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
Bayshore Elementary School District	Elizabeth Veal Superintendent	eveal@thebayshoreschool.org 415.467.5443

Goal 1

Goal Description
Provide a healthy and positive school culture where all students experience supportive learning environment and opportunities that help them learn and thrive in a safe and engaging environment. Goal 1 addresses state priorities 3, 5, 6, and 8.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increasing Parental Engagement/attendance at school functions: Back to School Night, PTO meetings, SSC participation, Parent/Teacher conferences, etc.	0% (2020-2021)	New Metric added for the 2022-2023 school year.	Metric areas increased by 10% for PTO meetings, 30% for Back to School Night for middle school parents and 100% for SSC.	BTSN and Fall P/T conference had an average of 98% attendance, SSC parent attendance is consistent and attendance at PTO mtgs varies.	Desired outcome will be to increase the parent participation in school based events seen in 2022-2023 by 5%.
Parent/Teacher Conferences	93% of parents participate in one (1) formal parent/teacher conference per year. (2020-2021)	95% Parents participate in one (1) formal parent/teacher conferences per year.	97% Parents participated in 1 formal parent/teacher conference this year	Fall conferences had 98% attendance. Spring conference attendance TBD	100% of parents participate in one (1) formal parent/teacher conferences per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School/District Volunteerism	35% of parents/families volunteer a minimum of one (1) time per year. (2020-2021)	Unable to measure during the 2021-2022 school year due to volunteers still unable to be on campus due to COVID-19 protocols.	Hard to measure due to COVID restrictions, but because these restrictions were reduced slightly we did see a reduction in struggling to get parents to attend fieldtrips.	Increase in K-5 classroom volunteering, parent chaperones have been consistent for K-8 fieldtrips.	100% of parents/families volunteer a minimum of one (1) time per year.
Chronic Absenteeism Rate	10% (40 students) are chronically absent (2020-2021)	7.3% (26 students) are chronically absent.	9.5% (34 students) are chronically absent	CA Dashboard showed an increase in chronic absenteeism to 16.1% (55 students)	2.5% (10 students) are chronically absent.
Middle School Dropout Rate	0% Middle School Dropout Rate (2020-2021)	0% Middle School Dropout Rate	0% Middle School Dropout Rate	0% Middle School Dropout Rate	0% Middle School Dropout Rate
District Elective Course Enrollment	100% of middle school students are enrolled in elective courses. (2020-2021)	100% of middle school students are enrolled in elective courses.	100% of middle school students are enrolled in elective courses.	100% of middle school students are enrolled in elective courses.	100% of middle school students are enrolled in elective courses.
Pupil Suspension Rate	2.3% of students are suspended at least once. (2019-2020)	0.56% of students are suspended at least once.	.8% (3 students) were suspended (2021-2022)	1.20% (4 students) were suspended in 2022-2023	1% of students are suspended once per year.
Pupil Expulsion Rate	0% pupil expulsion rate. (2020-2021)	0% pupil expulsion rate. (2020-2021)	0% pupil expulsion rate (2021-2022)	0% pupil expulsion rate (2022-2023)	0% pupil expulsion rate.
School Climate-Student Engagement	Baseline percentage of school engagement (as measured on the California Healthy Kids Survey in 2018) School Connectedness: 36.5% Meaningful Participation: 12% (2018-2019)	The CHKS was not given this year. It will be given in the 2022-2023 school year.	The CHKS was not given this year. We will be implementing a Caring Schools Community survey and Panorama community survey regarding school climate next year.	Caring School Communities student questionnaire for 2-8 grades in 2022-2023 showed an overall positive feeling of inclusion, trust and respect from staff and students.	80% Meaningful Participation: 80%

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	**1.1 Base Program Actions and Services for all students.** Continuing in 2022-2024	No	Fully Implemented	N/A		$12,771.00	$14,555.00

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
	a. Parent Teacher Conferences (increasing to 2x/yr) b. Parent Messaging through Thrillshare, c. Online grade reporting through Schoolwise, d. Provide professional learning to staff on the following: Restorative Justice Practices, Positive school culture; Caring School Community and MTSS practices to improve school climate and create a school community where students of all abilities and disabilities feel empowered to succeed. (DWSC sunsetting for 2023-24) e. District procedures include restorative justice processes to address all disciplinary behaviors; following any suspendible behavior for a SWD, administration will investigate to determine if, and ensure that, the student is receiving all supports and services, including accommodations, modifications, and Behavior Intervention Plan supports enumerated in the student's IEP. For SWD, all suspensions will be followed by an IEP meeting to consider the need for a behavior Intervention Plan.						
1.2	**1.2 Fund Parent/Community Liaison** Continuing in 2023-2024 Fund Parent/Community Liaison	Yes	Fully Implemented	N/A	N/A	$87,676.00	$26445

