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| 22-23 data is highlighted: |  |
| 23-24 data is highlighted: |  |
| 24-25 data is highlighted: |  |
| 25-26 data is highlighted: |  |
| 26-27 data is highlighted: |  |






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|---------------------|--------------------|--------------------|----------------------|
| Baseline m 1 | Baseline Yr | Actual Data | Target (yr 3) |
|---------------------|--------------------|--------------------|----------------------|

01: Increase the ELA, Math, Science and Informational Literacy of all Le Grand Scholars.

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|--|-------|-------|-------|
| 1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at (BL Yr: 22-23) | 94.1% | 66.1% | 100% |
| 1.B.1: Maintain the % of students with CA State Standards aligned core curriculum at (BL Yr: 22-23) | 100% | 100% | 100% |
| 1.B.2: Maintain the % of ELs with CA State Standards aligned ELD curriculum at (BL Yr: 22-23) | 100% | 100% | 100% |
| 2.A: Maintain the % implementation of CA State Standards for all students above (BL Yr: 23-24) | 97% | 97.7% | 90% |
| 2.B: Maintain the % implementation of SBE adopted ELD standards for all ELs above (BL Yr: 23-24) | 95% | 100% | 90% |
| 4.A.1: Increase the % meeting standard on CAASPP ELA to (BL Yr: 22-23) | 35.6% | 41.1% | 40% |
| 4.A.2: Increase the % meeting standard on CAASPP Math to (BL Yr: 22-23) | 22.3% | 27.0% | 30% |
| 4.A.3: % meeting standard on CA Science Test (CAST) (BL Yr: 22-23) | 30.2% | 32.7% | 35.0% |
| 4.D: Maintain the % of English Learner Progress (CA Dashboard, Status) above (BL Yr: 22-23) | 61.7% | 38.5% | 55% |
| 4.E: Increase the % of ELs reclassified (Reclassification Rate) to (BL Yr: 22-23) | 4.7% | 4.9% | 15% |
| 8.A: Increase the % of students completing 2 formative local assessments to (BL Yr: 23-24) | 99% | 79.0% | 100% |

02: Increase the proficiency of 21st Century skills (creativity, collaboration, critical thinking, and communication) for all Le Grand Scholars so they are Scholars prepared for college and/or career and to solve today's complex

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| 7.A: Maintain the % of students enrolled in required courses of study at (BL Yr: 23-24) | 100% | 100% | 100% |
| 7.B: Increase the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) to (BL Yr: 23-24) | 2.4 | 2.6 | 2.5 |
| 7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above (BL Yr: 23-24) | 4.2 | 5.3 | 3.0 |

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| | | | |
|---------------------|--------------------|--------------------|----------------------|
| Baseline m 1 | Baseline Yr | Actual Data | Target (yr 3) |
|---------------------|--------------------|--------------------|----------------------|

03: Create a safe, secure, and welcoming learning environment so Le Grand Scholars attend regularly and they and their families feel nurtured, engaged and connected to the school and with the staff.

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| 1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above (BL Yr: 23-24) | 100% | 94.7% | 90% |
| 3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input (Item 24) to (BL Yr: 23-24) | 76% | 72.2% | 80.0% |
| 3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to (BL Yr: 23-24) | 13% | 8% | 20% |
| 3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) above (BL Yr: 23-24) | 1.5 | 1.4 | 1.5 |
| 3.C: Increase the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) to (BL Yr: 23-24) | 1.2 | 4.7 | 2.0 |
| 5.A: Increase the School attendance rate to (BL Yr: 23-24) | 95.3% | 95.3% | 97% |
| 5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to (BL Yr: 22-23) | 24.1% | 12.8% | 17% |
| 5.C: Maintain the % on Middle school dropout rate at (BL Yr: 22-23) | 0% | 0% | 0% |
| 6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below (BL Yr: 22-23) | 0.8% | 5.1% | 1.0% |
| 6.B: Maintain the % on Expulsion rate at (BL Yr: 22-23) | 0% | 0% | 0% |
| 6.C.1: Increase the # on the <i>District School Climate Survey</i> overall index School Climate Rating to (BL Yr: 23-24) | 79.6 | 81.4 | 80 |
| 6.C.2: Increase the % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) to (BL Yr: 23-24) | 88.7% | 90.5% | 90% |
| 6.C.3: Increase the % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) to (BL Yr: 23-24) | 77% | 73.1% | 80% |
| 8.B.1: % of educational partners that report the district provides sufficient high quality technology support (BL Yr: 25-26) | N/D | 87.4% | TBD in |

Goal 01: Increase the ELA, Math, Science and Informational Literacy of all Le Grand Scholars.

Actions

01.01: Core instructional materials:

Purchase and replace core instructional materials, where needed, with SBE approved curriculum that is aligned to SBE calendars for all Le Grand Scholars with particular emphasis placed on ensuring the most up to date ELD programs for the EL and LTEL scholars.

01.02: Teacher training in instructional strategies:

Train teachers on research based strategies to meet the rigor of CA State Standards and the CA ELD Framework that are effective to meet the needs of scholars in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's, LTEL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.

01.03: School- wide PLC time:

Use early release days for school- wide PLCs and to plan and analyze unduplicated student achievement data, best practices in instruction, and the use of intervention time.

01.04: Increased support in ELA, ELD, and Math:

Provide increased support to students in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school.

01.05: TK-1 Assessment:

Purchase ESGI assessment tool for TK-1st grade in order to identify learning loss and/or learning deficiencies and support targeted instruction during distance learning.

