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
North Cow Creek School District	Rob Effa Superintendent	reffa@northcowcreek.org (530) 549-4488

Goal 1

Goal Description
All teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students ensuring students' progress towards meeting standards.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CA School Dashboard English Language Arts Academic Indicator	GREEN performance level indicator 16.6 points above standard	The CA School Dashboard was suspended due to COVID.	High performance level indicator English language arts is 21.8 points above standard	Yellow progress indicator 2.1 points below standard Declined 23.9 Points	BLUE performance indicator 30 points above standard
CA School Dashboard Mathematics Academic Indicator	GREEN performance level indicator 1. 6 points above standard	The CA School Dashboard was suspended due to COVID.	High performance level indicator Math is 10.6 points above standard.	Yellow progress indicator 12.6 points below standard Declined 23.2 Points	BLUE performance Indicator 30 points above standard
CAASPP English Language Arts Met or Exceeded Standard	51.1% met or exceed standards	62.10% students met or exceeded standards in English language arts 57.15% of 3rd graders at or above standards 65.39% of 4th graders at or above standards 56% of 5th graders at or above standards 33.33% of 6th graders at or above standards 80% of 7th graders at or above standards 70% of 8th graders at or above standards	60.60% students met or exceeded standards in English language arts 58.33% of 3rd graders at or above standards 50% of 4th graders at or above standards 76.67% of 5th graders at or above standards 53.85% of 6th graders at or above standards 46.43% of 7th graders at or above standards 74.19% of 8th graders at or above standards	49.40% students met or exceeded standards in English language arts 34.61% of 3rd graders at or above standards 44.45% of 4th graders at or above standards 46.43% of 5th graders at or above standards 51.72% of 6th graders at or above standards 60% of 7th graders at or above standards 57.69% of 8th graders at or above standards	70% students met or exceeded standards in English language arts
CAASPP Mathematics Met or Exceeded Standard	39.73% met or exceed standards	56.87% students met or exceeded standards in mathematics 52.39% of 3rd graders at or above standards 76.92% of 4th graders at or above standards 56% of 5th graders at or above standards 28.57% of 6th graders at or above standards	53.34% students met or exceeded standards in mathematics 58.33% of 3rd graders at or above standards 42.31% of 4th graders at or above standards 60% of 5th graders at or above standards 42.30% of 6th graders at or above standards	45.78% students met or exceeded standards in mathematics 57.70% of 3rd graders at or above standards 51.85% of 4th graders at or above standards 35.72% of 5th graders at or above standards 34.48% of 6th graders at or above standards	60% students met or exceeded standards in mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		63.33% of 7th graders at or above standards 56.66% of 8th graders at or above standards	57.14% of 7th graders at or above standards 58.07% of 8th graders at or above standards	53.33% of 7th graders at or above standards 42.30% of 8th graders at or above standards	
				We moved away from iReady to iXCL. As of November 3rd, our students showed the following growth in math: All students made an average of 1.9 months of growth in mathematics 1st grade= 3 months 2nd grade= 3 months 3rd grade= 1.4 months 4th grade= 1.3 months 5th grade=1.6 months 6th grade= 2.1 months 7th grade= 1.7 months 8th grade=1.5 months All students made an average of 2.1 months of growth in English language arts 1st grade= 1.7 months 2nd grade= 1.8 months 3rd grade= 2.3 months 4th grade= 1.5 months 5th grade=2.8 months 6th grade= 2.2 months 7th grade= 2.2 months 8th grade=2.4 months	
Local Indicator Other Student Outcomes Mathematics-5th Grade math facts	75% of 5th grade students have mastered their math facts.	97% of 5th grade students have mastered their math facts.	93% of 5th grade students have mastered their math facts.	86% of 5th grade students have mastered their math facts. (FALL-November)	95% of 5th grade students have mastered their math facts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Local Indicator Access to State Standards	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum
Local Indicator Course Access	100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .	100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .	100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .	100% of students have access to a broad course of study. 100% Williams Quarterly reports will show that all students have access to instructional materials.	100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .
CA School Dashboard English Learner Progress Indicator Proficiency	We currently have 0 English Learner students.	We currently have 0 English Learner students.	We currently have 2 English Learner students and are unable to provide this data due to privacy concerns.	We currently have 0 English Learner students.	BLUE performance 100% proficient
