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
Redding School of the Arts	Lane Carlson Executive Director	lcarlson@rsarts.org 530-247-6933

Goal 1

Goal Description
Academic excellence for all students; Students will demonstrate increased math proficiency using mathematical reasoning skills. This Goal addresses State Priorities 1,2, 4, 7 and 8.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1 Basic 100% of students have access to standards based curriculum. Maintain Services - Pupils access. have sufficient access to standards- aligned instructional materials	100% of students have access to CC standards based curriculum and/materials.	100% of students have access to CC standards based curriculum and/materials.	100% of students have access to CC standards based curriculum and/materials.	With the addition of 11th grade to RSA's curriculum, we maintained 100% student access to CC standards based curriculum and/materials.	Maintain 100% access to Common Core Standards based curriculum and materials for all students.
Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all students in all subjects	100% of teachers will use Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC standards for student learning.	100% of teachers used Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC standards for student learning.	100% of teachers used Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC standards for student learning.	With the addition of 11th grade, 100% of teachers used Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC standards for student learning.	100% of teachers will maintain the implementation of State board adopted academic content and performance standards for all students in all subjects

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1 Basic Services - Appropriate Teacher Placement/Credential	100% of teachers appropriately assigned and credentialed.	Utilizing State Allowed Local Assignment Options, 100% of teachers appropriately assigned and credentialed.	Utilizing State Allowed Local Assignment Options, 100% of teachers appropriately assigned and credentialed.	With the use of Local Assignment Options and new Designated Subject (CTE) credentials, continued with 100% appropriately assigned teacher credentials.	Maintain 100% of teachers appropriately assigned and credentialed.
Priority 2 Implementation of State Standards - English learners access to CCSS and ELD standards	Use and implement CC textbooks and other supplemental curricula with EL supporting materials to increase academic language development.	Used and implemented CC textbooks and other supplemental curricula with EL supporting materials for academic language development.	Used and implemented CC textbooks and other supplemental curricula with EL supporting materials for academic language development.	Used and implemented CC textbooks and other supplemental curricula with EL supporting materials for academic language development.	Maintain the implementation of State Standards - English learners access to CCSS and ELD standards
Priority 4 Pupil Achievement - Statewide assessments CAASPP scores: Overall achievement with students not meeting standard on CAASPP will decrease by 0.5% in Math and CA Science Test.	2019 CAASPP test scores for Math: 44.29% of students Met or Exceeded Standards; 19.02 % of Students did not meet standards. CAST 2019 1st year data: Percent of students meeting or exceeding standards in 5th Grade, 44%; 8th Grade 32%.	2022 CAASPP test scores for Math: 38.12% of students Met or Exceeded Standards, this was a very slight decrease from 38.97% in 2021. 27.27% of Students did not meet standards, this was down from 31.12% the previous year which suggests we gained some ground with our intervention efforts.	2023 CAASPP test scores for Math: 38.66% of students Met or Exceeded Standards, this was a slight increase from 38.12% in 2022. 30.67% of Students did not meet standards, this was up from 27.27% the previous year. This data will be studied in detail to forma a plan for 23-24.	2023 CAASPP test scores for Math: 39.77% of students Met or Exceeded Standards, this was a slight increase from 38.12% in 2022. 30.97% of Students did not meet standards, this was up from 27.27% the previous year.	Percent of students not meeting standard in CAASPP- Math will continue to decrease by .5% annually and our Socially Economically Disadvantaged students will increase by .5% the number of students meeting or exceeding standards. Percent of students Meeting or Exceeding standards for CAST will continue to increase by .5% annually.
Priority 7 – Course Access - Programs	Participation in push in/pull out or extra	RSA continued with push in/pull out or	RSA continued with push in/pull out or	RSA continued with push in/pull out or	Maintain participation rates for targeted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
and services developed and provided for unduplicated pupils and individuals with exceptional needs. RSA will expand the intervention support Programs/Services for unduplicated students and students with exceptional needs, including online intervention programs before, after and during school through use of paraprofessionals and certificated staff.	support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. ILT Monitoring records of all students scoring below the 21st percentile in Math using local NWEA assessment data.	extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in Math using local NWEA assessment data.	extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in Math using local NWEA assessment data.	extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in Math using local NWEA assessment data. This year we also hired a math tutor who comes 4 days/week to work with a variety of students.	students, and Monitoring records will show a decrease in the number of students scoring below the 21st percentile on NWEA Math assessments over time..
Priority 8 - Pupil Outcomes – Local Metric Indicator of progress on NWEA assessments. Goal to reduce by 1% the number of students scoring below the 21st percentile.	Local NWEA Math comparison data for 2020 and 2021 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, -2%; 4th Grade, 1%; 5th Grade, -2%; 6th Grade, -5%; 7th Grade, -3%; 8th Grade, -12%. Overall school decreased in student growth due to COVID restrictions of -4%.	Local NWEA Math comparison data for 2021 and 2022 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, -1%; 4th Grade, -1%; 5th Grade, 7%; 6th Grade, -4%; 7th Grade, 8%; 8th Grade, 5%. Overall school improvement of 2%.	Local NWEA Math comparison data for 2022 and 2023 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, +6%; 4th Grade, -8%; 5th Grade, -3%; 6th Grade, +5%; 7th Grade, -1%; 8th Grade, +8%. Overall school result was an increase in students scoring below the 21st percentile of 7%. Since it was the first year of the high school, we couldn't	Comparing cohorts of Winter NWEA Math scores for the number of students scoring below the 21st percentile from Winter 2022 to Winter 2023, there were 8.64% more students below the 21st percentile. This school year we have added 20 minutes per day of math instruction to the K-5 schedule, plus we are participating in a Lesson Study Math Grant learning and practicing strategies to	The overall number of students scoring below the 21st percentile in Math will decrease by at least 1% each year and show continual improvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			see winter to winter comparisons, but fall to spring assessment showed a 5% improvement for 9th grade, moving all students above the 21st percentile by spring.	engage students and make content relatable. We are due to take Winter 2024 NWEA in early February.	
Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all students in all subjects		Review middle school and high school mathematic curriculum to ensure sequential progress between grades. Potentially recommend curriculum for adoption.	Review K-5 math curriculum for adoption.	We are holding on new math curriculum adoption waiting for curriculums to be updated with the newly adopted framework.	

