

BOARD OF TRUSTEES MINUTES
Tuesday, February 13, 2024
Library
5:30 p.m. – Regular Session

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School Library on February 13, 2024.

Members present: Shannon Clay, Daniella Pearce, Jeania Reasner, and Kelly Salas-Ernst. Absent: Thomas Gibbons

- I. **PUBLIC SESSION:** Mrs. Clay called the meeting to order at 5:33 p.m., led the flag salute, and welcomed guests.

- II. **Reports**
 - A. **Charter School Reports**
 - i. **Family Partnership Charter School** – see attached report.
 - ii. **Trivium Charter Schools** – none.
 - B. **Teacher Reports** – none.
 - C. **Superintendent/Principal’s Report** – Mr. Brown reported that current enrollment is 200. Tomorrow is our Valentine’s Day lunch. We are expecting over 400 guests. All board members are invited to attend. Lunch starts at 11:45. Our boys’ basketball team earned their first win against Los Alamos last Thursday and our girls’ team remains undefeated. We are in the process of finishing our second I-Ready assessment of the year. We are looking forward to seeing student growth. Mark your calendars for March 28th. We will showcase our kids in our annual talent show. Thank you so much to our parent volunteers. They are Cindy Shay, Nina Esquivias, and Jennifer Korber.

- III. **ITEMS SCHEDULED FOR INFORMATION**
 - A. **Facilities use** – none.

 - B. **Form 700 filing deadline is April 3, 2024. Please log on to eDisclosure at <https://www.southtechhosting.com/SantaBarbaraCounty/eDisclosure> to complete your form.**

 - C. **Santa Barbara County Education Office First Interim Financial Report Analysis and Recommendations was reviewed.**

 - D. **California Kids Investment and Development Savings Program was reviewed.**

- E. **School Accountability Plans were reviewed:**
 - i. **Family Partnership Charter School**
 - ii. **Trivium Charter School**
 - iii. **Trivium Charter School: Adventure**
 - iv. **Trivium Charter School: Voyage**

IV. ITEMS SCHEDULED FOR DISCUSSION

- A. **Family Partnership Charter School’s iAchieve! Program** – Stephanie Eggert outlined the school’s new credit recovery program for seniors to help credit deficient students graduate on time. See attached center report.
- B. **Local Control and Accountability Plan** – Mr. Brown and Mrs. Shafer had a meeting with the county LCAP representative. The feedback received was very helpful and the LCAP process should be smooth this year. The Mid-Year Update plan was distributed to the board members prior to the February 29, 2024, deadline. See attached document.
- C. **Facilities**
 - i. **General maintenance** – The board reviewed a handout showing the placement of the path of travel concrete required by DSA for the replacement of doors. They were also informed that our architects are having trouble getting DSA closeout for the fire alarm system which is keeping us from getting DSA approval for the door replacement project.

V. CONSENT AGENDA ITEMS

- A. **Approval of Minutes**
 - i. **Minutes of January 9, 2024 Regular Meeting**

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

MOVED:	Jeania Reasner	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

- B. **Approval of Monthly Warrants – January 2024**
 - i. **Payroll** \$ 210,154.82
 - ii. **Commercial Warrants** \$ 228,952.02
 - iii. **Revolving Fund** \$ 0.00
 - TOTAL** \$ 439,106.84

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

MOVED:	Kelly Salas-Ernst	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

C. Approval of Family Partnership Charter School's 2023/2024 P-1 attendance report.

***** IT IS RECOMMENDED THAT the Board of Education approve Family Partnership Charter School's 2023/2024 P-1 attendance report as presented:**

MOVED:	Jeania Reasner	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

D. Approval of the following 2023/2024 P-1 attendance reports:

- i. **Trivium Charter School**
- ii. **Trivium Charter School: Adventure**
- iii. **Trivium Charter School: Voyage**

***** IT IS RECOMMENDED THAT the Board of Education approve the above listed 2023/2024 P-1 attendance reports as presented:**

MOVED:	Jeania Reasner	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Abstain	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

VI. ITEMS SCHEDULED FOR ACTION

A. Approval of Benjamin Foxen Elementary School's January 2024 attendance report.

***** IT IS RECOMMENDED THAT the Board of Education approve the January 2024 attendance report as presented.**

MOVED:	Kelly Salas-Ernst	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

B. Approval of the fourth quarter 2023 Williams Report.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the fourth quarter 2023 Williams Report as presented:**

MOVED:	Daniella Pearce	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

C. Approval of Benjamin Foxen Elementary School's 2022/2023 School Accountability Report Card.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Benjamin Foxen Elementary School's 2022/2023 School Accountability Report Card as presented:**

MOVED:	Jeania Reasner	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

D. Approval to re-elect Dr. Peter Wright to the CSBA Delegate Assembly for Santa Barbara County.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the re-election of Dr. Peter Wright to the CSBA Delegate Assembly as presented:**

MOVED:	Daniella Pearce	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Nay	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Nay
Thomas Gibbons:	Absent		

Motion fails.