CA School Dashboard English Learner Progress Indicator Reclassification	We currently have 0 English Learner students.	We currently have 0 English Learner students.	We currently have 2 English Learner students and are unable to provide this data due to privacy concerns.	We currently have 0 English Learner students.	BLUE performance indicator 100% reclassified
Local Indicator Implementation of Standards-Staff Survey	Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: (on a scale from 1-5 with 5 being full implementation) ELA = 3 ELD = 1 Math = 3 NGSS = 2 Social Science = 1	Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: (on a scale from 1-5 with 5 being full implementation) ELA = 4/5 ELD = 3.5/5 Math = 3.7/5 NGSS = 3.2/5 Social Sci. = 2.6/5	We removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.	Surveys are not administered until the spring.	We removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	The average rating for the district's progress in making instructional materials that are aligned to the recently adopted academic standards in: ELA = 5 ELD = 2 Math = 5 NGSS = 3 Social Science = 2 The average rating for the district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in: ELA = 2 ELD = 1 Math = 2 NGSS = 2 Social Science = 1 The average rating for the district's progress in implementing each of the following academic standards adopted by the state board of education for all students in: CTE = 1 Health Ed = 2 PE = 1 VAPA = 1 World Language = 1 The district's success at engaging in the following activities with teachers and school administrators:	The average rating for the district's progress in making instructional materials that are aligned to the recently adopted academic standards in: ELA = 4.3/5 ELD = 4.2/5 Math = 4.3/5 NGSS = 3.7/5 Social Sci. = 2.1/5 The average rating for the district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in: ELA = 3.6/5 ELD = 3.6/5 Math = 3.7/5 NGSS = 3/5 Social Sci. = 2.1/5 The average rating for the district's progress in implementing each of the following academic standards adopted by the state board of education for all students in: CTE = 3/5 Health Ed = 2.6/5 PE = 2.9/5 VAPA = 2.6/5 World Lang. = 1.3/5 The district's success at engaging in the following activities with teachers and school administrators:			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Identifying the professional learning needs of groups of teachers or staff as a whole = 3 Identifying the professional learning needs of individual teachers = 3	Identifying the professional learning needs of groups of teachers or staff as a whole = 3.7/5 Identifying the professional learning needs of individual teachers = 3.7/5			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development** Staff will receive professional development in the area of academic focus and the Leader in Me. Staff will be provided release time to attend relevant workshops and visit model schools, if identified as a need. Provide professional development outside of the district based on identified staff need(s).	No	Partially Implemented	2 days of coaching in Leader in Me and several Zoom meetings with the coach and the Lighthouse team. Students have been added the Lighthouse Leadership Team. 5 staff members have been regist4ered for the Leader in Me Symposium in February.		$27,209.00	$8542.00
1.2	**Collaboration Time** Staff will use formative assessments to monitor the progress of students. Staff will collaborate around formative assessments and enhance strategies for addressing SEL and Tier 2/3 intervention services during the Wednesday minimum days.	No	Partially Implemented	Staff meetings held twice a month. Intervention collaboration meetings held to initiate Tier III intervention program. Students assessments were given and data reviewed with		$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
	Collaboration with teachers, support staff and administrator on student behaviors No Cost - built in collaboration days in school calendar			teachers for student intervention selection Student Behavior Team meets with teachers submitting Behavior Support Team Referrals Leader in Me professional development and coaching meetings held. Action team meetings scheduled monthly for staff collaboration			
1.3	**Technology** Students and staff will have access to technology that enhances the instructional process and provides access to relevant and meaningful resources. Technology resources will include Chrome Books for each student, Touchscreen Smart Board Monitors and instructional software. Purchase cords for TVs and replace voice magnification.	No	Fully Implemented	Technology has been purchased and installed.		$38,597.00	$34367.00
1.4	**Instructional Materials** Books and supplies * Supplemental instructional materials for ELA and mathematics. * Leveled readers and SIPPS materials for k-3 staff, as needed. (kindergarten readiness) * Support materials for physical education.	No	Fully Implemented	Supplemental materials have been purchased to support these programs.		$13,000.00	$14312.00