01.06: Professional development:

Provide professional development in integrated ELD, instructional strategies, PLCs, lesson study, and other strategies that improve learning for scholars with the highest needs through on-site training, coaching, and/or workshops and conferences. Additionally, provide training for all staff, including special ed staff, that supports the development of technology leads in the area of effective technology integration methods with the goal of redefining instruction through a blended learning model.

01.07: Teacher training on formative assessments:

Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs including students with IEPs, by developing and purchasing formative assessments or intensive intervention. NWEA Assessments and Diagnostic including staff development.

01.08: Instructional aides:

Provide instructional aides in K-3 to provide additional support for differentiated instruction in order to meet the Language Arts and Math needs of unduplicated students and to provide additional instructional aides to supervise scholars during breaks and lunch

01.09: Instructional aides in Special Ed:

Staff all appropriate instructional support positions for the Special Ed program to provide additional support for unduplicated students in the special ed program.

01.10: Special Ed Teacher / Coordinator:

Staff a Special Ed Teacher / Coordinator to oversee the district special education program and to assist RSP with a particular focus on assisting unduplicated students with those IEPs.

01.11: Class-size Reduction:

Continue to staff an additional teacher at the middle school grades with a teacher that is appropriately assigned and fully credentialed to reduce the class sizes in the middle school to around 20 allowing greater support for unduplicated students.

Goal 02: Increase the proficiency of 21st Century skills (creativity, collaboration, critical thinking, and communication) for all Le Grand Scholars so they are Scholars prepared for college and/or career and to solve today's complex problems.

Actions

02.01: MTSS (Academic):

Continue to staff an additional Intervention Specialist to provide small group support to the most at risk Le Grand Scholars and to continue to modify and expand the MTSS tiered intervention system's academic supports for all scholars in need of strategic or intensive academic.

02.02: Increasing Instructional time and Activities:

Provide activities after school to assist Le Grand Scholars in closing the learning loss gap. These activities include: Cricut Lab, PickleBall, Sewing, Chess Gardening, Dance, Drone Racing 3D Printing, Photography, Yoga, Drama Club and other. This action will utilize \$100,000 in LREBG funds. Research shows that good expanded learning opportunity programs can increase student academic achievement. It will be measured by monitoring metrics 4.A.1 and 4.A.2, the % meeting standard on CAASPP ELA and Math.

02.03: Technology Support:

Provide technology support with Tech Specialist on-site, technology devices and subscriptions for staff in order to increase services to scholars (Translation software, ST Math, iPads, audio/video equipment) and provide a more robust learning experience. Provide mobile hotspots for families who can't afford or do not have internet access due to the location of their residence. Provide access for all staff and scholars to working technology hardware and/or research-based instructional software for use in the classroom.

02.04: Instructional supplies budgets:

Continue to provide funds for instructional supplies in order to provide a more robust learning experience for scholars.

02.05: Comprehensive instructional program:

Provide access to all Le Grand scholars to participate in a comprehensive instructional program which will prepare them for college and/or career. Subjects like Robotics, computer coding, and other STEM opportunities. (to include special ed students).

02.06: Increased technology access:

Increase access for EL, LI, and FY scholars to technology hardware and/or research-based software designed to increase academic achievement.

02.07: Music Program:

Create a music program by refurbishing equipment, purchasing new equipment when needed and providing staff or partnering with outside organizations to oversee the music program.

02.08: Special Ed Services:

Provide special education services such as: speech / language therapy, counseling, physical / occupational therapy and orientation, mobility and nursing services, to all students who qualify for these services in their IEP.

Goal 03: Create a safe, secure, and welcoming learning environment so Le Grand Scholars attend regularly and they and their families feel nurtured, engaged and connected to the school and with the staff.

Actions

03.01: Attendance:

Improve the attendance rate to reduce lost academic time by: a) Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic scholars, work with families to improve attendance and create referral process to SARB, and b) Review effectiveness and efficiency of SARB and make adjustments as needed.

03.02: MTSS (PBIS - Behavioral):

Continue to develop MTSS as an effective discipline strategy to reduce lost instructional time. This effort includes, PBIS, Viking Shields, Viking Lounge and individual classroom systems.

03.03: Health Coordinator:

Staff a health coordinator to ensure EL, low income, and foster youth scholars and their families have access to a Health Coordinator to promote the social emotional skills and mental health unduplicated students as well as outreach and psycho-education for scholars and their families.

03.04: ELO / Parent Liaison:

Staff a ELO Coordinator and Parent Liaison to: work on expanding learning opportunities after school, before school and during breaks. This position will also work to increase family participation and support for education. (1.0 FTE Parent Liaison and 0.5 FTE ELO Coordinator)

03.05: MTSS (Social emotional supports):

Improve the social-emotional skills of scholars and increase access to mental health services by conducting individual and/or small group sessions to increase student skills with social-emotional issues and by establishing a centralized referral system so scholars are connected with mental health services

03.06: Parent Communication:

Continue Positive Contacts with Families using Parent Square and evaluate effectiveness of the program.

03.07: Facility Maintenance:

Maintain repairs to facilities and security cameras. Ensure that the school has enough HVAC filters, disinfectant wipes, soap, hand sanitizer, etc and ensure that all surfaces and areas are regularly cleaned and maintained to prevent the spread of infectious disease. Replaced all air filters monthly.

03.08: ActVnet Safety and Security:

Subscribe to ActVnet web-based solution to improve emergency response processes as well as school safety and security.