E. Approval of the contract with 19-6 Architects for the electrical distribution system upgrade.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with 19-6 Architects as presented:**

MOVED:	Kelly Salas-Ernst	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

**F. Approval of donations:
i. Martin Marietta; \$1,000; crossing guard.**

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

MOVED:	Jeania Reasner	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Yes	Jeania Reasner:	Yes
Daniella Pearce:	Yes	Kelly Salas-Ernst:	Yes
Thomas Gibbons:	Absent		

VII. PUBLIC COMMENTS - none.

VIII. MISCELLANEOUS AGENDA ITEMS

- A. Items Proposed for Future Action or Discussion – none.**
- B. Blochman Union School District Board Member Items – none.**
- C. Items not on the Agenda – none.**
- D. Next Scheduled Board Meeting: March 12, 2024; open session at 5:30 p.m., Library**

IX. CLOSED SESSION: The board adjourned to closed session at 6:03 p.m., where they may consider and may act on the following:

- A. Certificated and Classified Personnel Actions**
 - i. The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.**

X. RECONVENE IN OPEN SESSION – The board reconvened in open session at 6:06 p.m.

- A. Report of action taken during closed session – Mrs. Salas-Ernst reported that the following action was taken:**
 - i. Hire 2 Instructional Assistants for the ELOP program; hourly, as needed**

MOVED:	Jeania Reasner	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

XI. Adjourn

TIME: 6:07 p.m.

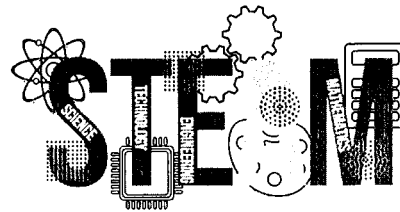
MOVED:	Jeania Reasner	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

FPCS Administration and Center Reports

Admin Report

TOTAL ENROLLMENT: 382 (1/19/24)

- Two big school events are on the horizon:
 - Middle School Winter Formal on February 10th at Campo Arroyo Grande
 - STEAM Expo on Friday, February 23rd at the Abel Maldonado Community Center



Morro Bay Montessori

Enrollment: 69

- The Morro Bay Center started back with parent conferences and report cards. The participation rate was good and they should all be completed by this meeting. The fun highlights were that we had a center-wide PJ party, the 2nd/3rd class went on a walking field trip to the Morro Bay Estuary, and the 4th/5th class went on a walking field trip to the public library.

Santa Maria Montessori

Enrollment: 56

- Students returned to the center immediately after break with parent conferences scheduled the week of January 29th and the 4/5 students visited the Santa Maria Landfill to learn about recycling on January 17th.

Solvang Center

Enrollment: 45

- Both middle and high school students worked hard to close out the 2023 Fall Semester. We are now underway with the 2024 Spring Semester. We will be celebrating come time June with our promoting 8th graders and graduating 12th grade students.

Orcutt Center

Enrollment: 127

- Orcutt High School returned from winter break “hitting the ground running” with finishing up semester one classes, report cards, and starting semester two classes. Orcutt Middle School welcomed a long term substitute named Teresa McIntyre who will teach 6/7th grade social studies and English language arts. We also were happy to have Jon Rojas return to Orcutt Middle School in his new role of an instructional assistant. Next month, Orcutt High School and Middle School will learn about tobacco and drug prevention from Fighting Back Santa Maria. Then, they will create schoolwide projects to display with the help of the nonprofit organization, LOOP.

Baywood

Enrollment: 62

- Middle school enjoyed a SEL field trip on the last day before winter break at the SkyHorse Academy. Students worked directly with horses to learn more about

