 to 61% at the Excelling or higher level	2022-2023 Staff Surveys indicates a range from 47 to 63 at the Excelling or higher level.	Butte County staff surveys to be completed March 2024	Staff survey indicates an increase of 10% in the minimum and maximum of the range at the Excelling or higher level
Priority 3 C Parent and Family Engagement Promote Parental participation in programs with students with disabilities Parent survey	2020-2021 Parent participation in Special Education Parent Advisory 10 responses	2021-2022 Parent Participation in Special Education Parent Advisory 26 attendees/responses	2022-2023 Parent Participation in Special Education Parent Advisory 8 attendees/responses	Parent Advisory numbers not yet collected	Parent participation in Special Education Parent Advisory survey 75 responses
Priority 5 A - Attendance rates District report and Attention2Attendance mid year report	Average attendance rate 2020-2021 Mid-year March = 94.03% 2020-2021 A2A mid - year data Excellent attendance 38.6% Satisfactory attendance - 29.5% Manageable attendance - 14.4% Chronic attendance - 10.8% Severe chronic - 6.7%	Average attendance rate 2021-2022 Mid-year Jan 28 = 89.12% 2021-2022 A2A February mid-year data Excellent attendance 24.5% Satisfactory attendance - 40.24% Manageable attendance - 21.6% Chronic attendance - 11.0%	Average attendance rate 2022-2023 Mid year Feb 3= 92.54% 2022-2023 A2A February mid-year data Excellent attendance 19% Satisfactory attendance - 29% Manageable attendance - 27% Chronic attendance - 20% Severe chronic - 5%	Average attendance rate 2023-2024 Mid-Year December 28 = 93.67 2023-2024 A2A Mid year data not yet available 2022-2023 KIDS Dashboard December 28, 2023 No absence issues 52% Trending Chronic 14% Nearly Chronic 11% Chronic 22%	Average attendance rate 94% A2A mid-year data Excellent attendance above 30% Satisfactory attendance above 40% Manageable attendance above 20% Chronic attendance below 9.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Severe chronic - 2.6% 2021-2022 KIDS Dashboard May No absence issues 38% Trending chronic 15% Nearly chronic 14% Chronic 33% Chronic absence rate KIDS May All students 33.10% EL 30.21% SED 32.34 Foster 28.57 Homeless 41.81% SWD 35.82%	2022-2023 KIDS Dashboard May No absence issues 46% Trending chronic 16% Nearly chronic 14% Chronic 25% Chronic absence rate KIDS May All students 25.08% EL 22.13% SED 23.92% Foster 0% Homeless 46.43% SWD 28.75% Migrant 21.05% African American 55.56% Hispanic 24.16% White 39.58%	Chronic absence rate KIDS December All students 22.06% EL 19.77% SED 22.61% Foster 6.67% Homeless 24.64% SWD 30.24 Migrant 17.29% African American 46.15% Hispanic 21.32% White 34.51%	KIDS Dashboard May No absence issues 55 % Trending chronic 15% Nearly chronic 15% Chronic 15% No individual student group chronic rate to exceed 15%
Priority 5B Chronic Absences California Dashboard	California Dashboard 2018-2019 English Learners - orange Socio-economically disadvantaged - orange	California Dashboard Suspended no current data available California Dashboard 2018-2019 English Learners - orange Socio-economically disadvantaged - orange	California Dashboard 2021-2022. No color performance reported. Chronic absent - (very high - above 20% for all groups) All students - very high African American -very high White - very high Homeless - very high Students with Disabilities very high Socio economically disadvantaged - very high Hispanic - very high English Learners - very high Foster - very high	California Dashboard 2022-2023 All Students - Yellow RED Homeless ORANGE African American White YELLOW English Learners Foster Youth Hispanic Socioeconomically Disadvantaged Students with Disabilities	California Dashboard English Learners - yellow Socio-economically disadvantaged - yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 5B - Chronic Absences DataQuest	9.7% for all students for the last full school year of 2018-2019 Groups over 15% Chronic Absentee rate: African American (38.1%) Foster (22.2%) Students with Disabilities (17%)	Dataquest 2020-2021 All students = 19% Groups at or over 15% target = African America 62.1% Hispanic 18.1% English Learners 18.3% Foster Youth 41.7% Homeless 22.2% Migrant 17% Students with Disabilities 23.1% Socio-economic disadvantaged 19.8%	Dataquest 2021-2022 All students = 33.4% Groups at or over 15% target African American 74.4% White 45.2% Homeless 42.1% Students with Disabilities 38.8% Socio-economically disadvantaged 33.9% Migrant 30.7% English Learner 29.8% Hispanic 32.5% Foster 27.3%	Dataquest 2022-2023 All students = 24.4% Groups at or over 15% target African American 63.2% Hispanic 23.6% White 35.7% English Learners 21% Foster Youth 16.7% Migrant 21.2% Students with Disabilities 30.1% Socioeconomically Disadvantaged 24.9%	Dataquest maintain at or below 9.7% for "all students" individual student group chronic rate not to exceed 15%
Priority 5 C - Middle School Dropout rate CalPads End of Year Report	CalPads End of Year Report 2019-2020 0%	CalPads End of Year Report 2020-2021 0%	Cal Pads End of Year Report 2021-2022 0%	Cal Pads End of Year Report 2022-2023 0%	CalPads End of Year rate 0%
Priority 5 D - High School Drop out rate	Not Applicable - High school only	Not applicable - High School only	Not applicable - High School only	Not applicable - High School Only	Not applicable - High school only
Priority 5 E - High School Graduation Rate	Not Applicable - High school only	Not applicable - High School only	Not applicable - High School only	Not applicable - High School only	Not applicable - High school only

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	Engagement Teams Four Student Success Facilitators (one at each campus) and Four Attendance Clerks (one at each campus) will focus on supporting student attendance through direct services including outreach, home visits, and follow-ups since all of our	Yes	Fully Implemented	DataQuest Chronic absentee drop from 33.4% in 2021-2022 to 24.4% in 2022-2023 California Dashboard - Yellow		\$1,339,255.00	\$730,991.36

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
	student subgroups were a "very high" on the dashboard for chronic absenteeism. Four Categorical Clerks (one at each campus) and six Campus Supervisors with expanded hours funded through Title IV and ESSER III (one at each elementary and four at Haven Drive) will work closely with Site Administrators, teachers, families and health/mental health teams to support the attendance and engagement of students as local data indicates that our foster and low-income students lack support systems within their households and have additional needs. In order to decrease chronic absences, a targeted focus on conferencing will be expected for students in the manageable group identified by A2A and KIDS given the impact of conferencing on improved attendance.						
1.2	Physical and Mental Health Teams Five School Nurses (one at each school site and one assigned at the district level to support where needed), Eight Social workers (two at each site) along with one District Health Clerk and one Clinica Sierra Vista caseworker at Haven Drive will work closely with Site Administrators, District Program Directors, teachers, families and the Engagement Team to support social-emotional, mental health, and medical needs of students	Yes	Fully Implemented	2022-2023 KIDS Data reporting December 28, 2023 No absence issues 52% Trending Chronic 14% Nearly Chronic 11% Chronic 22%		\$1,875,377.00	\$943,001.22