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
1.3	**1.3 Counselor** Continuing in 2023-2024 Fund a part-time .80 FTE Counselor to provide counseling services to students and families.	Yes	Fully Implemented	N/A	N/A	$99,299.00	$20405
1.4	**1.4 Counselor** Continuing in 2023-2024 Fund a part time 0.2 FTE Counselor to provide counseling services to students who have an IEP.	No	Fully Implemented	N/A	N/A	$24,825.00	$16695
1.5	**1.5 After school programming** Continuing in 2023-2024 Provide a three (3) hour after school programming for interventions, enrichment, and athletic courses for all students.	Yes	Fully Implemented	enrollment increased 118/120		$30,001.00	$19400
1.6	**1.6 PK Program** Continuing in 2023-2024 Run a 3-5 year old PK 1/2 day program. Facilitate PK-3 alignment with all PK-3 teachers. Funded by Fund 12 State Preschool & Parent Fees.	No	Fully Implemented	N/A	N/A	$215,674.00	$91382

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	**1.7 Student led parent conferences** Continuing in 2023-2024 Conduct spring student led parent conferences	No	Fully Implemented	N/A	N/A	$0.00	$0
1.8	**1.8 Home Visit Team** Continuing in 2023-2024 Implement a Home Visit Team for students in need	No	Planned	N/A	N/A	$4,768.00	$0
1.9	**1.9 Survey Parents** Continuing in 2023-2024 Survey parents on effectiveness of website announcements, surveys, newsletters, etc.	No	Planned			$0.00	$0
1.10	**1.10 Latino Literacy Project** Sunsetted in 2021-2022 Staff Members working with Parent Group to support families around Student Reading	No	Not Implementing			$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.11	**1.11 BayTV** Sunsetted in 2021-2022 (program was rolled into staffing of CTE VMA teacher) Program reinstated in 2022-2023 and continuing in 2023-2024 BayTV offers one program for parent outreach	No	Partially Implemented	program stopped due to unforeseen circumstances		$1,839.00	$0
1.12	**1.12 Behaviorist Services** Continuing in 2023-2024 Mental Health Services	No	Fully Implemented	N/A		$31,554.00	$5653
1.13	**1.13 Increased Counseling Services** Continuing in 2023-2024 Wellness Together	Yes	Fully Implemented	N/A		$37,064.00	$35006

Goal 2

Goal Description
Increase the academic achievement of all students while closing the opportunity and achievement gaps within our student groups. Goal 2 addresses state priorities 1, 2, 4, 5, 7, and 8.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Implementation of State Standards	100% of students have access to state standards. (2020-2021)	100% of students have access to state standards.	100% of students have access to state standards.	100% of students have access to state standards.	100% of students have access to state standards.
Progress for English Proficiency	62% made 1 level gain. (2019-2020)	Data unavailable for 2021-2022 school year	level 4 performance increased from 12.24% to 13.82%. Level 3 performance increased from 24.49% to 30.89%. Level 2 performance increased from 28.57% to 34.96%. Level 1 performance decreased from 34.679% to 20.33%	% of students making progress towards proficiency declined significantly in 2022-2023 from 45% to 22% (-23.1). Currently, 14 students progressed one level, 1 students maintained a level 4, 28 students are maintaining at the level they were previously and 24 students declined a level.	100% made 1 level gain.
SBAC ELA Met or Exceeded Standard	Average Distance from Level 3 All (-61.5) (O, L/DS) EL (-96.1) (R, VL/DS) Low Income (-68.9) (O, L/DS) Asian (-9.2) (O, L/DS) Filipino (-38.6) (O, L/DS) Hispanic (-85.3) (R, VL/DS) (2018-2019)	Data unavailable for the 2021-2022 school year	Average Distance from Level 3 All (-66) EL (-98) Low Income (-73) Asian (-53) Filipino (-55) Hispanic (-75) SWD (-86) (2021-2022)	Average distance from Level 3 All (-45.1) EL (-93.4) Low Income (-64.7) Asian (-14.1) Filipino (+.6) Hispanic (-77.7) SWD (-125.6) (2022-2023)	Average Distance from Level 3 All (--25) EL (-50) Low Income (-30) Asian (25) Filipino (0) Hispanic (-40) SWD (-75)
SBAC Math Met or Exceeded Standard	Average Distance from Level 3 All (-73.5) (O, L/D) EL (-109 (R, VL/D) Low Income (-80) (O, L/D) Asian (0.2) (G, H/D) Filipino (-47.8) (O, L/D) Hispanic (-107.5) (R, VL/D) (2018-2019)	Data unavailable for the 2021-2022 school year	Average Distance from Level 3 All (-79) EL (-99) Low Income (-84) Asian (-61) Filipino (-65) Hispanic (-91) SWD (-99) (2021-2022)	Average distance from level 3 All (-66.1) EL (-115) Low Income (-81.7) Asian (-30.6) Filipino (-45.6) Hispanic (-93.1) SWD (-146.4) (2022-2023)	Average Distance from Level 3 All (--25) EL (-40) Low Income (-30) Asian (25) Filipino (-10) Hispanic (-40) SWD (-75)
English Learner Reclassification Rate	8% (2019-2020)	Data unavailable for the 2021-2022 school year	Data unavailable for the 2022-2023 school year	We are currently in the process of updating our reclassification process	Meet or exceed the state average for reclassification (currently 14.6%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				and seeing who qualifies for reclassification	
Highly Qualified Teachers	91% HQT (2020-2021)	100% HQT	100% HQT	95% HQT	100% HQT
President's Physical Fitness Rate	31% of our 5th and 7th grade students meet a minimum of 4 of 6 Healthy Fitness on the President's Physical Fitness Test. (2018-2019)	Unable to collect data-see explanation in goal analysis.	Unable to collect data-see explanation in goal analysis.	testing window isn't open to be able to report data	75% of our 5th and 7th grade students meet a minimum of 4 of 6 Healthy Fitness on the President's Physical Fitness Test.