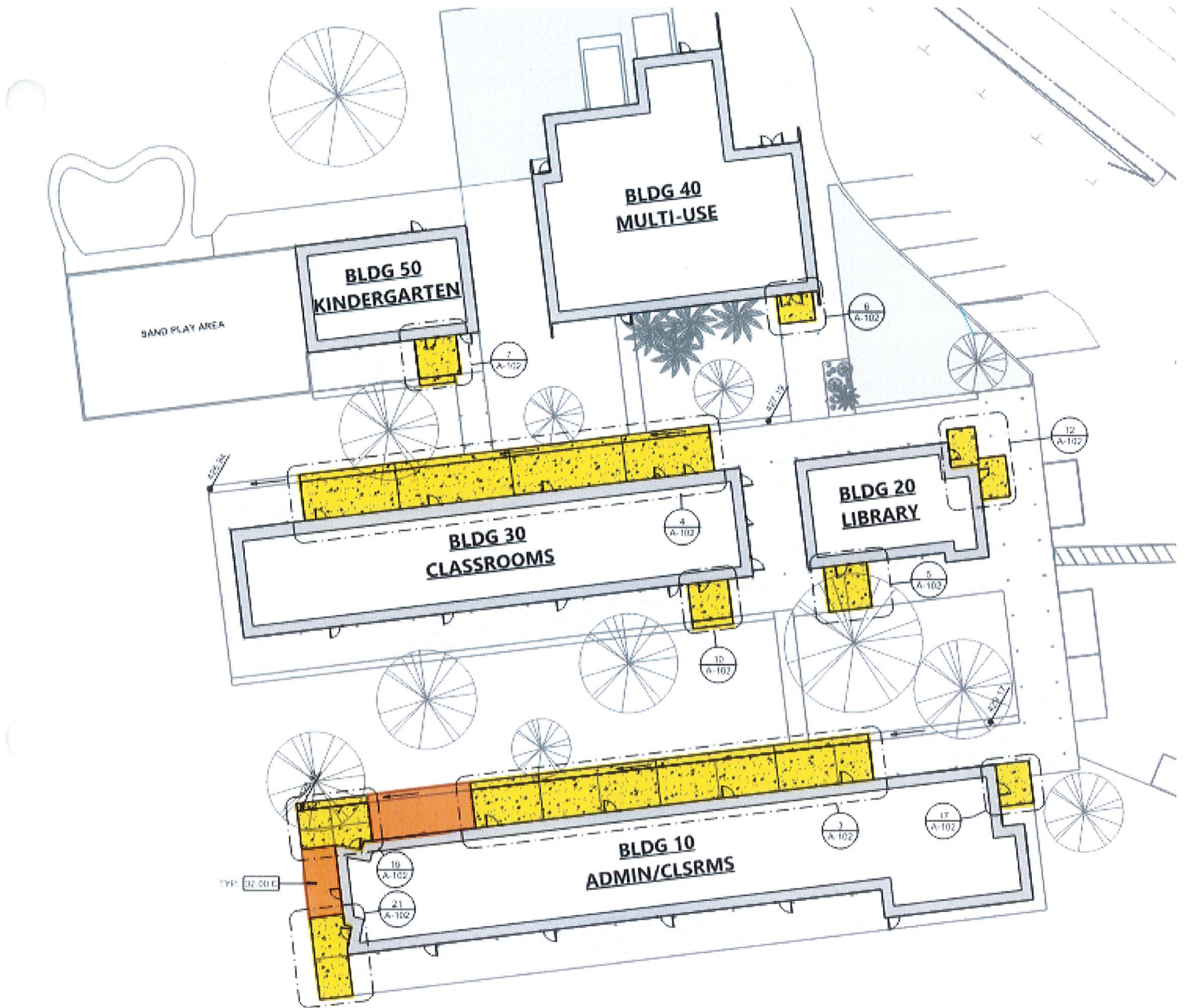
FPCS Administration and Center Reports

nonverbal communication and discovering how energy influences our interactions with others. High school students worked diligently to finish their first semester classes and start next semester classes. We have added a Biweekly walk/hike to the Elfin Forest on Thursday afternoons to our high school schedule for students and staff.

K-5 Home Study

Enrollment: 23

- K-5 Home Study held their report card meetings with families the week of 1/8/24 and they are looking forward to their field trip to the Cal Poly PAC to view Tomas and the Library Lady Musical. They were also invited to attend a puppetry workshop with the CAST members after the performance, such an amazing opportunity!



As for the small patch of concrete by the front door, I am not quite sure what you mean.

Thank you,

HAZEL CRUZ, AIA
PROJECT ARCHITECT

O: 805.476.0399 D: 805.357.1341

E: HCruz@19six.com



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
Blochman Union Elementary School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