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	**Provide intervention and remediation for students.** Students have been identified through multiple measures who will participate in before, during, and after school intervention lessons set up as individual and/or small groups using certificated and paraprofessional staff members. The school will purchase a school license for Moby Max, supplemental Go Math materials, iReady licenses for intervention and select classrooms and other resources as needed.	Yes	Fully Implemented	Math intervention groups have been identified and implemented, and tutoring is being provided in several identified classrooms as well as the after school program.		$134,259.00	$113063

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
1.2	**Staff Meetings and Agenda for PD and PLC** 1 Monday each month will be to conduct PLC by depts, grade levels, or on going training for Data review/ analysis.	No	Partially Implemented	RSA has been faithful to its Monday Staff Development and data review.		$102,612.00	$52435
1.3	**Implement a system of local performance assessments** Expand the use NWEA K-11 as a school wide benchmark testing. Provide PD for CAASPP interim assessments. Create a team for data review and response planning.	No	Partially Implemented	Fall NWEA given, Winter is scheduled for February, data is forthcoming.		$7,815.00	$8437
1.4	**Ensure each classroom has adequate math manipulatives and support units.** Purchase additional math manipulatives so that each child has a set to use during the lessons.	Yes	Fully Implemented			$5,000.00	$848
1.5	**Implement reading and writing skills during math lessons.** PD for teachers to ensure they implement reading and writing skills during their math lessons.	No				$6,300.00	$2000