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
	prompted by high numbers of referrals (312 referrals received between July 2022 to January 2023). The district intends to maintain nurses, the health clerk, and the contract with Clinica Sierra Vista. The district has cancelled its contract with Kern County Superintendent of Schools with the intent of modifying tier 2 and tier 3 services utilizing social workers hired by the district in a more flexible manner to service not only clinical needs but also group-based supports.						
1.3	Family Outreach Team One Family Resource Center Director, one Family Resource Support Service Clerk, two Support Service Advocates, one Special Projects Clerk, one Community Liaison, and one Parent Ambassador Coordinator will conduct outreach services and workshops to build a home to school connection for families. Some of the projects with this team include a Parent Ambassador Program as well as partnerships to community services and support to promote whole-child wellness and academic success of students. Expand services through the Community Schools Grant with the expectation to apply Winter 2023. Build capacity of community outreach through the implementation of pop-ups facilitated through the FRC and the	Yes	Fully Implemented	Decrease of chronic attendance for Homeless from 46.43% 2022-2023 to 24.64% December 2023-2024 school year	319 Homeless contacts made/119 attempted 61 Foster contacts made / 6 attempted 2239 individual services for school and community support 6 monthly South Valley Collaborative meetings attended 6 Community events attended	\$762,715.00	\$316,189.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parent ambassador in conjunction with the support of categorical clerks at each site and the possible addition of a Promotora model funded by SBHIP.						
1.4	Alternate Learning Academy One teacher and two 3.75 hour bilingual instructional assistants in an Alternative Learning Academy housed at Haven Drive Middle School will provide services to support students Grades 4-8 in a restorative environment for a short-term with small groups utilizing specialized Restorative Practices curriculum while providing individualized support with educational classes to promote school connectedness and attendance. Bluewater Consulting services will be contracted to support curriculum implementation and professional development for staff working in the Alternative Learning Academy with students as well as to provide professional development for Tier 1 proactive strategies to support behavior. Concerns about the attendance of elementary students attending Alternate Learning Academy on the middle school campus will be addressed with new administration at the middle school site. However, program implementation is scheduled to be continued with the addition of training to be conducted once per Trimester by Bluewater Consulting staff to support campus	Yes	Fully Implemented	Kern Integrated Data Systems (KIDS) report December District Suspension rate 0.23% As reported by KIDS Groups exceeding average rate through December 2023 White 0.88% Students with Disabilities 0.34% Migrant 0.43% Socio-economically disadvantaged 0.25%		\$202,228.00	\$138,872.72

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
	supervisors and ALA staff in transitions back to regular school sites.						
1.5	Attendance/Engagement monitoring and incentives Promote positive attendance and positive engagement through contracted services for communication and site attention using attendance and positive behavior platforms supplemental to AERIES, the district's School Information System via utilization of Attention2Attendance selected contract components including the PreK-3 Early Attendance Initiative, College and Career Readiness, Positive Attendance Initiative and Excellence recognition to address attendance as all student groups were identified as "high" for absenteeism on the CA Dashboard. Incentives related to excellent and improved attendance will be submitted by each site as part of annual Parent/Student Handbook creation per Board Policy 5126. Families acknowledge reward incentives for attendance mailed out through A2A, yet students express the desire for a recognition amongst peers and staff during school time. Reports will be utilized to acknowledge students both through postcards sent home and at school. In addition to positive points, PBIS online reporting of minor offenses has been piloted at our middle school allowing parents	Yes	Fully Implemented	Kern Integrated Data System (KIDS) reports 93.67% Year to Date Attendance Attendance rate reported by group - Kern Integrated Data System December 2023 Foster Youth 97% American Indian 73% All other student groups range from 92% to 95% Chronic rate -KIDS December report 22%		\$97,700.00	\$59,082.96

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
	to immediately see both aspects of student behavior. As part of tiered interventions/systemic referral processes this will be expanded to all schools next year. Refinement of job duties will address roles taken for behavior promotion, prevention, and communication with parents.						
1.6	Social-emotional multi-tiered systems of support Acquire contracted services for systemic implementation, communication, and recognition of students using RULER, PBIS Online including the Classroom and Administrative level platforms, and Safe School Ambassadors as well as incentives related to excellent and improved behavior to be submitted by each site as part of yearly site handbook development per Board Policy 5126 to promote positive social-emotional responses and positive behavior through the implementation of these programs to help students feel physically and emotionally safe and engaged as outcomes measured by California Healthy Kids student survey questions on engagement and safety indicate a need in this area. Further, the addition of a psychologist hired with ESSER funds to support high needs students implementing restorative circles, check-in/check out, and behavior observation.	Yes	Fully Implemented	2022-2023 Fall School Connectedness Survey Kern Integrated Data System % Agree/Strongly Agree I feel like it is easy to talk with teachers/ staff at this school. 73% I feel like my teachers and school staff care about me. 77% If I am absent, I feel like there is a teacher or some other adult who will notice my absence. 78% I feel like I belong when I am at school. 74%		\$244,117.00	\$22,318.83

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
1.7	Parent/Family Workshops In support of establishing strong, healthy, and systematic school, family, and community partnerships; provide training and resources through workshops in English and Spanish including structured programs such as CABE (California Association for Bilingual Educators - Parent Strand), Parenting Partners, Latino Family Literacy, and Family Meals, Parent Ambassador Program, Fresno State University Parent Classes, and District family engagement opportunities including AUSD One Book both in person and virtually to bring families together with district staff promoting social-emotional ties and academic achievement. To enable parents to support their students through the school system and help break down barriers they may encounter given the importance of technology and necessity to access various platforms, conduct trainings to support parent use of technology through the family resource center and site parent centers outfitted with a set of laptops and/or Chromebooks. Costs to include materials for workshops, childcare, snacks, and staff overtime. Includes training, overtime, and materials. Focus on family engagement principals 1.04, 1.05, 5.01, and 5.03. Increase themed learning events to be offered at various times with a	Yes	Partially Implemented		Parent Partners each school site Fall class am/pm Family Meals each school site Fall and Winter class am/pm Fresno University - three four week sessions Latino Family Literacy - Sierra Vista and training for each site completed by mid-February All sites implementing themed learning events Parent Ambassador program partially implemented	\$387,089.00	\$8,894.63

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
	variety of learning targets to promote parent involvement and awareness of grade level standards. Assign tasks and workshops to categorical clerks. Research FACE programs at BCSD and San Juan Unified School District to expand district implementation. Addition of Family Take Home Enrichment Learning Kits for AUSD One Book and Math/Science Activities.						
1.8	Communication Platforms Facilitate parent awareness and involvement through utilization of Parent Square, Schoolwise Parent Portal, Zoom, TEAMS, parent newsletters, and the district website as feedback from these educational partners indicates these means help to support student engagement. The district will gather information on a regularly scheduled basis through Teams, Google surveys, KiDS surveys, and California Healthy Kids surveys to further promote engagement and address California Dashboard data for absenteeism and low achievement. Costs will include contracts and training agreements for this action step. The district will transfer from SchoolWise to Aeries as our student information system. The robustness of this system will ensure faster integration of systems, reporting, organized documentation, and will require a	Yes	Fully Implemented		Parent Square Reach and Deliverability 97% opted to receive text 4% opted to receive emails 36% opted to receive notifications District survey November To learn about AUSD district highlights, I prefer: In person meetings 13% 90 second video 16%	\$32,750.00	\$21,517.50