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	**2.1 Base Program Actions and Services for all students** Continuing in 2023-2024 a. Taught by highly qualified teachers, in the Least Restrictive Environment (LRE), through a teacher to student ratio of 23:1. b. Certificated Administration including a 1.0 FTE Superintendent, 1.0 FTE Principal. c. State Content Standard aligned Instructional materials in core content areas. d. Professional Development for certificated and classified staff to provide high quality instruction to ensure proficiency in all content areas with a focus on equity, social justice, small group instruction, lesson study, and language development. e. Literacy and math leads to support implementation of core curriculum including coaching of teachers. f. Choir Program for all K-5 students.	No	Fully Implemented	Due to extenuating circumstances, 2.1.f is not being implemented		$2,687,484.00	$1,020,312.00

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
	g. Field trips related to classroom instruction. h. Provide New Teacher Induction Program for teachers with a Preliminary Credential.						
2.2	**2.2 Physical Education Program** Continuing in 2023-2024 Fund a full time Physical Education teacher to provide physical education to all students and a Instructional Aide to support the PE class.	Yes	Fully Implemented	all students participate in PE		$117,197.00	$43,808.00
2.3	**2.3 Intervention/Enrichment Period** Continuing in 2023-2024 Build in a daily period of Interventions and Enrichment for all students	Yes	Fully Implemented	N?A		$160,133.00	$54,965.00
2.4	**2.4 Full day Kindergarten** Continuing in 2023-2024 Extend Kindergarten to full day for the first 5 weeks of school ensuring full day Kindergarten is provided for the entire school year.	Yes	Fully Implemented			$22,612.00	$9,177.00

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
2.5	**2.5 Instructional Coaching** Sunsetting in 2023-2024. Professional Development for 2023-24 in Action 2.7 Provide Reading and Math coaching sessions to all teachers to support instruction.	No	Not Implementing			$0.00	$0.00
2.6	**2.6 Garden Teacher** Continuing in 2023-2024 Provide Garden Teacher for K-5 students.	No	Fully Implemented	Students in K-5 receive garden instruction		$17,000.00	$8,750.00
2.7	**2.7 Professional Learning for Teachers** Continuing in 2023-2024 Provide professional learning for teachers on the following: a. Standards Based Instruction b. Instruction c. Acceleration d. Prepare for and administer i-Ready assessments in ELA and mathematics. (sunsetting iReady in 2023-2024) f. Analyze and evaluate i-Ready assessment data to enhance teaching and learning. (sunsetting iReady in 2023-24, but implementing district benchmarks in math with IM curriculum and SBAC interim assessments)	No	Fully Implemented			$33,542.00	$10,739.00