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
1.6	**Use Google Suite Enterprise** Teachers will use google suites to design lessons, provide for online connections and communicate with students and parents to support daily lessons.	No	Fully Implemented	Suite license renewed and all teachers utilizing Google.		$2,232.00	$2925
1.7	**Review math curriculum for K-8 to make recommendations to adopt.** 3 - 5 staff members with support from SCOE curriculum specialists will review various math curriculum that meets state standards and provides for sequential learning between grades and topics.	No	Not Implementing	Multiple curriculum discussions, but have decided to wait for publishers to respond to newly approved State Math Framework.			$
1.8	**Math Lesson Study** A group of teachers will have joined a team from SCOE and a neighboring charter school to participate in an intensive Lesson Study to help explore lessons that target engagement for focus students not previously successful.	No	Fully Implemented	Lesson Study activities are ongoing.			$

Goal 2

Goal Description
Academic Excellence for all Students in English Language Arts: Improve student overall reading comprehension & fluency as well as writing skills across the curriculum. This Goal addresses State Priorities 1,2, 4, 7 and 8.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1 Basic 100% of students have access to standards based curriculum. Maintain Services - Pupils access. have sufficient access to standards- aligned instructional materials	100% of students have access to CC standards based curriculum and/materials.	100% of students had access to CC standards based curriculum and/materials.	Maintained with the addition of 9th and 10th grade. 100% of RSA students, grades K-10 had access to standards based curriculum.	Maintained with the addition of 11th grade, 100% of RSA students, grades K-11, had access to standards based curriculum.	Maintain 100% access to Common Core Standards based curriculum and materials for all students.
Priority 1 Basic Services - Appropriate Teacher Placement/Credentials	100% of teachers appropriately assigned and credentialed.	100% of teachers appropriately assigned and credentialed.	Maintained with the addition of 9th and 10th grades.	Maintained with the addition of 11th grade.	Maintain 100% of teachers appropriately assigned and credentialed.
Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all students in all subjects	100% of teachers will use English Language Arts, VAPA and History/ Social Science Standards textbooks and/or other supporting materials for CC standards for student learning.	100% of teachers used English Language Arts, VAPA and History/ Social Science Standards textbooks and/or other supporting materials for CC standards for student learning.	Maintained with addition of 9th and 10th grades.	Maintained with the addition of 11th grade.	100% of teachers will maintain the implementation of State board adopted academic content and performance standards for all students in all subjects
Priority 2 Implementation of State Standards - English learners access to CCSS and ELD standards	Use and implementation of CC textbooks and other supplemental curriculum with EL supporting materials.	Used and implemented CC textbooks and other supplemental curriculum with EL supporting materials.	Maintained with addition of 9th and 10th grades.	Maintained with the addition of 11th grade.	Maintain the implementation of State Standards - English learners access to CCSS and ELD standards
Priority 4 Pupil Achievement - Statewide assessments CAASPP scores: Overall achievement with students not	2019 CAASPP test scores for ELA: 56.3% of students Met or Exceeded Standards; 17.12 % of Students did not meet standards.	With no testing in 2020, 2021 test scores demonstrated significant learning loss as compared with 2019.	2023 CAASPP test scores for ELA: 50.66% of students Met or Exceeded Standards; this was up from 47.06% in 2022. This year,	2023 CAASPP test scores for ELA: 51.42% of students Met or Exceeded Standards; this was down from 56.89% in 2022. While the top	Percent of students not meeting standard in CAASPP- ELA will continue to decrease by .5% annually and our Socially Economically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
meeting standard on CAASPP will decrease by 0.5% in both ELA and Math. CAST student results data and make goals for 2020-2021.		2021 CAASPP test scores for ELA: 53% of students Met or Exceeded Standards; 19.0% of students did not meet standards.	21.00% of students did not meet standards; this was down significantly from 30.33% in 2022 which suggests we gained some ground with our intervention efforts.	scorers were down, we gained some ground moving students out of the bottom tier. This year, 19.89% of students did not meet standards; this was down some from 21.11% in 2022 which suggests we gained some ground with our intervention efforts.	Disadvantaged students will increase by .5% the number of students meeting or exceeding standards
Priority 7 – Course Access - Programs and services developed and provided for unduplicated pupils and individuals with exceptional needs. RSA will expand the intervention support Programs/Services for unduplicated students and students with exceptional needs, including online intervention programs before, after and during school through use of paraprofessionals and certificated staff.	Participation in push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. ILT Monitoring records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.	Continued to utilize push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.	Continued to utilize push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.	RSA continued with our push in/pull out extra support services and monitoring based on NWEA, but also purchased additional iReady licenses to accomodate whole class use for several classes with identified higher needs for intervention support.	Maintain participation rates for targeted students, and Monitoring records will show a decrease in the number of students scoring below the 21st percentile on NWEA ELA assessments over time..
Priority 8 - Pupil Outcomes – Local Metric Indicator of progress on NWEA	Local NWEA comparison data in Reading for 2020 - 2021 winter scores of	Local NWEA comparison data in Reading for 2021 - 2022 winter scores of	Local NWEA comparison data in Reading for 2022 - 2023 winter scores of	Comparing cohorts of Winter NWEA Reading scores for the number of	Number of students scoring below the 21st percentile in ELA will decrease by at least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessments. Goal to reduce by 1% the number of students scoring below the 21st percentile.	students scoring below the 21st percentile in ELA: 3rd Grade, 1%; 4th Grade, 1%; 5th Grade, 1%; 6th Grade, maintained %; 7th Grade, 6%; 8th Grade, -5%. Overall school improvement of 1%.	students scoring below the 21st percentile in ELA: 3rd Grade, -3%; 4th Grade, 0%; 5th Grade, 13%; 6th Grade, -1%; 7th Grade, -2%; 8th Grade, 2%. Overall school improvement of 2.4%.	students scoring below the 21st percentile in ELA: 3rd Grade, +5%; 4th Grade, -10%; 5th Grade, -2%; 6th Grade, +9%; 7th Grade, +7%; 8th Grade, +2%. Overall school improvement of 3.0%. Overall school result was an increase in students scoring below the 21st percentile of 11%. Since it was the first year of the high school, we couldn't see winter to winter comparisons, but fall to spring assessment showed a 12% improvement for 10th grade, moving all students above the 21st percentile by spring.	students scoring below the 21st percentile from Winter 2022 to Winter 2023, there were 29.9% fewer students below the 21st percentile.	1% each year and show continual improvement.