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
	* Support materials for Innovation Lab. * Updated access to on-line curriculum						
1.5	**Multi-Tiered System of Support** Staff will meet in Attendance, Behavior and Course Outcomes (ABC) teams to discuss data and target students that need extra support. Support staff will be assigned to assist teachers in monitoring student progress and coordinating effective interventions. Implement student-led conflict resolution team	No	Fully Implemented	Teams have been established and data monitoring occurs weekly.		$2,412.00	$0
1.6	**Curriculum** Core Curriculum materials will be available and used by students and staff * CPM Math and Eureka Math-On-line access for students/staff * National Geo (no additional cost) * Study Sync (no additional cost) * Handwriting without Tears * Science curriculum * Updated access to online curriculum	No	Fully Implemented	0% Williams Findings All students have access to core and supplemental curriculum based on grade level standards.		$18,540.00	$8381.00

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
1.7	**Instructional aides English language arts and math intervention** Support staff will provide assistance in students reaching curriculum standards in English language arts and mathematics. .4 FTE intervention specialist-salary and benefits 1 FTE Home Study/6-8 Intervention Teacher Hours for paraprofessionals will be increased to 5.75 hours per day	Yes	Fully Implemented	Support staff are providing intervention support in targeted classrooms and with specific students based on data. Home study/6-8 intervention teacher is in place CAASPP English Language Arts 45.78% students met or exceeded standard for math CA School Dashboard ELA Indicators Yellow progress indicator 12.6 points below standard Declined 23.2 Points CAASPP Math 45.78% students met or exceeded standard for math CA School Dashboard Yellow progress for math indicator 12.6 points below standard Declined 23.2 Points CA Science Assessment-5th and 8th grade 24.08% students met or exceeded standard for science		$106,761.00	$48781.00

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
1.8	**Summer School** Summer school	Yes	Fully Implemented	Students were offered summer school		$86,593.00	$0.00
1.9	**English Learner Services** English Learner Coordinator The following will be implemented. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum English Learner students will be monitored for annual progress. English Learner students are provided with both designated and integrated support within the school day. We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs.	Yes	Not Implementing	We do not have any English Learners at this time.		$200.00	$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
	Purchase Lexia program for English language development support						
1.10	**Academic Focus** Mathematics (Universal access, intervention, enrichment) Instructional and supplemental instructional materials Staff salaries and benefits	No	Fully Implemented	CAASPP Math 45.78% students met or exceeded standard for math CA School Dashboard Yellow progress for math indicator 12.6 points below standard Declined 23.2 Points			
1.11	**Online Intervention Programs for Reading and Writing** IXL diagnostic program utilized to assess student progress. IXL instructional program for reading and math support. This is a 3 year contract starting in 2022-2023 school year.	No	Fully Implemented	Teachers are using these online iXL to supplement learning in reading and math		$0.00	
1.12	**Broad Course of Study** Music Program Music Teacher	No	Fully Implemented	A music support staff has been hired to teach music to students.		$34,401.00	$16687.00

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
1.13	**Credentialed Teachers** Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.	No	Fully Implemented	93% of staff our appropriately credentialed. We have one intern.		$1,266,457.00	$503285.00
1.14	**Foster Youth and Homeless Youth Services** We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Intervene early when they are missing a lot of school. Provide them with community resources, as needed. Annually train staff to have an understanding of homelessness. Coordinate with the Homeless and Foster Youth liaison in the district. Make sure that the student is enrolled in free and reduced meal program. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.). Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.	Yes	Fully Implemented	Our foster and homeless youth are provided resources needed to be successful in school.		$250.00	$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
1.15	**Broad Course of Study** Student engagement within a broad course of atudy will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, and small group activities . Staff will use technology to augment curriculum. Physical Education-Equipment budget 7th and 8th Activity Period-Supply budgets Supplies and books for STEAM related activities Art Services and other operating expenditures and licenses and subscriptions related services School will maintain one-to-one Chrome Books in grades 1st to 8th. We will look for ways to help challenge students in academic areas beyond reading and math, ways to help parents support the academic program, and ways to increase extra-curricular and co-curricular options for students.	No	Fully Implemented	Students are offered a broad course of study as evidence by the master schedule.		$35,257.00	$14313.00
1.16	**Special Education Student Services**	No	Fully Implemented	All students with disabilities are provided		$381,221.00	$130793.00