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
	g. Prepare for and administer SBAC Summative assessments. h. Ensure in advance that SBAC designated supports (for all students) and accommodations (for SWD) are used in the classroom, students are comfortable with these supports, and are fully in place prior to taking the SBAC. i. Analyze and evaluate SBAC Summative assessments data to enhance teaching and learning. j. 2023-24 Funding added for professional development & coaching for Transitional Kindergarten Staff.						
2.8	**2.8 Site licenses for online computer applications** Continuing in 2023-2024 Provide Tier I site license for online computer applications (ie. IXL, NewsELA, RazKids, etc.) for classroom use to address ELA and math skills by addressing each student's individualized needs.	No	Fully Implemented			$18,335.00	$9,824.00
2.9	**2.9 Professional Learning to Support English Learners** Continuing in 2023-2024 Teachers will be provided professional learning and coaching	Yes	Partially Implemented			$5,000.00	$0.00

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
	to support English Learners through Integrated Instruction.						
2.10	**2.10 Summer Programming** Continuing in 2023-2024 Provide four (4) week summer programming for General Education and ESY	No	Fully Implemented			$158,891.00	$68,476.00
2.11	**2.11 Special Education Programming** Continuing in 2023-2024 Students with IEPs (SWD) will be: a. Taught by highly qualified teachers, in the Least Restrictive Environment (LRE), utilizing push-in and pull-out supports through the use of the Learning Center Model. This includes staffing 2.6 FTE teachers serving under 45 students with IEPs. Less than 10% of students with IEPs will spend 30% or less of the school day outside of the general education setting. Each student will be considered a general education student first and foremost. b. Taught using grade level curriculum with appropriate accommodations according to their IEPs. c. One (1) of the special education teachers will be fully trained in a highly structured, multi-sensory,	No	Fully Implemented			$1,014,799.00	$301,562.00

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
	and sequential reading instruction program to meet the needs of students reading significantly below grade level. d. Students with IEPs have academic goals aligned with state standards. e. Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. f. General Education and SPED teachers will collaborate weekly to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the LRE. g. General Ed teachers will receive professional development in the implementation of IEP accommodations and modifications (for SWD), and UDL strategies to meet the needs of all students. h. SWD in need of additional resources (i.e. behaviorial support, mental health, etc.) will be provided support through out of district contract support providers. i. A planning team, comprised of District and Site administrators, General Education and Special Education teachers and parents, will continue the implementation of districtwide Multi-Tiered System of Support (MTSS) structure. The team and staff will participate in the 2021 CA MTSS School Climate Sub Grant. The purpose of the grant is to build capacity for school staff to implement the CA MTSS Framework in order to foster positive school climate, improve pupil-teacher relationships,						

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
	increase pupil engagement, promote alternative discipline practices.						
2.12	**2.12 EL Support Teacher** Sunsetting in 2023-2024 0.5 FTE teacher to support English Learners and General Education Teachers in supporting English Learners.	No	Not Implementing			$0.00	$0.00
2.13	**2.13 Teachers for Class Size** 2.0 Teachers to allow for class size reduction below 20:1 to allow for focused support for unduplicated students.	Yes	Fully Implemented			$307,104.00	$102,169.00

Goal 3

Goal Description
By 2024, 75% of our students will be reading at grade level as measured on F&P, iReady, and SBAC. Goal 3 addresses state priorities 2, 4, and 8.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
SBAC Reading Proficiency	11% exceed standard in reading	Data unavailable in the 2021-2022 school year.	9.57% exceed standard in reading. 48% are at or	2022-2023	25% exceed standard in reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	45% are at or near standard in reading (2018-2019)		near standard in reading (2021-2022)	3rd-8.82% exceed, 47.06% at or near standard 4th-10.71%exceed, 35.71% at or near standard 5th-18.92% exceed, 37.84% at or near standard 6th- 6.82% exceed, 52.27% at or near standard 7th- 5% exceed, 57.5% at or near standard 8th- 17.5% exceed, 52.5% at or near standard	50% are at or near standard in reading
iReady Reading Proficiency	36% at grade level. (2020-2021)	36% at grade level. (Spring 2021-2022)	43% are at grade level (Spring 2021-2022)	Data not available for all grades at the time of reporting	75% of students will be reading at grade level.
Fountas & Pinnell Reading Proficiency	35% at grade level. (2020-2021)	53% at grade level. (Spring 2021-2022)	35% are performing at grade level expectation (Spring 2021-2022)	Data not available at all grades the time of reporting	75% of students will be reading at grade level.