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	**Data Driven Instruction in ELA** NWEA assessment results, CBMs, Lexia, and CAASPP will be used to identify students needing assistance or for targeted instruction. Teachers will use data to develop or differentiate instruction based on identified	No	Partially Implemented	Next "Winter" NWEA assessments will be given in February 2024.		$11,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	student needs. Administration will collaborate regularly with the Grade Level Data Team. DT will be instrumental in analyzing data and working with grade level teams to implement data driven instruction practices school wide.						
2.2	**PD for Staff on Reading and Writing across the curriculum** Training and implementation of CAASPP block and interim testing for progress monitoring. SIPPS reading training for Paraprofessionals and all teachers K-5th grade. In addition, SIPPS materials will be purchased and used for Tier 1 & Tier 2 intervention groups. Middle School staff will access and attend training on "Reading & Writing in the Disciplines" through Annenberg Learning. PD for new teacher's induction program.	Yes	Partially Implemented	Primary teachers have been collaborating on SIPPS implementation once a month.		$31,025.00	$0
2.3	**EL Learners access to achievable academic skills that will increase their English language.** The summative ELPAC scores have identified the writing domain as the highest need for our EL population. Identified students will receive instructions in writing and reading skills to increase their academic comprehension.	Yes	Partially Implemented	ELPAC testing has been completed for EL learners and EL instruction is in place for identified students.		$26,412.00	$11359

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	**Provide intervention and remediation for students.** Students that have been identified through multiple measures, will participate in before, during, or after school intervention small groups using certificated and paraprofessional staff members. The school will purchase a school license for Lexia, Read Naturally, i-Ready and supplemental reading materials to monitoring the progress and provide intervention.	Yes	Fully Implemented	Math and Reading intervention groups have been identified and implemented.		$22,000.00	$19550
2.5	**Purchase novels, non-fiction books, online lessons, and periodicals.** Grade levels will use novels and non-fiction books to support interdisciplinary reading and writing. Current Social Studies curriculum will be reviewed, sifted, and much replaced with new, current and engaging materials.	No	Fully Implemented	Items have been purchased and are being utilized in the classrooms.		$46,190.00	$50686