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
	Maintain Behavior Tech to work with students experiencing SEL and behavior challenges. General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student needs. • Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. • Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. • Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff. • Effective communication strategies will be utilized			supports based on the Individual Education Plans (IEP)			

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
	between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) Parents of students with exceptional needs provide the school with feedback based on their child's needs. • Our special education personnel will be trained in ProAct						
1.18							
1.19							
1.20							

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

Goal 2

Goal Description
All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Local Indicator Expulsions	0% expulsions	0% expulsions	0% expulsions	0% expulsions	0% expulsions
Local Indicator Middle School Drop-Out Rate	0% of middle school drop-outs	0% of middle school drop-outs	0% of middle school drop-outs	0% of middle school drop-outs	0% of middle school drop-outs
CA School Dashboard Suspension Indicator	RED performance level 3.6% suspended at least once	No performance level data due to the CA School Dashboard being suspended. 1.9% suspended at least once (reported on April 28th)	Medium performance level 1.9% suspended at least once	Less than 1% suspended at least once	Less than 2% suspended at least once BLUE performance indicator
CA School Dashboard Chronic Absenteeism Indicator	GREEN performance indicator for Chronic Absenteeism Chronic Absenteeism Rates All Students 4.1% Low income 5.2% Homeless Youth 0% Foster Youth 0% English Learners 0%	No performance level data due to the CA School Dashboard being suspended. Chronic Absenteeism Rates All Students 9.70% Low income 17.50% Homeless Youth 0% Foster Youth 0% English Learners 0%	High performance level Chronic Absenteeism Rates All Students 10.6% Low income 21.2% Homeless Youth 0% Foster Youth 0% English Learners 0% Students with Disabilities 21.1% White 11.1%	As per Aeries report on November 3rd: All Students less than 1% Low income 21% Homeless Youth 50% Foster Youth 0% English Learners 0% SWD 11% White 14% American Indian 33% Asian 0%	BLUE performance indicator Chronic Absenteeism Rates All Students 2.05% Low income 2.6% Homeless Youth % Foster Youth 0% English Learners 0% Students with Disabilities 5.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Students with Disabilities 11.8% White 3.4% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 9.1% Pacific Islander 0% Two or more races 7.1%	Students with Disabilities 0% White 0.30% American Indian 23.10% Asian 0% African American 0% Filipino 0% Hispanic/Latino 13.30% Pacific Islander 0% Two or more races 4.30%	American Indian 23.10% Asian 0% African American 0% Filipino 0% Hispanic/Latino 6.7% Pacific Islander 0% Two or more races 4.2%	African American 0% Filipino 0% Hispanic/Latino 13% Pacific Islander 0% Two or more races 9%	White 1.7% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 4.55% Pacific Islander 0% Two or more races 3.55%
Local Indicators Parent Survey	Local Indicators Parent Survey I receive information that helps me support my child's education. 63% agree 16.7% neutral I receive communication about my child's behavior (good or negative) at school. 38% agree 46% neutral My child is progressing academically in the area of reading. 75% agree 21% neutral 4% disagree My child is progressing academically in the area of mathematics. 83% agree If you had a choice between Everyday Math and Eureka Math (Grades K-5), which program would you like to see continued? 57% I don't have an opinion	Local Indicators Parent Survey-we refined the questions to glean different information. I feel my child is progressing academically in the area of reading. 77.5% agree 15% neutral 7.5% disagree I feel my child is progressing academically in the area of mathematics. 82.5% agree 7.5% neutral 10% disagree I feel my child receives help when needed to learn successfully. 75% agree 20% neutral 5% disagree I feel my child is challenged to learn in areas other than math and reading. 47.5% agree 42.5% neutral 10% disagree	We took removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.	Survey is not administered until the spring.	We took removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	24% Eureka Math 19% Everyday Math Parents provided the following feedback on communication options that they would prefer: Monthly newsletters 88% Weekly agenda 75% Text messaging 92% Email messaging 88% School website 67% School mobile app 42% Aeries grade portal (grades 4-8 only) 25% Other 4% Student Survey 73.7% agree-I feel safe in bathrooms, on the yard, and on walkways at school. 