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
	transition to another new parent portal and related training to access the portal.				<p>Newsletter on parent square 51% Paper notices 19.7%</p> <p>How often do you access parent square Number of responses Daily 125 Every few days 30 Weekly 5 Every once in a while 12</p> <p>Would you recommend Parent Square to friends and family? Yes 170 No 2</p> <p>How would you rank the district's efforts to communicate highlights and general information? Needs improvement 3 Improving over time 12 Undecided 1 Good 27 Great 21</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
1.9	Personnel for student supervision Noon Duty and Gate staff will promote a positive climate and healthy relationships with students as Student Survey data indicates students want to feel safe and engaged at school. Provide ProAct training, SEL training, utilization of the PBIS tool and implementation of a systemic referral process to support student supervision.	Yes	Fully Implemented	2022-2023 Fall School Connectedness Survey Kern Integrated Data System % Agree/Strongly Agree I feel like it is easy to talk with teachers/ staff at this school. 73% I feel like my teachers and school staff care about me. 77% If I am absent, I feel like there is a teacher or some other adult who will notice my absence. 78% I feel like I belong when I am at school. 74%		\$144,265.00	\$156,661.13
1.10	Safe physical environment Due to our rural district location and extreme weather conditions, continue the position of district HVAC technician ensuring immediate repairs that facilitate a healthy, safe environment with filtered air without student displacement or interruption of learning for students as CA Dashboard reflects a need for focus on student achievement maximizing learning time is essential. Safety/security updates and school and playground facilities upgrades to ensure equitable school facilities throughout the district. This action step includes a focus on providing	Yes	Partially Implemented		Playground updates in process 6 classrooms displaced due to parts delays	\$397,986.00	\$121,014.50

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
	additional outside play materials for TK and Kinder.						
1.11	Expand educational extension activities Expand educational/support extension activities including educational assemblies, field trips, access to services such as virtual workshops and assemblies, camps including Camp Keep for 6th graders, Haven Drive graduation trip, college visits/virtual tours, etc. to promote engagement and provide enrichment opportunities students may not otherwise encounter and include costs to for entry fees, transportation, and staffing. Increase the number of custodian / bus drivers by 4 beyond ESSER funds to support direct services to students at sites, afterschool, and field trips. Increase incentive opportunities and college visits to motivate students and provide experiences for socially economically disadvantaged students, foster, and homeless as educational partners particularly to expand student experiences. Investigate a variety of career oriented experiences, community engagement, experiences to bring awareness.	Yes	Partially Implemented		Field trips have begun as scheduled by school sites and 6th graders filled reserved slots for Camp Keep Student interviews indicate this is one of the highest priority actions for students of all grades.	\$478,556.00	\$117,960.05

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
1.12	Bridging the digital divide To bridge the digital divide ensuring at school connectivity and access at home is equitable for all students while promoting differentiated instruction with Chromebooks classroom labs available in each classroom to accommodate student access without having to carry back and forth between home and school each day, ensure internet connectivity and ensure replacement of devices to maintain 2 to 1 Chromebook distribution at the elementary sites and 1 to 1 at the middle school with mice, headphones, and related maintenance to promote student engagement and achievement as local and state data reflect these are areas of need for students. To ensure replacements are available conduct regular reviews of inventory.	Yes	Fully Implemented		2 to 1 is implemented at the elementary school grades 1-6 1 to 1 is implemented at the middle school TK/Kinder have classroom labs.	\$280,000.00	\$30,786.25
1.13	Equitable school facilities Enhance, expand, and maintain upgrades and replacement projects for additional student safety as requested by educational partners (parents, staff, and students) including to expand and upgrade cameras to cover blind spots, electronic door access with automatic locks installed, safety vests, and such equipment throughout the district in light of a rise in vandalism and crime communitywide with apparent goals of reselling or trading district	Yes	Partially Implemented	CALIFORNIA HEALTHY KIDS RESPONSES STUDENT RESPONSES Elementary 5th grade 2022-2023 School connectedness 70% Perceived school safety 74% Meaningful participation 49% Elementary 6th grade 2022-2023		\$250,000.00	\$62,986.77

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
	materials which affects students and California Healthy Kids scores indicates staff and students concerns over safety is high. Provided required system updates to continue efficient use of the cameras.			<p>School connectedness 61%</p> <p>Perceived school safety 65%</p> <p>Meaningful participation 37%</p> <p>Middle school 2022-2023</p> <p>School connectedness 41%</p> <p>Perceived school safety 37%</p> <p>Meaningful participation 18%</p> <p>STAFF RESPONSES</p> <p>Elementary 2022-2023 data</p> <p>Safe place for staff 43%</p> <p>Safe place for students 46%</p> <p>Meaningful student participation 42%</p> <p>Middle School 2022-2023 data</p> <p>Safe place for staff 14%</p> <p>Safe place for students 9%</p> <p>Meaningful student participation 23%</p> <p>PARENT RESPONSES</p> <p>Safe place 2022-2023 data</p> <p>Elementary 51%</p> <p>Middle School 33%</p> <p>Meaningful student engagement 2022-2023 data</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
				Elementary 48% Middle School 38%			
1.14	Expanded course offerings Expand course offerings to students district wide including 2 rotating district elementary art teachers, 2 rotating district elementary music teachers, and continuing with 1 site based physical education teacher at each elementary site to facilitate student engagement and address the metric for chronic absenteeism, connectedness, and engagement. To further address student engagement, implement Interactive Science/Project Lead the Way classes at the middle school as electives and continue AVID as a districtwide initiative to support student readiness for college and career including salaries and materials to provide expanded curricular activities. Ensure all student have access to a diverse set of elective courses and the opportunity to participate in hands-on and engaging activities through the purchase of course related materials and aligned professional development.	Yes	Fully Implemented	Broad course of study: 100% of TK-6 have access to music, art and PE teachers. Middle school students have access to PLTW and AVID is implemented district wide.	LCAP input indicates the addition of 1 PE teacher at the middle school has dramatically decreased inappropriate behavior and promoted positive PE engagement.	\$1,468,936.00	\$661,070.17
1.15	After School Sports Offer after school sports activities to promote a sense of belonging and meaningful engagement for students as reflected in both Student Surveys and Educational	Yes	Fully Implemented		After school sports are available each season and ELOP surveys from students	\$146,000.00	\$19,252.31

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
	Partner Input as being "high interest" and promote engagement and attendance. This action includes salaries, related uniforms, and supplies. Expand sports at all sites to promote a sense of belonging and engagement. Modify the implementation and structure of PE at the middle school to promote active participation through the addition of one teacher to decrease class size (funded this year out separate funds not included in this plan nor total funds shown.				and parents indicate positive responses to sports programs.		