Goal 3

Goal Description
RSA will provide opportunities for students to participate in their education and engage in leadership experiences that prepare them for the 21st century.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1 Basic Services - School facilities are maintained in good repair: Maintain Good Repair of learning environment.	FIT Survey December 2020- all systems inspected are in Good repair. Overall Rating is Exemplary.	Maintain	FIT Survey December 2022- all systems inspected are in Good repair. Overall Rating is Exemplary.	FIT Survey completed in January 2024 - all systems inspected are in good repair.	Maintain Good repair of learning environment.
Priority 3 Parental Involvement - Efforts to seek parent input in making decisions for the school as measured by attendance records to stakeholder meetings and response rate to multiple Stakeholder Spring surveys.	In 2021: 156 responses were received from approximately 401 family groups who completed the Spring 2021 Parent/Family survey. Overall response rate of 39%. Presentations, reports and updates were provided at 10+ parent stakeholder meetings. (not distilled for unduplicated pupils or exceptional needs). LCAP and student progress presentations with opportunities to provide input and feedback during monthly Stakeholder group meetings as evidence by agenda and minutes. (TBC, PTC, Governing Board, Staff Meetings)	Efforts to seek parent input occurred in two ways. Parent Survey 2022 - 122 responses 35% response were received from approximately 378 family groups who completed the Spring 2021 Mostly classroom based program Of the 122 families that responded 35% receive some services - IEP, 504, SST, English Language Learners. Presentations, reports and updates were provided at 10+ parent stakeholder meetings. (not distilled for unduplicated pupils or exceptional needs). LCAP and student progress presentations with opportunities to provide input and feedback during	Efforts to seek parent input occurred in two ways. Parent Survey 2023 (83 responses), and presentations, reports and updates were provided at 10+ parent stakeholder meetings.	Student Achievement reports have been presented at both PTC and TBC parent groups, but 2024 survey has not gone out yet.	Maintain active involvement of our families who serve on executive boards of clubs/committees/ Governing board as well as parents who attend these meetings. Maintain active response rates to various surveys sent out during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		monthly Stakeholder group meetings as evidence by agenda and minutes. (TBC, PTC, Governing Board, Staff Meetings). 85% of the responses noted that they felt involved in school-wide decision making and 94% felt encouraged to advocate for their child.			
Priority 3 Parental Involvement - Promote parental participation for unduplicated pupils and those with exceptional needs.	2021: Additional parent survey sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. Response rate of 35%. 100% of parents agreed or strongly agreed that RSA provides a safe and healthy environment for their child. 84.3% of families agree or strongly agreed that	Efforts to seek parent input occurred in two ways. Parent Survey 2022 - 122 of the 122 responses (35% response were received from approximately 378 family) Of the 122 families that responded 35% of the responses represent unduplicated pupil counts - IEP, 504, SST, English Language Learners. sent out to families who have students with exceptional needs or who participate in the	Efforts to seek parent input occurred in two ways. Parent Survey 2023. Of the 83 responses (35% response were received from approximately 378 family) 19 families responded that represent unduplicated pupil counts - IEP, 504, SST, English Language Learners. sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit	Surveys upcoming.	Maintain or increase the response rate of 35% to Parent Engagement Survey. RSA will continue to provide this survey in addition to our whole school Spring Parent survey to ensure participation from this unduplicated group.75% or more of respondents will agree or strongly agree to the key questions listed in Baseline data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	they are able to be involved in school-wide decision making at my child's school. 94.8% of family agreed or strongly agreed that their collaboration with staff during IEP meetings, 504 Accommodation Plan meetings, and/or SST meetings was important in developing an educational plan for my child.	English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. 97% of parents agreed or strongly agreed that RSA provides a safe and healthy environment for their child. 92% of family agreed or strongly agreed that their collaboration with staff during IEP meetings,	feedback on ability to participate in school engagement, school safety, and program services review. 90% of parents agreed or strongly agreed that RSA provides a safe and healthy environment for their child. 94.8% of family agreed or strongly agreed that their collaboration with staff during IEP meetings,		
Priority 5 Pupil Engagement as measured by participation in school activities: Spirit days, ASB, Sports, Outside Interest activities, etc.	Maintain Rosters of students who participate in ASB, sports or other outside interest activities. Spirit Day Participation results: on average 65% of K-8th grade students dressed up on spirit days or on a theme day.	Rosters were maintained for the various RSA team sports: Volleyball, Basketball and Cross Country. ASB conducted two spirit weeks with an average schoolwide participation rate of 75%. ASB conducted two community awareness/ fundraising opportunities during the year. Hat on for Hunger (supporting local food pantries) and Pennies for Pups (supporting Haven	Rosters were maintained for the various RSA team sports: Volleyball, Basketball and Cross Country. ASB conducted two spirit weeks with an average schoolwide participation rate of 79%. ASB conducted three community awareness/ fundraising opportunities during the year. A canned food drive for The Good News Rescue Mission, Pennies for Pups to support	We have successfully completed Volleyball and Cross Country, ASB has conducted one spirit week for K-8 and one for high school, and a canned food drive for the Good News Rescue Mission.	Maintain or expand opportunities for students to participate in various school activities, thus increasing positive attendance and engagement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Humane Society). Middle School students were offered a winter social event with 90% participation.	Haven Human and Diaperpalooza to support Pathways to Hope. Middle School students were offered a winter social event with 90% participation.		