Goal 1

Goal Description

Improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
4. Pupil Achievement – CAASPP assessment for math 8. Other pupil outcomes a. All teachers will be granted professional development opportunities in math.	4a - 18/19 Dashboard for math- Orange status; 31.5 points below standard; declined by 5.2 points. 4a - 18/19 Dashboard for math - English learner students are 15.5 points below standard; increased 30.7 points. 8a - Teachers annually receive one professional development opportunity in math.	Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the COVID-19 pandemic, the 2020 and the 2021 California School Dashboards were not published. Therefore, we used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student	Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Note the following information regarding the 2022 California School Dashboard posted on the California Department of Education's website: <ul style="list-style-type: none">The last Dashboard was produced in 2019 reflecting data from the 2017-18 and	Our LCAP Goal 1 is to improve student outcomes on state test scores for math by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. State testing scores for 2023/2024 are not currently available so the analysis below focuses on 2022/2023. The 2023 California School Dashboard shows that overall, our students obtained an "Orange" performance level for math. Our Hispanic, White, and Socioeconomically Disadvantaged students obtained an "Orange" performance	4a - Green status on the California School Dashboard for all students, including English learners, in math with no subgroups two or more levels below the status for all students. 8a - Teachers will annually receive at least one professional development opportunity in math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>performance data for math shows that 34% are at or above grade level, 47% are one grade level below, 10% were two grade levels below, and 9% were three or more grade levels below. Fifty-seven percent of students met or exceeded growth expectations.</p> <p>All teachers have been provided with professional training opportunities in math. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of Mathematics program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track student progress in math.</p>	<p>2018-19 school years.</p> <ul style="list-style-type: none"> The 2022 Dashboard is a re-start of California's accountability system. Prior to the pandemic, LEAs, schools, and student groups received performance colors on the Dashboard (blue, green, yellow, orange, red), where blue indicated the highest performance and red indicated the lowest performance. Performance colors were determined based on a combination of Status 	<p>level. Our other subgroups were too small to be reported. Student performance declined by 27 points and was 50.9 points below the standard. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>(current year performance) and Change (current year performance compared with prior year performance)</p> <ul style="list-style-type: none"> Since 2022 is a re-start for school and LEA accountability, only current year performance (Status) will be reported on the 2022 Dashboard. No performance colors will be assigned in 2022. Instead of performance colors, new "cell phone bar" graphics will represent the five Status levels 	<p>We also used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 40% are at or above grade level, 20% are one grade level below, 6% were two grade levels below, and 6% were three or more grade levels below. The progress toward median annual growth was 120%. The current I-Ready results in math compared to the prior year results show student improvement.</p> <p>All teachers have been provided with professional training opportunities in math. All teachers are enrolled in the National Council of Teachers of Mathematics program.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>for 2022: Very Low, Low, Medium, High, and Very High.</p> <p>The 2022 California School Dashboard shows that overall, our students obtained "Medium" performance level for math. Our Hispanic and Socioeconomically Disadvantaged students obtained a "Low" performance level. Our White subgroup obtained a "High" performance level.</p> <p>We also used local data from the I-Ready system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for math shows that 30% are at or above grade</p>	<p>This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track student progress in math.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>level, 44% are one grade level below, 12% were two grade levels below, and 10% were three or more grade levels below. The current I-Ready results in math compared to the prior year results actually show very little student improvement.</p> <p>All teachers have been provided with professional training opportunities in math. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of Mathematics program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in math.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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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	<p>Teacher for combination class reduction</p> <p>In order to improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.</p>	Yes	Fully Implemented	Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year.		\$91,620.00	\$91,620.00
1.2	<p>.5 FTE Intervention teacher and instructional assistants</p> <p>In order to improve student achievement, we will provide a .5 FTE intervention teacher and two full-time instructional assistants for intervention.</p> <p>A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher.</p>	Yes	Fully Implemented	Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year.		\$141,413.00	\$141,413.00

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
	<p>The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting.</p> <p>Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p>						
1.3	<p>Teacher training and professional development We will continue to provide training and professional development opportunities to our teachers to help them improve their ability to deliver high quality instruction.</p>	No	Fully Implemented	Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year.		\$1,000.00	\$1,000.00

Goal 2

Goal Description

Improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>The metric for priority 4 will be student performance on the CAST.</p>	<p>Test results from the 2018-2019 CAST show that overall 34.15% of our students met or exceeded the state standard in science.</p>	<p>Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used. Due to the pandemic, the CAST testing results were not available in 2020 and will not be available in 2021. Our local measurement tools rely on report card data.</p> <p>An analysis of local report card data for students in grades 5 – 8 from the 2021/2022 school year revealed the following:</p> <ol style="list-style-type: none"> 1. On average, 62% of students maintained or improved their science grades from one trimester to the next. 	<p>Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.</p> <p>The California Science Test (CAST) was administered in 2021/22. Results show that 50% of our students met or exceeded the standard for science. Due to the pandemic, the last time the CAST was administered was in 2018/19. Results from that year show 34.15% of our students met or exceeded the standard for science. Our desired outcome for 2023/24 is for test results from the CAST will show that overall, 40% of our students</p>	<p>Our LCAP Goal 2 is to improve student outcomes on state test scores for science by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.</p> <p>The California Science Test (CAST) was administered in 2022/2023. Results show that 39% of our students met or exceeded the standard for science. This is a decrease from the results achieved from the 2021/2022 test scores, where 50% of our students met or exceeded the standard in science. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased</p>	<p>Test results from the CAST will show that overall 40% of our students met or exceeded the state standard in science.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>2. On average, 67% of students received a B or better in their science course over both trimesters. This is a new science curriculum so we do not have prior year data for comparison.</p> <p>Teachers received professional development from the publishers of the science curriculum as part of the new curriculum adoption. The cost of this training was included in the cost of the curriculum and was not invoiced separately.</p>	<p>met or exceeded the state standard in science. We have surpassed that goal so we will continue to help students improve their science test scores.</p> <p>Teachers received professional development from the publishers of the science curriculum. The cost of this training was included in the original cost of the curriculum and was not invoiced separately.</p>	<p>during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic. Prior to the pandemic, the last time the CAST was administered was in 2018/2019. Results from that year show 34.15% of our students met or exceeded the standard for science. Our 2022/2023 results show an improvement over 2018/2019 and we came very close to achieving our desired outcome for 2023/2024 where we expect results from the CAST will show that overall, 40% of our students met or exceeded the state standard in science.</p> <p>Teachers received professional development from the</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				publishers of the science curriculum. The cost of this training was included in the original cost of the curriculum and was not invoiced separately.	