Goal 2

Goal Description

Accelerate student learning by increasing the percentage of fully-credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	Based on 2019-2020 Assignment Monitoring, 100% of staff are correctly assigned following 2 corrections of mis-assignments	100% correctly assigned	100% correctly assigned	100% of staff correctly assigned 2022-2023 Assignment Monitoring Report from California Commission on Teacher Credentialing	100% of staff Appropriately Assigned
Priority 1 - A Basic A - Assignment Monitoring	80.6% of staff are fully credentialed	89.3% of staff are fully credentialed	86% of staff are fully credentialed	84.1% of staff are fully credentialed	Maintain or increase 80.6% of staff are fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Teachers Fully Credentialed and Appropriately Assigned					
Priority 2 - A Implementation of State Standards English Language Arts California State Standards Implementation Metric - ELA 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 75% Full Awareness or higher Planning - 80% Full Awareness or higher Instruction - 82% Full Awareness or higher Formative Assessment - 75% Full Awareness or higher Summative Assessments - 73% Full Awareness or higher	2021-2022 Survey Standards and Framework - 73% Full Awareness or higher Planning - 78% Full Awareness or higher Instruction - 74% Full Awareness or higher Formative Assessment - 77% Full Awareness or higher Summative Assessments - 75% Full Awareness or higher	2022-2023 Survey Standards and Framework - 81% Full Awareness or higher Planning - 82% Full Awareness or higher Instruction - 84% Full Awareness or higher Formative Assessment - 90% Full Awareness or higher Summative Assessments - 85% Full Awareness or higher	will take survey in March	Standards and Framework - 75% Student Awareness Planning - 75% Student Awareness Instruction - 75% Student Awareness Formative Assessment - 75% Student Awareness Summative Assessments - 75% Student Awareness
Priority 2 - A Implementation of State Standards Math California State Standards Implementation Metric- Math 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 81% Full Awareness or higher Planning - 82% Full Awareness or higher Instruction - 83% Full Awareness or higher Addressing Math Practices- 73% Full Awareness or higher Summative and Formative Assessments - 79% Full Awareness or higher	2021-2022 Survey Standards and Framework - 76% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 78% Full Awareness or higher Addressing Math Practices- 65% Full Awareness or higher Summative and Formative Assessments - 68% Full Awareness or higher	2022-2023 Survey Standards and Framework - 79% Full Awareness or higher Planning - 81% Full Awareness or higher Instruction - 84% Full Awareness or higher Addressing Math Practices- 74% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher	will take survey in March	Standards and Framework - 75% Student Awareness Planning - 75% Student Awareness Instruction - 75% Student Awareness Formative Assessment - 75% Student Awareness Summative Assessments - 75% Student Awareness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 2 - A Implementation of State Standards Science California State Standards Implementation Metric- Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 42% Full Awareness or higher Planning - 38% Full Awareness or higher Instruction - 44% Full Awareness or higher Summative and Formative Assessments - 50% Full Awareness or higher	2021-2022 Survey Standards and Framework - 38% Full Awareness or higher Planning - 36% Full Awareness or higher Instruction - 39% Full Awareness or higher Summative and Formative Assessments - 38% Full Awareness or higher	2022-2023 Survey Standards and Framework - 49% Full Awareness or higher Planning - 45% Full Awareness or higher Instruction - 49% Full Awareness or higher Summative and Formative Assessments - 46% Full Awareness or higher	will take survey in March	Standards and Framework - 75% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher
Priority 2 - A Implementation of State Standards History / Social Science California State Standards Implementation Metric- Social Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 54% Full Awareness or higher Planning - 49% Full Awareness or higher Instruction - 52% Full Awareness or higher Summative and Formative Assessments - 56% Full Awareness or higher	2021-2022 Survey Standards and Framework - 43% Full Awareness or higher Planning - 47% Full Awareness or higher Instruction - 45% Full Awareness or higher Summative and Formative Assessments - 40% Full Awareness or higher	2022-2023 Survey Standards and Framework - 55% Full Awareness or higher Planning - 52% Full Awareness or higher Instruction - 54% Full Awareness or higher Summative and Formative Assessments - 50% Full Awareness or higher	will take survey in March`	Standards and Framework - 75% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher
Priority 4-A Student Achievement CAASPP ELA, MATH, CAA, CAST as per California School Dashboard and Smarter Balanced Assessment Results	CAASPP ELA 2018-2019 Data Distance from Standard All Students (-41.5) English Language Learners (-53) Hispanic (-41.7) Socio-economically disadvantaged (-43.4) Homeless (-35.3) White (-41) Students with Disabilities (-102.6)	California Dashboard Suspended No data I-Ready / STAR CAASPP replacement Language Arts % estimated on grade level All students 21% English Learner 7.6% Hispanic 21%	California School Dashboard 2021-2022. No color performance reported. CAASPP ELA 2021-2022 data Distance from standard All students (-60.3) Low English Learners (-75.6) Very low Homeless (-97.5) Very low	California School Dashboard 2022-2023. CAASPP ELA 2022-2023 Dashboard data Distance from standard All students (-62) Orange English Learners (-76.1) Red Homeless (-87.3) Orange Socio-economic disadvantaged (-64.4) Orange	Decrease distance from standard by a minimum of 5 points for each student group in language arts and 10 points in math Increase the percent proficient by 20% for English Learners and Foster and 10% for all other groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>CAASPP MATH 2018-2019 Data Distance from Standard All Students in Math (-72.8) English Learners (-80) Hispanic (-72.9) Socio-economically disadvantaged (-74.9) Homeless (-78.7) White group (-70.2) Students with Disabilities (-127.4).</p> <p>CAST Science 2018-2019 DATA All Student Met or Exceeded Science 12.54% English Learners 2.94% Hispanic 12.39% Socio-economically disadvantaged 12.22% Homeless 11.11% White 12.50% Students with Disabilities Foster 1.85%</p>	<p>White 28.5% SocioEconomically Disadvantaged 19.7% Students with Disabilities 1%</p> <p>Math % estimated on grade level All students 17% English Learner 8% Hispanic 18% White 18% SocioEconomically Disadvantaged 17% Students with Disabilities 4%</p> <p>CAST Science 2020-2021 All students - met or exceeded 10.21% English Learners 2.58% Hispanic 10.12% Socio-economic disadvantaged 9.48% Homeless 0% White 15% Students with Disabilities 0% Migrant 8.16%</p>	<p>Socio-economic disadvantaged (-62.8) Low Students with disabilities (-124) Very Low African American (-35.7) No level Hispanic (-60.4) Low White (-61.7) Low</p> <p>CAASPP Math 2021-2022 data Distance from standard All students (-97.2) Very low English Learners (-109.1) Very low Homeless (-126.5) Very low Socio-economic disadvantaged (-99.7) Very low Students with disabilities (-144.7) Very low African American (-99.5) Very low Hispanic (-97.5) Very low White (-90.5) Low</p> <p>CAST SCIENCE 2021-2022 All student Met or Exceeded All students 14.61% English Learners 3.19% Homeless 12.12% Socio-economic disadvantaged 14.06% Students with disabilities 3.51% African American 18.18% Hispanic 14.59% White 15%</p>	<p>Students with disabilities (-136.1) Orange Hispanic (-61.9) Orange White (-61.9) Orange</p> <p>CAASPP Math 2022-2023 Dashboard data Distance from standard All students (-96) Red English Learners (-106.8) Red Homeless (-100.1) Orange Socio-economic disadvantaged (-98) Red Students with disabilities (-164.1) Red Hispanic (-95.9) Red White (-80.5) Yellow</p> <p>CAST SCIENCE 2022-2023 CAASPP reporting Met or Exceeded All students 10.13% English Learners 3.01% Homeless 15.38% Socio-economic disadvantaged 9.66% Students with disabilities 0% African American 9.09% Hispanic 9.69% White not reported Migrant 11.11%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Migrant 7.60%		
Priority 4-A Student Achievement Dataquest 2018-2019 CAA	<p>CAASPP CAA - Language Arts % of students at achievement level All students Level 1 39.39% Socio-economically disadvantaged Level 1 36.67% English Learners 10 or fewer tested</p> <p>CAASPP CAA - Math % of students at achievement level All students Level 1 48.48% Socio-economically disadvantaged Level 1 46.67% English Learners 10 or fewer tested</p>	<p>CAASPP CAA - Language Arts % of students at achievement level All students Level 1 85.71% All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 91.67% Level 2 8.33% Hispanic Level 1 85.71% Level 2 14.29%</p> <p>CAASPP CAA - Math % of students at achievement level All students Level 1 85.71% All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 83.33% Level 2 16.67% Hispanic Level 1 85.71% Level 2 14.29%</p>	<p>CAASPP CAA - Language Arts % of students at achievement level All students Level 1 37.14% Level 2 34.29% Level 3 28.57% Socio-economically disadvantaged Level 1 36.36% Level 2 33.33% Level 3 30.30% English Learners Level 1 45.83% Level 2 33.33% Level 3 20.83% Hispanic Level 1 37.14% Level 2 34.29% Level 3 28.57%</p> <p>CAASPP CAA - Math % of students at achievement level All students Level 1 57.14% Level 2 31.43% Level 3 11.43% Socio-economically disadvantaged Level 1 57.58% Level 2 33.33% Level 3 9.09% English Learners Level 1 62.50% Level 2 29.17% Level 3 8.33% Hispanic Level 1 57.14% Level 2 31.43% Level 3 11.43%</p>	<p>CAASPP CAA 2022-2023 - CAASPP.org Language Arts % of students at achievement level All students taking CAA Level 1 64% Level 2 24% Level 3 12% Socio-economically disadvantaged Level 1 59.09% Level 2 27.27% Level 3 13.64% English Learners Level 1 86.67% Level 2 0% Level 3 13.33% Hispanic Level 1 65.22% Level 2 21.74% Level 3 13.04%</p> <p>CAASPP CAA 2022-2023 - CAASPP.org Math % of students at achievement level All students taking CAA Level 1 72% Level 2 20% Level 3 8% Socio-economically disadvantaged Level 1 72.73% Level 2 18.18% Level 3 9.09% English Learners Level 1 86.67% Level 2 13.33% Level 3 0% Hispanic</p>	5% of current students will increase to Level 2.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				Level 1 69.57% Level 2 21.74% Level 3 8.7%	
Priority 4 - B A-G Requirements	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 4 - D Completion of A-g requirements and Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 4-H Pupils prepared for college	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts
Priority 8- Other Student Outcomes Physical Fitness Testing End of Year I-Ready 3rd Grade on Grade Level	Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria (2018-2019) elementary 34.8% middle school 35.4% Scores below are compared to the initial baseline. 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6%	Physical Fitness testing 2021-2022: 1a. Aerobic Capacity- not calculated by the state 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 34.26% 7th grade 87.31% 1d. Trunk Extension Strength 5th grade 96.94% 7th grade 91.54% 1e. Upper Body Strength 5th grade 46.52% 7th grade 75.83% 1f. Flexibility 5th grade 64.07% 7th grade 70.09%	Physical Fitness Testing 2022-2023 1a. Aerobic Capacity- 5th grade 24.29% 7th grade 10% 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 39.30% 7th grade 85.8% 1d. Trunk Extension Strength 5th grade 96.22% 7th grade 95% 1e. Upper Body Strength 5th grade 47.17% 7th grade 66.77% 1f. Flexibility 5th grade 61.95%	1. Physical Fitness Testing 2023-2024 Will be conducted in Spring 2. Mid year 2023-2024 I-Ready indicates 27% of 3rd graders are early on, mid, or above grade level.	Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria maintained at: elementary 34.8% middle school 35.4% Scores below are compared to the initial baseline. Maintain the following: 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>1c. Abdominal Strength 5th grade 84% 7th grade 92%</p> <p>1d. Trunk Extension Strength 5th grade 99.4% 7th grade 98.5%</p> <p>1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6%</p> <p>1f. Flexibility 5th grade 95.8% 7th grade 83.8%</p> <p>2. End of Year 2018-2019 I-Ready Data indicates 17% of 3rd graders on grade level.</p>	<p>2. End of Year 2020-2021 I-Ready indicates 23% of 3rd graders are reading on grade level.</p> <p>2. End of Year 2021-2022 I-Ready indicates 29% of 3rd graders are reading on grade level.</p>	<p>7th grade 52.3%</p> <p>2. End of Year 2022-2023 I-Ready indicates 36 % of 3rd graders are reading on grade level.</p>		<p>1c. Abdominal Strength 5th grade 84% 7th grade 92%</p> <p>1d. Trunk Extension Strength - 5th grade 99.4% 7th grade 98.5%</p> <p>1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6%</p> <p>1f. Flexibility 5th grade 95.8% 7th grade 83.8%</p> <p>2. End of Year I-Ready Data indicates a minimum of 25% of 3rd graders on grade level.</p>
Priority 4A California Dashboard CASSPP Math and Language Arts	All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math	The following are the most recent performance colors reported on the California School Dashboard: All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math.	<p>California School Dashboard 2021-2022. No color performance reported. California Dashboard English Language Arts - Low All Students Hispanic Socio-economically disadvantaged</p> <p>English Language Arts - Very Low English Learners Homeless Students with Disabilities</p> <p>Math - Low White</p> <p>Math - Very Low All students Hispanic Socio-economically disadvantaged</p>	<p>California School Dashboard 2022-2023.</p> <p>CAASPP ELA 2022-2023 Dashboard data: RED PLACEMENT English Learners Students with Disabilities</p> <p>ORANGE PLACEMENT All students Homeless Socio-economic disadvantaged Hispanic White</p> <p>CAASPP MATH 2022-2023 Dashboard data RED PLACEMENT All students English Learners Socio-economic disadvantaged Students with disabilities Hispanic</p>	All students, English Learners, and Socioeconomically disadvantaged are considered "yellow or above" on the California Dashboard in Language Arts and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			English Learners Homeless Students with Disabilities	ORANGE PLACEMENT Homeless YELLOW PLACEMENT White	