Priority 5 Pupil Engagement- Chronic Absenteeism	Chronic Absenteeism rate on 2019 CA Dashboard 3% (18 Students w/ chronic absences /608 enrolled students. RSA anticipates a chronic absenteeism rate for the 2020-21 school year +7%.	Chronic Absenteeism rate on 2019 CA Dashboard 3% (18 Students w/ chronic absences /608 enrolled students. RSA anticipates a chronic absenteeism rate for the 2021 - 22 school year 8% (44 students out of 541 enrolled). Our goal was not met for this school year due to an increase in the illnesses at school not due to unexcused absences.	Chronic absenteeism rate for the 2022-23 school year 10.7% (58 students out of 543 enrolled). Our goal was not met for this school year due to an increase in the illnesses.	As of Winter Break, RSA's chronic absenteeism rate for 23-24 was at 8.5%, down from last year's 10.7%. Vice Principal has worked with K-5 teachers to add Weekly Perfect Attendance certificates/drawings.	Reduce absenteeism by 1% per year.
Priority 6: School Climate as measured by surveys from pupils/parents.	Based on 2021 Student survey (given every other year) and Parent Surveys (given every year): Connectedness at school for students grade 4th – 8th: 90.6% of students feel their teacher cares about them.	maintain and expand into high school	Based on 2023 Student survey (given every other year) and Parent Surveys (given every year): Connectedness at school for students grade 4th – 8th: 85.3% of students feel their teacher cares about them.	Surveys upcoming.	Maintain effective positive school climate and student connectedness to school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	82.7% of students feel like they belong in their classroom and school community. 92.2% students in grades 4th – 8th feel safe at school - explanations were provided. Some did not feel safe due to pandemic. 96% students in grades 4th – 8th have knowledge of Character Counts education program, school rules and how they are implemented at school. 2021 Spring Parent Survey (Parent Survey- given every year) 99.18% of parents responded that their child feels safe at school in the classroom; 97.6% of parents responded that their child feels safe at school on the playground; 99.19% parents responded that their child feels		70.3% of students feel like they belong in their classroom and school community. 85.3% students in grades 4th – 8th feel safe at school - explanations were provided. Some did not feel safe due to pandemic. 97.4% students in grades 4th – 8th have knowledge of Character Counts education program, school rules and how they are implemented at school. 2023 Spring Parent Survey (Parent Survey- given every year) 97.59% of parents responded that their child feels safe at school in the classroom; 95.18% of parents responded that their child feels safe at school on the playground; 97.59% parents responded that their child feels		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	safe to talk with at least 1 adult at school.		safe to talk with at least 1 adult at school.		
Priority 5 Pupil Engagement as measured by participation in SEL lessons, pre and post assessments, implementation of screeners.	Initial baseline K - 8 school wide SEL screener will be implemented in 2021-22. Spring 2021 Student survey: 76.4% of students reported that they able to recognize when they are having negative emotions (sad, depressed, frustrated, anxious, etc.). 65% of students reported that they knew strategies to help myself feel better/happy (breathe, walk, draw, listen to music, etc.)	a) In grades 3-8 RSA implemented the Kelvin SEL screener offered through Shasta County Office of Education, completing 4 pulses during the school year. In November 2021 there was a 53% student participation rate, in May 2022 the participation rate was 84%. In May 2022 the overall favorable score was 65%, down from the peak score of 71% in January 2022. Of the six areas measured, the areas of overall highest favorability were Instructional Environment (78%) and Relationships (74%). The area of overall lowest favorability was Positive Affect (48%). Positive Affect measured how worried students felt and how able they	RSA continued to utilize the Kelvin SEL screener in 22-23. For the year, we had 82% participation.	Use of Kelvin screener is continuing. Latest Kelvin SEL Screener data had 79% participation with 69% favorable responses. Demonstrating the maintenance of a fairly strong perceptions (70% in September as compared to low 60's last spring).	Student pre and post screeners will show a minimum of 1% increase in Social Emotional health based on CASEL 5 competencies: relationship skills, self management, self awareness, social awareness and responsible decision making. Student response to Spring Survey will increase by 5% for students reporting ability to recognize negative emotions and strategies to feel better/happy.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		were to express their feelings. b) For all grades K-8 RSA implemented pre and post SEL teacher rating scales for each student. Progress in social/emotional skills was noted for grade K-1 students in seat based and home based programs (+2.4 and +13.15 percentage points, respectively) and and grade 6-8 students in seat based and home based programs (+9.4 and 14.75 percentage points, respectively). Of interest for the 2021-2022 school year, all student groups except 2-3 home school students showed growth in their management of challenging circumstances, e.g. COVID.			
Priority 4 Student Achievement: College and Career Awareness for Middle School Students. School counselor's calendar of lessons to show scope and	School staff attendance records at Reach Higher Shasta. Maintain the school counselor's calendar of lessons to show scope and sequence of lessons taught.	maintain and expand into high school.		The ninth grade students toured Shasta College and attended the County Wide STEM Career Day at the Anderson Fairgrounds. A representative from	Maintain programs, practices, activities and events that support College and Career readiness for middle school and high school students, as evidenced by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
sequence of lessons taught. (small group rosters for students needing additional help.) PLC and ILT attendance and agenda to confirm the monitoring of assessment data, course compositions and grades. Participation rosters for fieldtrips/activities, such as Shasta College Career Day Event.	(small group rosters for students needing additional help.) PLC and ILT attendance and agenda to confirm the monitoring of assessment data, course compositions and grades. Participation rosters for fieldtrips, activities, such as Shasta College Career Day Event.			Grand Canyon University also came and spoke to all the high school students about the opportunities there.	maintenance of baseline data/records.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**SEL screening and supports** PD for teachers, paraprofessionals and specialists to collaborate prior to referrals to SSTs, e.g. regularly scheduled student staffing meetings; and purchase of already standardized SEL universal screener.	No	Partially Implemented	Latest Kelvin SEL Screener data had 79% participation with 69% favorable responses. Demonstrating the maintenance of a fairly strong perceptions (70% in September, low 60's last spring).		$4,000.00	$0
3.2	**Emotional Support Tools and Materials for Self Regulation** School Counselors will provide Social Skills training in the classrooms to support social and emotional needs of students. Purchase additional materials for teachers to use in their classroom	No	Partially Implemented	Counselor has been in classrooms and will continue with these lessons.		$200,603.00	$102976