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	Teacher training and professional development We will provide training and professional development opportunities to our teachers to help them effectively utilize the new science curriculum.	No	Fully Implemented	Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school.		\$1,000.00	\$0.00

Goal 3

Goal Description
Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Dashboard - percent of students making progress	1. 18/19 Dashboard - 45.5% of students are making progress	Goal 3 is to improve ELPAC test scores and reclassification rates for English	Goal 3 is to improve ELPAC test scores and reclassification rates for English	Goal 3 is to improve ELPAC test scores and reclassification rates for English	1. 55% of ELL students will be making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>towards English language proficiency.</p> <p>2. Data Quest - number of students classified as at-risk or long-term English learners.</p>	<p>towards English language proficiency.</p> <p>2. 19/20 Data Quest - 21% of ELL students are classified as at-risk; no students were classified as long-term English learners.</p>	<p>Language Learner (ELL) students. The metrics for this goal are as follows:</p> <p>1. Dashboard - percent of students making progress towards English language proficiency</p> <p>2. Data Quest - number of students classified as at-risk or long-term English learners.</p> <p>Due to the pandemic, Dashboard metrics are not available for 2020 or 2021. A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased slightly over the prior year. Part of this increase is due to a change in our student population. Also, some of the students classified in the long-term English learner category should be reclassified by the end of this school year.</p>	<p>Language Learner (ELL) students. The metrics for this goal are as follows:</p> <p>1. Dashboard - percent of students making progress towards English language proficiency</p> <p>2. Data Quest - number of students classified as at-risk or long-term English learners.</p> <p>The Dashboard indicates that 54.5% of our ELL students are making progress toward English language proficiency.</p> <p>A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has decreased from two students in the 2020/21 school year to one student in the 2021/22 school year.</p> <p>This data shows we are very close to</p>	<p>Language Learner (ELL) students. The metrics for this goal are as follows:</p> <p>1. Dashboard - percent of students making progress towards English language proficiency</p> <p>2. Data Quest - number of students classified as at-risk or long-term English learners.</p> <p>The 2023 Dashboard does not display the percentage of ELL students are making progress toward English language proficiency, to protect student privacy, because there are less than 11 students in this group. A review of ELPAC testing data shows that the percent of students considered to be proficient increased by 5.83% over 2021/22. We were able to move all students out of the Level 1 category in 2022/23.</p>	<p>toward English language proficiency.</p> <p>2. ELL student reclassification rate (RFEP) will ensure that no students are classified as at-risk or long-term English learners. . .</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>An analysis of local data using the I-Ready testing system shows the following information for math progress:</p> <ul style="list-style-type: none"> * Exceeded growth expectations: 15% * Made progress toward expected growth: 22% * Made less than 50% progress toward expected growth: 63% <p>An analysis of local data using the I-Ready testing system shows the following information for reading progress:</p> <ul style="list-style-type: none"> * Exceeded growth expectations: 29% * Made progress toward expected growth: 29% * Made less than 50% progress toward expected growth: 42% <p>We believe the I-Ready assessment tool will help improve the performance for ELL students because</p>	<p>achieving our desired outcome for 2023/24.</p>	<p>YEAR 2021/22 2022/23 DIFFERENCE PROFICIENT 6.67% 12.50% 5.83% LEVEL 3 40.00% 43.75% 3.75% LEVEL 2 46.67% 43.75% -2.92% LEVEL 1 6.66% 0.00% -6.66%</p> <p>(Level 3 is moderately developed in EL, Level 2 is somewhat developed, and Level 1 is beginning to develop).</p> <p>A review of Data Quest information shows that the number of students classified as at-risk or long-term English learners has increased from one student in the 2021/22 school year to three students in the 2022/23 school year. This increase is simply due to a change in our student population.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		it allows teachers to focus on a student's areas of weakness.		This data shows that our ELL students are making progress toward becoming proficient in English. However, we have not met our desired outcomes 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, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	ELPAC Coordinators The district has two bi-lingual ELPAC coordinators to assist in making sure ELL students receive the support they need to reach reclassification as soon as possible. Having ELPAC coordinators is an effective use of funds because it allows us to appropriately track and reclassify our ELL students.	No	Fully Implemented	We have assigned this task to a full time employee and there will no longer be a separate stipend for the ELPAC Coordinator.		\$1,325.00	\$0.00
3.2	ELD on-line programs Teachers will utilize the following programs to help ELL students improve their English/Language Arts skills: Mind Play, Words Their Way, Read Naturally, Project Read, Primary Phonics, Step Up to Writing, Explode the Code, and Barton Reading. Mind Play is a research-based program designed specifically to aid ELL students improve their ELA skills. Students will be assessed three times per year using the I-Ready assessment tool. We already own these	No		We are continuing to use these on-line training and assessment tools because we believe these tools are helping our ELL students achieve EL proficiency.		\$0.00	\$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
	programs so there is no additional cost.						