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	**3.1 Professional Learning on Reading Instruction** Continuing in 2023-2024 Teachers will be provided with professional learning on guided reading and small group instruction.	No	Not Implementing	due to staffing constraints, this is not being provided this year		$20,000.00	$2000
3.2	**3.2 LLI Instructors** Continuing in 2023-2024	Yes	Partially Implemented	due to staffing constraints, only one para educator is		$143,201.00	$37768

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
	Fund one (1) LLI Reading Intervention para-educator and adding .7 FTE of teacher reading intervention support to support students reading below grade level.			providing reading intervention support			
3.3	**3.3 Orton Gillingham Instruction** Sunsetting in 2023-2024 One (1) of the special education teachers will be fully trained in Orton Gillingham Instruction to provide a highly structured, multi-sensory, and sequential reading instruction program to meet the needs of students reading significantly below grade level.	No	Not Implementing			$0.00	$0

Goal 4

Goal Description
Provide resources and a physical environment that promote meaningful teaching and learning.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Technology Capacity	1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8. (2020-2021)	1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8.	1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8	1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8	1-to-1 technology capacity with iPads for K-1 and Chromebooks for 2-8.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Broadband Services	1 GB Broadband (2020-2021)	1 GB Broadband	1 GB Broadband	updated to 2GB Broadband	2 GB Broadband
SBAC ELA Met or Exceeded Standard	Average Distance from Level 3 All (-61.5) (O, L/DS) EL (-96.1) (R, VL/DS) Low Income (-68.9) (O, L/DS) Asian (-9.2) (O, L/DS) Filipino (-38.6) (O, L/DS) Hispanic (-85.3) (R, VL/DS) (2018-2019)	Data unavailable for the 2021-2022 school year.	Average Distance from Level 3 All (-66) EL (-98) Low Income (-73) Asian (-53) Filipino (-55) Hispanic (-75) SWD (-86) (2021-2022)	Average Distance from Level 3 All (-45.1) EL (-93.4) Low Income (-64.7% Asian (-14.1) Filipino (+.6) Hispanic (-77.7) SWD (-125.6) (2022-2023)	Average Distance from Level 3 All (--25) EL (-50) Low Income (-30) Asian (25) Filipino (0) Hispanic (-40) SWD (-75)
SBAC Math Met or Exceeded Standard	Average Distance from Level 3 All (-73.5) (O, L/D) EL (-109 (R, VL/D) Low Income (-80) (O, L/D) Asian (0.2) (G, H/D) Filipino (-47.8) (O, L/D) Hispanic (-107.5) (R, VL/D) (2018-2019)	Data unavailable for the 2021-2022 school year.	Average Distance from Level 3 All (-79) EL (-99) Low Income (-84) Asian (-61) Filipino (-65) Hispanic (-91) SWD (-99) (2021-2022)	Average Distance from Level 3 All (-66.1) EL (-115) Low Income (-81.7) Asian (-30.6) Filipino (-45.6) Hispanic (-93.1) SWD (-146.4) (2022-2023	Average Distance from Level 3 All (--25) EL (-40) Low Income (-30) Asian (25) Filipino (-10) Hispanic (-40) SWD (-75)
Attendance Rate	96.3% Attendance Rate (2020-2021)	95.77% Attendance Rate	94.88%	94.24% (avg since 8/17/23)	98% Attendance Rate
District Enrollment	64% of capacity (2020-2021)	73% of capacity.	66% of capacity	59% of capacity	75% of capacity
School Facilities maintained in good repair	School Facilities maintained in good repair (2020-2021)	School Facilities maintained in good repair	School Facilities maintained in good repair	School Facilities maintained in good repair	School Facilities maintained in good repair

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	**4.1 Base Program Actions and Services for all students:** Continuing in 2023-2024	No	Fully Implemented			$376,422.00	$217760

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
	a. Increase broadband services of 2 GB. b. All teachers have access to a laptop, interactive projector, and document camera to integrate technology in to the teaching learning. c. Maintain current facilities. d. Staffing allocations for custodial/maintenance staff. e. Contract for IT Services f. Online grade reporting through Schoolwise.						
4.2	**4.2 Refresh Chromebooks and iPads** Sunsetted in 2021-2022 Refresh 10% of Chromebooks and iPads.	No	Not Implementing			$0.00	$0
4.3	**4.3 Mobile Hotspots** Continuing in 2023-2024 Provide students with the ability to access the internet from home.	Yes	Not Implementing			$2,322.00	$0

Goal 5

Goal Description

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

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