90.2% agree-I feel welcome at school. 80.5% agree-All teachers at the school treat students with respect. 97% agree-I feel safe and able to learn in the classroom. 61% agree most students at the school treat each other with respect. 66% agree that PE has helped them become better fit. 50% agree- PE has helped me learn athletic skills. 83% agree that they have become a better reader this year. 95% agree that they have become better in math this year. 91% agree that their teacher challenges them to	I receive information that helps me support my child's learning 57.5% agree 25% neutral 17.5% disagree The classroom offers my child opportunities to learn about topics that go beyond math and reading. 65% agree 27.5% neutral 7.5% disagree I feel North Cow Creek provides a positive learning environment for my child. 80% agree 15% neutral 5% disagree For each of the following forms of communication, please tell us how much value they are to you. Weekly events High value 90% Low value 7.5% Don't use 2.5% School website High value 60% Low value 32.5% Don't use 7.5% School mobile app High value 45% Low value 17.5% Don't use 32.5% Did not reply 5% Classroom Information High value 72.5%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	learn more than just reading and math.	Low value 20% Don't use 2.5% Did not reply 5% We revised some of the questions in our student survey to glean other information to improve the student school experience. Student Survey 72%agree-Most of the teaching staff make me excited about learning 89% agree-I feel welcome at school. 83.8% agree-I feel safe in bathrooms, on the yard, and on walkways at school. 80.8% agree-I have become a better reader this year. 88.9% agree that they have become better in math this year. 69.7% agree- IXL has helped me become better in reading and better in math. 73% agree that PE has helped them become better fit. 69.7%- agree PE has helped me learn athletic skills. 74% agree-I was able to learn new things through the STEM activities we did this year. 61.6% agree -Most students at the school treat each with respect:			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		85% agree-All teachers at the school treat students with respect. 94% agree-I feel safe and able to learn in the classroom. 89% agree- that their teacher challenges them to learn more than just reading and math. 88% agree- I think the buildings and grounds at NCC make our school a great place to learn. 59% agree- I think the consequences for bad behavior on the playground have made it safer for all students. 69.7% agree- I think the staff help students learn to get along with one another.			
Local Indicator Facilities	100% of facilities were in good condition as measured by the Facilities Inspection Tool.	100% of facilities were in good condition as measured by the Facilities Inspection Tool.	100% of facilities were in good condition as measured by the Facilities Inspection Tool.	100% of facilities were in good condition as measured by the Facilities Inspection Tool.	100% of facilities were in good condition as measured by the Facilities Inspection Tool.
Local Indicator Teacher Credentialing	100% of teachers are fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers are fully credentialed in the subject area and for the pupils they are teaching	99% of teachers are fully credentialed in the subject area and for the pupils they are teaching	93% of staff our appropriately credentialed. We have one intern.	100% of teachers are fully credentialed in the subject area and for the pupils they are teaching
Local Indicator Attendance Rate	92.85% attendance rate	92.61% attendance rate	94.8% attendance rate as of May 1st	94.63% attendance rate as of November 3rd	98% attendance 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
2.1	**Parent Engagement** We will enhance parent engagement through effective communications between school and home. We will provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals. For students in grades 4-8, the Aeries Student Information System (SIS) portal will be available for access by parents to monitor attendance and grades. Purchase and implement Parent Square App	No	Fully Implemented	We are communicating in a variety of ways to reach our families. Parent Square was purchased and initiated.		$1,804.00	$0.00
2.2	**Counseling Services/Social Emotional Learning** Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community. Positive Behavior Intervention and Supports and the Leader in Me will serve as the foundation for the SEL program.	Yes	Fully Implemented	A counselor is provided on a limited basis. The PBIS matrix is being refined by the Lighthouse team. Leader in Me is being implemented and student leadership has been added to the Lighthouse team. As of November 28, 2023 0% expulsion rate % suspension rate 0% middle school drop out rate		$10,000.00	$3325.00