Goal 4

Goal Description

Improve school engagement including parent involvement, pupil engagement, and school climate.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Basic a. Local data - teachers are appropriately assigned b. CalSAAS - teachers are appropriately credentialled c. Local data - students have access to standards-aligned instructional materials d. Williams Report - school facilities are maintained in good repair	1a - Met 1b - Met 1c - Met 1d - Met 2 - Met 3 - Met 5a - Student attendance rate was 97.54% (20/21) 5b - Chronic absenteeism rate was .45% (19/20) 5c - Middle school drop out rate was 0% (19/20) 6a - Suspension rate was 0.5% (18/19) 6b - Expulsion rate was 0% (19/20) 6c - Met	Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The pandemic has made it difficult for us to provide on-site parent participation opportunities as we have in the past. We have also had to suspend the student attendance incentives. The school psychologist is available to assist parents and students. We are using the SARB program as necessary.	Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The metrics for this goal are as follows: 1. Basic a. Local data - teachers are appropriately assigned - metric is met for the current year. b. CalSAAS - teachers are appropriately credentialled - a review of CalSAAS data shows this metric	Goal 4 is to improve school engagement including parent involvement, pupil engagement, and school climate. The metrics for this goal are as follows: 1. Basic a. Local data - teachers are appropriately assigned - metric is met for the current year. b. CalSAAS - teachers are appropriately credentialled - a review of CalSAAS data shows this metric	1 - Met 2 - Met 3 - Met 5a - Attendance rate will be 95% or greater 5b - Chronic absenteeism rate will be less than 3% 5c - Middle school drop out rate will be 0% 6a - Suspension rate will be .5% 6b - Expulsion rate will be 0% 6c - Met 7 - Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>3. Parental involvement - Dashboard (local)</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate</p> <p>b. Dashboard - chronic absenteeism rates</p> <p>c. Local data - middle school drop out rate</p> <p>6. School Climate</p> <p>a. Dashboard - suspension rate</p> <p>b. DataQuest - expulsion rate</p> <p>c. Dashboard (local)</p> <p>7. Course access - Dashboard (local)</p>	<p>7 - Met</p>	<p>The metrics for this goal are as follows:</p> <p>1. Basic</p> <p>a. Local data - teachers are appropriately assigned - metric is met for the current year.</p> <p>b. CalSAAS - teachers are appropriately credentialed - a review of CalSAAS data shows this metric was met for the current year.</p> <p>c. Local data - students have access to standards-aligned instructional materials - metric was met for the current year as evidenced by the Williams Report - school facilities are maintained in good repair - metric is met for the current year.</p> <p>2. Implementation of the state standards - Dashboard (local) - metric is met for the current year.</p> <p>3. Parental involvement - Dashboard (local) - metric is met for the current year.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate - The current 2022/2023 attendance rate is</p> <p>2. Implementation of the state standards - Dashboard (local) -</p>	<p>was met for the current year.</p> <p>c. Local data - students have access to standards-aligned instructional materials - metric is met for the current year as evidenced by the Williams Report - school facilities are maintained in good repair - metric is met for the current year.</p> <p>2. Implementation of the state standards - Dashboard (local) - metric is met for the current year.</p> <p>3. Parental involvement - Dashboard (local) - metric is met for the current year.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate - The current 2023/24 attendance rate is</p>	<p>was met for the current year.</p> <p>c. Local data - students have access to standards-aligned instructional materials - metric is met for the current year as evidenced by the Williams Report - school facilities are maintained in good repair - metric is met for the current year.</p> <p>2. Implementation of the state standards - Dashboard (local) - metric is met for the current year.</p> <p>3. Parental involvement - Dashboard (local) - metric is met for the current year.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate - The current 2023/24 attendance rate is</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>metric was met for the current year.</p> <p>3. Parental involvement - Dashboard (local) – metric is met to the greatest extent possible due to the pandemic.</p> <p>5. Pupil Engagement</p> <p>a. Local data - student attendance rate – The current 2021/2022 attendance rate is 93.91% which is a decrease from the 2020/2021 attendance rate. However, the high attendance rate in 2020/2021 is an anomaly due to the pandemic. Many of our students participated in distance learning until March of 2021 which made it easier for many students to attend school. Once the pandemic ends, we anticipate our attendance rate will return to normal levels.</p>	<p>95.35% which is a slight improvement over the 2021/2022 rate of 95.02%. The majority of student absences are due to illness. We are moving closer to our pre-pandemic rate of 96.35%.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard shows chronic absenteeism is high, with a rate of 12.2% chronically absent during 2021/22. Most of the students in this group are absent due to illness. We use the SARB program to address chronic absenteeism.</p> <p>c. Local data - middle school drop-out rate – Our middle school drop-out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard – suspension rate – The Dashboard shows our suspension rate to be</p>	<p>95.68% which is a slight improvement over the 2022/23 attendance rate of 95.35% and the 2021/22 rate of 95.02%. The majority of student absences are due to illness. We are moving closer to our pre-pandemic rate of 96.35%.</p> <p>b. Dashboard - chronic absenteeism rates – The Dashboard shows chronic absenteeism has declined by 5.2%, with 7% of our students chronically absent. This is an improvement over 2021/22 when the chronic absenteeism rate was 12.2%. Most of the students in this group are absent due to illness. We have not reached our goal of a chronic absenteeism rate of less than 3% but we believe this because we are still feeling the effects of the pandemic. We use the SARB program to</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>b. Dashboard - chronic absenteeism rates – The Dashboard is not currently available. CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be absent more than they normally would be.