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to support social emotional learning.						
3.3	**Increase positive School Culture** The Vice Principal will work with grade level teachers to promote Character Counts Friday, quarterly awards and arrange for assemblies that support good character and school climate. All Staff will attend a Standard Response Protocols training put on by "I Love U Guys" on August 14, 2023. Executive Think Tank will identify and implement changes to improve school culture for students, families and staff.	No	Partially Implemented	We have been faithful with our Character Counts awards and celebrations. We have not administered the student survey yet for 23-24.		$47,000.00	$23671
3.4	**Increase Student Engagement : Reduce Chronic Absenteeism** RSA will use a three-way approach to increase student engagement and reduce chronic absenteeism. ASB advisor to organize student engagement activities such as spirit days and community outreach. FACT Advisor will promote engagement opportunities through performances and competitive teams. Attendance Supervision staff will increase efforts to reduce chronic absenteeism by targeting students that are chronically absent and eliminating any barriers that are keeping them from attending school. Administration/Teaching Staff and Registrar will collaborate together to use the following	Yes	Partially Implemented	With increased focus on attendance, chronic absenteeism is declining. We are currently at 8.5% as compared to 10.7% total for last year.	Vice Principal has worked with K-5 teachers to add Weekly Perfect Attendance certificates/drawings.	$53,560.00	$31382