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	District personnel to support programs and 21st Century skills The Director of Curriculum and Instruction, Director of Student Services, Supervisor II of School Instruction, Vice Principals at all sites, and Dean at Haven Drive will be charged with leading Common Core implementation, professional development, and coaching for instructional staff, since our data shows the majority of our student groups are performing in the very low or low performance levels on state assessment for English Language Arts and Math. Additionally, one Certificated Technology staff member and four Classified Technology staff members will ensure functionality/access to district technology and data systems leading to 21st Century skills and utilization of 1 to 1 technology in all classrooms to ensure support for disaggregating data that will further enhance student academic achievement.	Yes	Fully Implemented	Mathematics: I-Ready Winter comparison over 3 year span 2021-2022 Increase of 1% early on grade level or on grade level Decrease of 3% of students 2 or more grades below grade level Decrease from 2023-2024 Fall to Winter Math Assessment a range from 9-15% two or three levels below grade level. Middle school 7th grade STAR STAR data at Haven Drive 2023 Winter 44% of students identified for Intervention or Urgent Intervention White, EL, Homeless, and SWD significantly above all student average identified for intervention		\$1,897,917.00	\$918,954.48

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>Middle school 8th grade STAR STAR data at Haven Drive 2023 Winter 75% of students identified for Intervention or Urgent Intervention White, EL, Homeless, and SWD significantly above all student average identified for intervention</p> <p>Reading: I-Ready Winter comparison: Increase of 4% early on grade level or on grade level Decrease of 4% of students 2 or more grades below grade level.</p> <p>Decrease from 2023-2024 Fall to Winter Reading Assessment of approximately 9% two or three levels below grade level.</p> <p>Middle school 7th grade STAR STAR data at Haven Drive 2023 Winter 88% of students identified for Intervention or Urgent Intervention White, EL, Foster, Migrant and SWD</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
				significantly above all student average identified for intervention Middle school 8th grade STAR STAR data at Haven Drive 2023 Winter 61% of students identified for Intervention or Urgent Intervention White, EL, Homeless, Migrant and SWD significantly above all student average identified for intervention			
2.2	Access to wide-reading with a focus on Comprehension A contracted District Librarian and one Library Clerk per school site will support access to wide reading through the library and associated reading programs including library book purchases, reading support materials, and technology programs expanding opportunities for students based on our need to facilitate student achievement in English Language Arts and Math facilitated through reading comprehension as reflected on outcome data from local and state assessment.	Yes	Fully Implemented	Range of 16% to 23% early on or mid to above grade level on Mid-Year I-Ready Overall Comprehension at the elementary level STAR data at Haven Drive 2023 Winter 7th grade - Instructional grade level Reading averages All students 4.2 Female 4.6 Male 3.8 African American 5.3 Filipino 3.4 Hispanic 4.2 Two or more races 1.5 White 3.2 English Learners 3 Students with Disabilities 1.6 Foster 0.8 Homeless 4.4 Migrant 3.5		\$502,646.00	\$306,703.68