</p> <p>c. Local data - middle school drop out rate – Our middle school drop out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard - suspension rate. CALPADS data shows that three students received in- house suspensions during 2020/2021. This is an increase of one in- house suspension from 2019/2020.</p> <p>b. DataQuest - expulsion rate –</p>	<p>b. Dashboard - chronic absenteeism rates – The Dashboard is not currently available. CALPADS data collected in 2020/2021 shows a slight increase in chronic absenteeism. However, due to the pandemic, we were unable to provide bus service which caused some students to be absent more than they normally would be.</p> <p>c. Local data - middle school drop out rate – Our middle school drop out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard - suspension rate – The Dashboard shows our suspension rate to be high with 4.5% of our students suspended for at least one day. We had no students suspended during 2021/22 but we believe this was an anomaly due to the effects of the pandemic. During 2021/22 we were still practicing social distancing procedures and students we not mixing with students from other grades. These practices led to fewer opportunities for student conflict or misbehavior.</p> <p>b. DataQuest - expulsion rate –</p>	<p>very low, with no students suspended during 2021/22.</p> <p>b. DataQuest - expulsion rate – DataQuest shows that there were no expulsions in 2021/22.</p> <p>c. Dashboard (local) – metric is met for the current year.</p> <p>7. Course access - Dashboard (local) – metric is met for the current year.</p>	<p>address chronic absenteeism.</p> <p>c. Local data - middle school drop-out rate – Our middle school drop-out rate continues to be 0%.</p> <p>6. School Climate</p> <p>a. Dashboard – suspension rate – The Dashboard shows our suspension rate to be high with 4.5% of our students suspended for at least one day. We had no students suspended during 2021/22 but we believe this was an anomaly due to the effects of the pandemic. During 2021/22 we were still practicing social distancing procedures and students we not mixing with students from other grades. These practices led to fewer opportunities for student conflict or misbehavior.</p> <p>b. DataQuest - expulsion rate – DataQuest shows that</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		CALPADS data shows there were no expulsions in 2019/2020 or 2020-2021. c. Dashboard (local) – metric is met for the current year. 7. Course access - Dashboard (local) – metric is met for the current year.		there were no expulsions in 2022/23. c. Dashboard (local) – metric is met for the current year. 7. Course access - Dashboard (local) – metric is met for the current year.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Parent participation opportunities We will provide opportunities for all parents, including parents of unduplicated pupils and parents of students with exceptional needs, to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	No	Fully Implemented	We provided opportunities for all parents, including parents of unduplicated pupils and parents of students with exceptional needs, to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, open session at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, and Track and Field Day. During 2023/24, over		\$0.00	\$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
4.2	Student attendance incentives We will provide student incentives to attend school. Student incentives have proven to be an effective method of encouraging students to attend school. As a way to motivate students to come to school student incentives will be given out. The incentives will be for students with perfect attendance, no tardies, and who are not on independent study. Each Friday students from each grade level who meet the criteria will be entered into a drawing to receive an incentive. One student from each grade level will be chosen to receive an incentive award. Students who do not win the drawing will still receive a recognition certificate. Once a month, a drawing will be held for every class for one student to receive a larger incentive. The monthly drawing is only for students who have had perfect attendance, no tardies, and are not on independent study for the entire month.	No	Fully Implemented	90% of parents attended parent-teacher conferences and 70% completed the parent survey. Teachers continue to provide students with incentives to attend school. Examples include a special party for AR reading achievers and the new Winter Wonderland incentive party as a reward for encouraging parents to complete the parent survey. This reward helped ensure that students attended classes the week before winter break as well as increasing parent involvement.		\$1,500.00	\$1,500.00
4.3	SARB intervention Telephone calls will be made to parents when students are absent and Principal makes contact with parents once a student reaches 6 absences. SARB letters will be sent to parents of students with	No	Fully Implemented	Telephone calls were made to parents when students are absent and the Principal makes contact with parents once a student reaches 6 absences. SARB letters		\$0.00	\$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
	unverified absences at 3, 6, and 9 day intervals.			were sent to parents of students with unverified absences at 3, 6, and 9 day intervals. An analysis of absenteeism reasons show that the majority of absences are due to illness.			
4.4	School Psychologist We will provide a .5 FTE school psychologist, maintain contact with parents, and continue to use our current curriculum for our character program.	No	Fully Implemented	We provided a .5 FTE school psychologist, continue to maintain contact with parents, and continue to use our current curriculum for our character program. Student surveys show that 69% of students have not experienced bullying at school and 71% of students feel safe all the time at school (14% of students answered that they did not know). We believe the psychologist and character program are helping to improve the school climate.		\$72,289.00	\$72,289.00