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
	practices to curb chronic absenteeism: * Connect with students on a weekly basis * The School Attendance Clerk, High School Counselor and the Vice Principal will meet monthly to review attendance data to target students, *Teachers to monitor weekly during PLC meetings to identify students early. * Provide home visits for chronically absent students, * Coordinate and manage SSTs for families to problem solve attendance issues * Coordinate and provide professional development for staff using topics such as Social-Emotional Learning, Restorative Justice, Capturing Kids Hearts, * Connect families with local resources and community partners to reduce barriers to attending school, and * Implement an attendance campaign using Attendance Works resources.						
3.5	**College and Career supports for middle school students** College & Career: Reach Higher Shasta Secondary The district will participate in the Reach Higher Shasta regional collaborative in order to create a college-going culture for our students and their families. We will	Yes	Partially Implemented			$44,283.00	$30890

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
	use an ongoing process to monitor a variety of outcome measures such as absentee rates, course and subject grades, and 6th - 8th-grade assessment results. RSA will monitor student course completion and success, beginning in grade 6. Students will be exposed to social skill building such as how to manage conflict, manage social, and school work demands, and be perseverant problem solvers, good communicators, and team players. Kinder students will participate in the "Kinder College Day" event put on by College Connection. Seventh through high school students will be exposed to strategic field trips/activities that support college and career development and promote awareness. (such as 7th-grade Theater Arts Field Trip(Ashland) with nearby College visit and Shasta College Career Day Event), career survey to develop future educational interests. High School students will tour Shasta College and 9th graders will attend the County-wide STEM day.						
3.6	**Increase Student engagement & attendance through VAPA and sports competition** Offer a variety of VAPA experiences to encourage attendance and academic interests and provide the musical instruments or consumable materials for the enrichment/	No	Partially Implemented	In addition to our traditional Middle School Musical, the high school added a Mystery Dinner Theater event that engaged half of the high school students.		$202,543.00	$174999

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
	elective classes for elementary and High School.						
3.7	**Increase Parental Involvement** Provide opportunities for parental involvement through class field trips, family evening events, Student lead conferences and Parent-Teacher conferences, and a variety of parent club groups that include collaboration in LCAP information as evidenced through agenda and minutes from club meetings.	No	Partially Implemented	Parents have been actively volunteering with PTC, TBC and for school events and field trips. According to our tracked data, RSA parents have logged 1,164 hours since August.		$5,000.00	$2657

Goal 4

Goal Description

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

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

Goal 5

Goal Description

Expected Annual Measurable Objectives

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

Actions & Measuring and Reporting Results

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