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
2.3	**Professional Development** Professional development includes but is not limited to the following: Positive Behavior Intervention and Supports Paraprofessional training Leader in Me/Student Leadership Program Social Emotional Learning Mathematics Fred Jones Classroom Management School Culture by Design Workshop and conference fees	No	Partially Implemented	Professional development has been offered to staff based on need. Staff has also had professional development and coaching in Leader in Me.		$23,800.00	$1500.00
2.4	**High Quality Facilities** Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.	No	Fully Implemented	The Facility Inspection Tool (FIT) indicates that the facility is in good repair. A facilities plan is in place for long term and short term projects.		$318,061.00	$60594.00
2.5							
2.6	**Target Chronically Absent Students**	Yes	Fully Implemented	As of November 17 , 2023 The attendance		$450.00	$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
	Using the LCSSP grant funds, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school. We will target chronically absent students using an Attendance Coordinator and Data Coordinator to: • Set goals with students to attend school • Connect with students on a weekly basis • Meet with School Attendance Clerk and the Principal weekly to review data to target students, • Attend School Attendance Review Teams (Tier 2), • Attend School Attendance Review Board (Tier 3), • Coordinate and provide professional development for staff (SEL, PBIS, Leader in Me), • Connect families with local resources and community partners to reduce barriers for attending school, and • Implement an attendance campaign using Attendance Works resources.			rate is 96.62% and the chronically absent rate is 2.4% The Attendance team meets regularly to target students who are chronically absent. 2022 CA School Dashboard Low income students are in the red performance level. However, 2023 has this same subgroup out of the red performance level.			

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
2.7	**Parent Engagement** All parents, including parents of unduplicated student groups and exceptional needs, are encouraged to make decisions for the district and school through serving on the Education Foundation, participating in Parent Conferences, having access to the Aeries Student Portal, and providing feedback through District Advisory/Safety Committee, Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are reached out to teachers, support staff, counselors and administration to encourage their participation in their children's education.	No	Partially Implemented	The following parent engagement activities have occurred: Back to school pancake breakfast, parent conferences, Back to School Night, Aeries Portal/Parent Square, District Advisory/Safety Committee, surveys, School Site Council, Board meetings, Education Foundation, Awards assemblies.		$0.00	
2.8	**Behavior Technician** Behavior Technician to support our most at-risk students.	Yes	Fully Implemented	Behavior Tech continues to serve our most at-risk students.		$63,372.40	$31,937.00
2.9	**Professional Development** Restorative Practices professional development to support Native American students who are at risk of dropping out of school. In-kind cost for staff time (hours x total number of staff to participate x hourly rate)	Yes	Fully Implemented	Staff participated in professional development through SCOE.		$2,500.00	$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
2.10	**LCSPP Native American Grant for Student Success** Quarterly collaborative sessions to support Native American students who are at risk of dropping out of school. In-kind cost for 1 school representative and 1 district representative to participate (4 sessions that are 90 minutes each=6 hours)	Yes	Fully Implemented	Native American results are as follows: CAASPP English Language Arts No Performance Level Less than 11 students - data not displayed for privacy Number of Students: 8 CAASPP Mathematics No Performance Level Less than 11 students - data not displayed for privacy Number of Students: 8 27.3% chronically absent Increased 4.2% Number of Students: 11 Suspension Data No Performance Level 7.7% suspended at least one day Number of Students: 13 0% middle school drop out		$1,000.00	$0.00