Goal 5

Goal Description

Improve student outcomes on state test scores for English/Language Arts by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable then other local measures will be used.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
4. Pupil Achievement – CAASPP assessment for ELA	4a - 18/19 Dashboard for ELA- Green status; 13.2 points above the standard; increased 11.1 points.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	4a - Green status on the California School Dashboard for all students, including English learners, in ELA with no subgroups two or more levels below the status for all students.
8. Other pupil outcomes	4a - 18/19 Dashboard for ELA - English learner students are 7.6 points below standard; increased 25.4 points.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	Our LCAP Goal 5 is to improve student outcomes on state test scores for English Language Arts (ELA) by the end of school year 2024 as measured by the state testing scores (if available). If state testing scores are unavailable, then other local measures will be used.	8a - Teachers will annually receive at least one professional development opportunity in ELA.
a. All teachers will be granted professional development opportunities in ELA.	8a - Teachers annually receive one professional development opportunity in ELA.	The Dashboard shows that our students received a "High" performance level in ELA and, on average, performed 24.7 points above the standard.	The Dashboard shows that our students received a "High" performance level in ELA and, on average, performed 24.7 points above the standard.	The 2023 California School Dashboard shows that overall, our students obtained a "Yellow" performance level for ELA. Our Hispanic and socioeconomically disadvantaged students obtained an "Orange" performance level. Our White subgroup obtained a "Green" performance level. Our other subgroups were too	8a - Teachers will annually receive at least one professional development opportunity in ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>levels below, and 8% were three or more grade levels below. Sixty percent of students met or exceeded growth expectations.</p> <p>All teachers have been provided with professional training opportunities in ELA. At the end of the 2020/2021 school year, all teachers were enrolled in the National Council of Teachers of English program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I-Ready program to track student progress in ELA.</p>	<p>performance over the prior year. However, 72% of students met or exceeded growth expectations, which is an improvement from 60% in the prior year.</p> <p>All teachers have been provided with professional training opportunities in ELA. All teachers continue to receive training through the National Council of Teachers of English program. This program provides individual self-paced courses, access to digital journals, and access to an online support community. Also, teachers continue to receive training in how to successfully use the I-Ready program to track student progress in ELA.</p>	<p>small to be reported. Overall, student performance declined by 19.3 points from the prior year but was 5.3 points above the standard. We do not feel these results mean that our actions are not helping students to improve. During the pandemic, our student enrollment dropped by almost 15%, mainly because we were not able to provide transportation. Our 2021/2022 testing results were extremely high, which we consider to be a statistical outlier. Our enrollment increased during 2022/2023 and test scores returned closer to pre-pandemic levels. We consider this to be a positive development because it demonstrates our students did not suffer significant learning loss during the pandemic.</p> <p>We also used local data from the I-Ready</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>system to assess student progress. I-Ready is an evidenced based program that assesses a student's progress in reading and math. An analysis of local student performance data for reading shows that 45% are at or above grade level, 18% are one grade level below, 4% were two grade levels below, and 6% were three or more grade levels below. The progress toward median annual growth was 112%. The current I-Ready results in ELA compared to the prior year results show student improvement.</p> <p>All teachers have been provided with professional training opportunities in ELA. All teachers are enrolled in the National Council of Teachers of English Programs. This program provides individual self-paced</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				courses, access to digital journals, and access to an online support community. Also, teachers received training in how to successfully use the I- Ready program to track student progress in ELA.	

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
5.1	Teacher training and professional development We will continue to provide training and professional development opportunities to our teachers to help them improve their ability to deliver high quality instruction in ELA.	No	Fully Implemented	Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year.		\$1,000.00	\$1,000.00
5.2	.5 FTE Intervention Teacher In order to improve student achievement, we will provide a .5 FTE intervention teacher for English/language arts intervention. A dedicated intervention teacher will provide the additional support pupils often need to be able to perform on par with their peers.	Yes	Fully Implemented	Please see the analysis above that shows this action benefited our students in that they did not suffer significant learning loss during the pandemic. We expect to see improvements now that the pandemic is no longer impacting our		\$35,276.00	\$35,276

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>Students in the low performing category for English/language arts will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher.</p> <p>Students in the low performing category for English/language arts are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p>			<p>school. Our mid-year expenditures include amounts paid and encumbered for the 2023/2024 fiscal year.</p>			