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>Socio-Economically Disadvantaged 4.1</p> <p>STAR data at Haven Drive 2023 Winter 8th grade - Instructional grade level Reading averages</p> <p>All students 5.3</p> <p>Female 5.5</p> <p>Male 5.2</p> <p>Hispanic 5.4</p> <p>White 3.4</p> <p>English Learners 3.4</p> <p>Students with Disabilities 1.8</p> <p>Homeless 4.5</p> <p>Migrant 4.5</p> <p>Socio-Economically Disadvantaged 5.3</p>			
2.3	<p>Formative assessment and intervention</p> <p>Utilization of I-Ready, STAR, and 95%, along with other diagnostic and formative assessments to inform instruction and address low academic achievement of students in English Language Arts and Math with immediacy for use in Professional Learning Teams weekly and to guide site Principal instructional leadership inspection of expectations for student growth supported by the Equity Teacher on Special Assignment (TOSA) funded in action step 3.1.</p> <p>Utilize KIDS (Kern Instructional Data Platform) to disaggregate data focusing on student groups and Ellevation platform to facilitate student language acquisition data</p>	Yes	Fully Implemented	See Data 2.1 and 2.2	Professional development on implementation of Professional Learning Teams, use of formative data, and analysis procedures along with further refinement of MTSS structures	\$1,851,891.00	\$644,867.13

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>communication and feedback related to English Learners. SchoolCity will be utilized for formative assessments and rendering of student data for analysis based on local measures to drive Professional Learning Team (PLT) time and propel instructional conversations, regrouping, and reteaching and/or enrichment for students.</p> <p>Based on local and state data which indicates an immense need for student academic support in both English Language Arts and Math, systematic interventions will be implemented including the following support staff and enhancements: Four certificated elementary intervention staff at each of the three elementary school sites for a total of 12. Instructional Aides (two to three each site funded by LCAP and Title 1 as determined by School Site Council) with additional hours added to classified instructional staff working less than 4 hours in order to supplement targeted intervention and instruction or certificated after school intervention to meet student needs . Further, to build a strong foundation for students and proactively address gaps in ELA and Math, 2 TK intervention teachers as well as 2 TK instructional aides will be added to provide intervention to our youngest learners.</p> <p>Implementation of 2 additional instructional service days to extend</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
	the 2023-2024 school year and voluntary professional development for Math, Science, and English Language Arts to support the urgency of addressing student needs as measured on local and state assessment.						
2.4	Summer School / Extended Day Programs Provide Summer Enrichment to include certificated and classified instructional staff, support staff, transportation, and materials for students to access supplemental instruction to mitigate learning loss and support achievement of state standards at and above grade level. Hire 1 Resource Teacher to lead Extended Day Programs to extend learning time for ELA and Math as local and state data indicate students are performing below grade level standard.	Yes	Partially Implemented		Winter session and payroll from Summer 2023 Working with KIDS and local tech to create a separate student group for data disaggregation	\$1,124,498.00	\$185,261.24
2.5	Promote biliteracy Based on Educational Partner (parents, students, staff) feedback in support of biliteracy the district will fund and expand Dual Immersion instructional services at the elementary and middle school providing supplemental opportunity for students to build their academic experience in both English and	Yes	Fully Implemented		Dual immersion is provided at each grade level at all elementary sites with the exception of TK. The strands are carried on into the middle	\$174,031.00	\$63,501.25

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
	Spanish as well as provide supplemental dual materials and staff stipends for dual instruction. An I-Station contract will be in place to be utilized by Dual Immersion students to support and assess growth in Spanish Language.				school with a bilingual math class and a literature elective.		
2.6	Expand implementation of technology Instructional staff will utilize Digital /STEM labs and project-based learning materials to engage and enhance a robust academic experience for students based on Educational Partner survey data that indicates desire for hands-on exploratory experiences.	Yes	Partially Implemented	CAST data pending end of year scores	PITSCO labs opened late fall of 2023-2024 school year at all campuses in the district.	\$500,000.00	\$448,225.09
2.7	Supplemental Instructional Materials and supplies As state data indicates that 6 out of 6 student groups are in the "very low" or "low" status for both ELA and Math and i-Ready results show increased lower bands as students' progress through grade levels, supplemental support materials to meet identified needs will be purchased in addition to school supplies to support study and instruction in the classroom.	Yes	Partially Implemented	CAASPP ELA 2022-2023 Dashboard data Distance from standard All students (-62) Orange English Learners (-76.1) Red Homeless (-87.3) Orange Socio-economic disadvantaged (-64.4) Orange Students with disabilities (-136.1) Orange Hispanic (-61.9) Orange White (-61.9) Orange		\$300,000.00	\$94,622.97

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
				CAASPP Math 2022-2023 Dashboard data Distance from standard All students (-96) Red English Learners (-106.8) Red Homeless (-100.1) Orange Socio-economic disadvantaged (-98) Red Students with disabilities (-164.1) Red Hispanic (-95.9) Red White (-80.5) Yellow See data 2.1 and 2.2			
2.8	Foster services Our data indicates that all student groups need to make academic improvement, but Foster Youth is one of the four student groups that need more than others, so they will be supported through transportation supplemental to regular bussing including associated costs. Further this group will be supported through supplemental school supplies and school readiness items to assist with success in school.	Yes	Fully Implemented		Transportation and other services have been provided with other funding sources.	\$10,000.00	\$0
2.9	Closing the Digital Divide Since all students need to make one or more year's growth in ELA and Math based on our data that reflects the majority of our student groups are performing in the very low or low performance levels technology to close the	Yes	Partially Implemented		See information 1.12, 2.1, 2.2	\$1,000,000.00	\$625.90

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
	achievement gap and digital divide will continue to be implemented by providing two to one Chromebooks for elementary students and one to one Chromebooks for middle school students to use throughout the school year and summer as internet access is a fundamental tool through individual devices. Further, we will continue progress toward installation and upkeep of cell tower infrastructure and routers for homes as needed to push-out internet ensuring students' access to learning including access online supplemental intervention platforms.						
2.10	Instructional platforms and programs Based on local and state data that indicates students need improvement in ELA and Math continued implementation of CANVAS and Kami will support learning as it is further noted that CANVAS is utilized within the University of California and the Cal State system as well as Community Colleges, our students will become fluent in the utilization of tools which are structured to organize learning and are also part of college and career readiness preparation.	Yes	Fully Implemented	CANVAS 106 teacher usage 1343 courses 1665 student users KAMI 94,932 document loads usage count 366,135	transition to Google Classroom has begun	\$17,062.00	\$28,427.50

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
2.11	Incentives for Academic Growth Supplemental items including: books, academic kits, hands-on materials, and acknowledgment certificates/awards to encourage the efforts of students and recognize growth to overcome the achievement gap since our current data indicates that all student groups need to make improvement in ELA and Math.	Yes	Partially Implemented		Students and parents input mentions incentives very favorably.	\$80,000.00	\$13,810.04

Goal 3

Goal Description

Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 2 Implementation of State Academic Standards Professional Learning Community Total of 17 Survey questions - 5 level rubric: pre-initiating, initiating, implementing, developing, sustaining	2020-2021 survey 15 questions approximately 25% pre-initiating, initiating, or implementing 2 questions approximately 50% pre-initiating, initiating, or implementing	2021-2022 11 questions at a minimum of 80% developing / sustaining	2022-2023 11 questions at a minimum of 70% developing /sustaining	PLC survey to be completed in March	12 questions at a minimum of 95% developing/sustaining
Priority 2 Implementation of State Academic Standards	2020-2021 survey 15% of observations at the proficient level	2021-2022 survey	2022-2023 survey	65% of observations at the proficient level at the middle school	80% of observations at the proficient level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Trimester Assessment of Episodes of Effective Instruction Dimensions #7 Deepening and Reinforcing Learning #8 Applying Learning 4 point scale Novice, Developing, Proficient, Expert		30% of observations at the proficient level at the Middle School 65% of observations at the proficient level at the Elementary sites	31% of observations at the proficient level at the Middle School 78% of observations at the proficient level at the Elementary sites	79% of observations at the proficient level at the elementary sites	

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	Staff to support professional development /use of data Four district Teachers on Special Assignment and four Academic Coaches (one at each site) will facilitate professional development and accessibility of data for groups, coaching for grade levels, and 1 on 1 targeted support for certificated and classified staff to support all students but specifically the English Learners, foster, socio-economically disadvantaged, and special education students as their academic achievement falls below that of all students on Distance From Standard in Language Arts and Math and CAASPP Meeting or Exceeding Standard based on 2022-2023 Assessment Data. An equity TOSA will be added for the 2023-2024 school year to support district and site staff use of data	Yes	Fully Implemented	See data 2.1 and 2.2	The addition of the Equity TOSA has provided supported with detailed data reports by grade and discussion with site team regarding locating data to support student groups.	\$1,381,259.00	\$494,370.90

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
	within Professional Learning Teams and MTSS structures with a focus on ensuring data for all student groups is available and utilized to address needs.						
3.2	District Support Staff Continuity of instruction is supported by continuity of staff who have received training targeted to district unduplicated student needs. Attracting staff who empathize and are committed to serving our community demographics and then retaining them is critical. Providing district support staff to accomplish this task is included in this action step with the goal of attracting and retaining staff in a highly competitive market and with options closer to their homes. The District Human Resources Director focuses on hires of appropriately credentialed staff as our status as a rural district makes it extremely difficult to fill positions, Induction and Intern Mentors provide direct support to staff who are beginning or moving through the credentialing process. The Kern County Superintendent of Schools provides Induction and Mentor guidance through the credentialing process and support through workshops are included in this action step as a contracted agency. While funding has dramatically increased the opportunity to hire staff to service student needs, experienced staff are not always available through	Yes	Fully Implemented	96% certificated retention rate between 2022-2023 and 2023-2024	2022-2023 Assignment Monitoring Support - 0 misassignment	\$306,544.00	\$153,018.41

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
	the hiring process. District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students.						
3.3	<p>Ensuring academic growth through leadership focused on equity</p> <p>The following trainings will be constructed to provide a foundation for Multi-Tiered Systems of supports and Differentiated instruction targeted to English Learners, Foster, and Socio-economically disadvantaged student groups:</p> <p>Training for site administration and district leadership personnel to support implementation of the Thoughtful Classroom Evaluation Tool to provide targeted feedback to certificated and classified staff for nine instructional elements within the tool with professional resource reference materials.</p> <p>Site administrator coaching from Performance Education Partnership to promote site leadership skills leading to implementation of Professional Learning Teams and guiding conversations for clearly scheduled formative assessments designed to inform classroom</p>	Yes	Fully Implemented	Minimum of 50% growth over baseline in Dimensions 7 and 8 of the Thoughtful Framework Tool compared to 2020-2021	Trainings/coaching conducted for Thoughtful Classroom, Performance Education Partnership, Professional Learning Communities	\$135,750.00	\$100,655.77

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>instruction for "what do students need to know", "how do we know if students know it", "what do we do if they master content", and "what do we do if they don't".</p> <p>Training from Dr. Rios from Solution Tree utilizing "Learning by Doing" to promote Professional Learning Community implementation of Cycles of inquiry through Grade level and site Professional Learning Community structures to be supported by District leadership.</p> <p>Focus on equity through data analysis and review / support of implementation of programs with the addition of an Equity TOSA (funded by 3.1) to include weekly meetings with Principals to address areas of need immediately as it relates to Dashboard areas and to ensure disaggregation of data to support sites through Differentiated Assistance/Targeted Intervention.</p> <p>Costs to include salary and benefits, contracts, training date subs or overtime.</p>						
3.4	<p>Kern County Superintendent of Schools Contract for Math Support</p> <p>Final year of a 3 year commitment to provide professional development and coaching to guide implementation of the new California Math Framework,</p>	Yes	Fully Implemented	Mathematics Growth and Status 2023 California Dashboard status of Red All Students maintained with growth of +1.2 points distance from standard	Math alignment tool begun in 2022-2023 has been refined to date in 2023-2024 for sharing with teachers to guide	\$110,000.00	\$74,325.27

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
	implement mathematical practices, promote mathematical fluency and conceptual math work, integration of vocabulary to support use of language to promote academic discourse, and formative assessment use. Promotion of collaborative learning for staff to ensure cohesive district implementation will be supported through monthly professional learning community workshops as well as classroom visits. Professional reading materials will be purchased to promote continuity. This action will prioritize support for low - income and English Learners specifically as these groups are a majority of the population yet their distance from standard is greater than all students.			<p>Dashboard color red: English Learners maintained +2.3 points Hispanic maintained +1.5 points Socio-economic disadvantaged maintained +1.7 points Students with Disabilities declined -19.4 points</p> <p>Homeless - Dashboard color orange Increased +26.4 points</p> <p>White - Dashboard color yellow Increased +10 points</p>	instructional practices - Professional development Fall 2023-2024 and Winter 2023-2024		
3.5	<p>Professional Development Professional development providing strategies and structures for instructional staff, certificated and classified, to meet the unique needs of unduplicated students in identified areas. To include but not limited to contracts, substitutes, and overtime. Technology use for blended learning and meaningful student presentations and in-depth projects Utilizing CANVAS/KAMI to support learning 95% intervention Tier 1 Differentiated Support in Language Arts and Math English Language Development</p>	Yes	Partially Implemented	Dashboard released during 2023-2024 Math - Red Language Arts - Orange English Learners - Orange	Professional Development continues to be implemented for topics noted. Focus areas were included in Fall Back to School Professional Development, Winter Professional Development and include Saturday, Summer, and	\$660,000.00	\$76,731.19

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
	AVID (Advancement Via Individual Determination)/Close Reading/Writing workshops Math / P-3 CC (Preschool through 3rd Grade Curriculum Calibration Designated/integrated English Language Development/Path to Proficiency Framework and Roadmap utilization/standards implementation Use of assessments/data systems/Use of Kern Integrated Data Systems Use of parent/student communication portals Supporting differentiated needs/RTI/MTSS Writing - Genre and Structured Skills				after school workshops		

Goal 4

Goal Description

By May 2024 (extending the focus goal from May 2023), refine Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 2 - B Programs and Services for English Learners	Baseline 0 Classroom observation tool this is a new tool	March 2022 50% developing	March 2023 63% developing or higher	November 2023 79% developing or higher	100% implementation at a developing level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Locally developed classroom observation tool for Designated ELD					
Priority 2 - B Programs and Services for English Learners Thoughtful Classroom Teacher Effectiveness observation tool for Integrated ELD Framework 4 point scale Novice, Developing, Proficient, Expert Preparing Students for New Learning #5 Deepening and Reinforcing Learning #7	2020-2021 15% of observations at the Proficient level	39% of observations at the Proficient level	March 2023 72% of observations at the proficient level	57% of observations at the proficient level	75% Proficient level
Priority 2 - A Implementation of State Standards English Learner Program Metric California State Standards Implementation Metric- English Learners 5 point scale: Missing elements, Developing, Core, Core Plus, Exemplary	2020-2021 survey Defined Program - 81% Core or above Data - 79% Core or above Family Engagement/communication - 78% Core or above Equity and Access - 80% Core or above Professional Learning - 80% Core or above State Standards Implementation - 85% Core or above	2021-2022 survey Defined Program - 70% Core or above Data - 73% Core or above Family Engagement/communication - 70% Core or above Equity and Access - 73% Core or above Professional Learning - 76% Core or above State Standards Implementation - 73% Core or above	2022-2023 survey Defined Program - 72% Core or above Data - 79% Core or above Family Engagement/communication - 72% Core or above Equity and Access - 78% Core or above Professional Learning - 79% Core or above State Standards Implementation - 81% Core or above	not yet measured	Defined Program - 80% Core Plus Data - 80% Core Plus Family Engagement/communication - 80% Core Plus Equity and Access - 80% Core Plus Professional Learning - 80% Core Plus State Standards Implementation - 80% Core Plus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 4 - E % of pupils making progress toward English Proficiency ELPAC reported on the California Dashboard	2019 California Dashboard 45.9% of students making progress toward English Language Proficiency.	California Dashboard not available Kern Integrated Data Systems - estimated ELPI rate of 39.25% 2020-21	2022 California Dashboard 53.9% of students making progress toward English Language Proficiency	2023 California Dashboard 48.6% making progress toward English Language Proficiency	60% of students making progress toward English Language Proficiency
Priority 4 - F % of pupils being reclassified reported by Data Quest	4.7% Reclassified during 2019-2020	4.1% Reclassified during 2020-2021 as reported by DataQuest	3.1% Reclassified during 2021-2022 as reported by current District calculation as latest available data is 4.1% Reclassified during 2020-2021 as reported by DataQuest	4.01% Estimated Accountability Reclassification Rate as reported by Kern Integrated Data Systems on December 2023 for 2022-2023 July 1 - June 30 California School Dashboard Aligned The similar timeline of July 1 through June 30 for 2021-2022 was 2.9%.	10% Redesignation Rate

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	Designated and Integrated ELD Professional Development A 3 year commitment to tiered professional development will be structured to ensure a focus on language acquisition during Designated and Integrated ELD including contracted support from Jill Hamilton Bunch and additional support from KCSOS personnel. This training will be provided to all instructional staff in direct correlation with Professional development for core subjects with a focus on vocabulary and	Yes	Partially Implemented	Dashboard English Learner Progress Orange	Math talks and a focus on integrated ELD initiated through training in the first 2 years of this action step have been integrated into the Math program to support English Language Development as observed in	\$5,000.00	\$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
	transference of language to support English Learners within core subjects. This year will be year 3 of the initial 3 year commitment with Jill Hamilton Bunch and year 3 of the district's work with Kern County Superintendent of Schools focused on improving outcomes on district rubrics as well as the Butte County ELD Instructional outcomes which are expected to lead to student outcomes on ELPAC.				monthly classroom observations as evidenced in "Provide Evidence" using the District Walkthrough rubric		
4.2	Classroom observations focused on Thoughtful Classroom Tool Instructional leadership teams and students participate in monthly gallery walks during grade level Designated English Development and Integrated ELD to opportunities for to ensure continuous learning and support through feedback. Teacher classroom coverage for grade per observations on scheduled days with acquired substitutes to build knowledge of key components of effective Designated and Integrated ELD as measured by the walkthrough rubrics. 4 schools x 5 months x \$210 x 2 subs and benefits	Yes	Partially Implemented	79% of classroom observations at the developing level for ELD walkthrough - Designated ELD 57% of classroom observations at the developing level for Integrated ELD		\$30,000.00	\$0
4.3	Grade level Learning Window focus for English Development Overtime for grade level team representatives to meet and	Yes	Partially Implemented	Dashboard English Learner Progress Orange	Math alignment tool team focused on adding support	\$30,000.00	\$17,552.28

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
	augment current grade level Learning Windows in a committee format to facilitate Tiered Vocabulary for English Learners and ensure English Development Standards are systemically addressed across the district based on pacing guide and standards selected for focus.				for English Language Development in Math Alignment Tool Learning Windows being constructed as part of PLT expectations		
4.4	Targeted Professional Development Professional development sessions led by Teachers on Special Assignment and Coaches (salaries in Goal 3) supported by the cost of substitutes targeted specifically to re-setting a foundation for vocabulary development with a focus on utilizing Designated English Development time to practice spoken and written implementation of "bricks and mortar" and forms and functions of language along with Tiered Vocabulary utilizing the book "English Learner Toolkit of Strategies" as a foundation for the work in addition to resources currently in the district including "Thinking Maps for English Learners - Path to Proficiency" , Project Write/Structured Writing and selected support materials. Integration of content and ELD has been and will be a focus. The ELD Monthly Focus document will be updated with targeted sentence types prior to the beginning of school 2023-2024 to guide this	Yes	Planned	Dashboard English Learner Progress Orange	The ELD monthly focus document has been updated as planned with targeted sentence types which are a focus of current grade level instruction and implementation is supported by Teachers on Special Assignment.	\$27,000.00	\$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
	training and instructional planning. 4 schools x 5 months x \$210 x 6 subs and benefits						
4.5	Title III instructional Aides Title III Instructional Assistants assigned to support Designated ELD and promote speaking and writing within small group practice sessions to increase language capacity and utilization of Tiered Vocabulary and address focus standards. Morning and afternoon training during the scheduled work day and provided through overtime will be provided by certificated staff to support implementation of materials noted in Action 4.7.	Yes	Partially Implemented	Dashboard English Learner Progress Orange	Instructional aides are utilizing newly purchased curriculum (see action 4.7) to support students - especially newcomers. Aides are funded through Title III.	\$157,000.00	\$85,000
4.6	Professional Development through Targeted Assessment Provide substitutes for teachers to facilitate 1 on 1 contact with students to inform Designated and Integrated English Language Development instruction for English Language Learners. Grade level teachers will create a bulleted list of student needs and/or patterns of skills students needed to demonstrate language proficiency. Lists will be reviewed during PLT (Professional Learning Team) sessions to guide instruction and add to Learning Windows after	Yes	Planned	Dashboard English Learner Progress Orange		\$75,000.00	\$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
	assessment and during the following school year.						
4.7	Supplemental English Language Development instructional / practice materials Purchase supplemental instructional materials to be utilized cohesively on a district wide basis supported by training conducted by material developer or district staff and student achievement measured by formative assessments from within the materials. Specifically targeted to support and prevent Long-Term English Learners and to support Newcomers. Materials being considered include English 3D and Frames for Fluency.	Yes	Fully Implemented		Implementation of materials began Fall 2023 and measurable data outcomes are not yet available. However, implementation data indicates program materials in use by classroom instructional assistants and teaching staff is supporting newcomers in small group conversations.	\$120,000.00	\$114,296.10