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
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Goal 1

Goal Description
By the end of the 2024 academic year, 90% of all students in HCSD will meet or exceed standards and benchmarks on both state and local metrics in ELA and math, and 80% in science. Currently, approximately 85% of all students meet or exceed standard on the CAASPP assessment in ELA and math and 66% in science. Additionally, on the California School Dashboard, all student groups will remain within one performance indicator of overall student achievement in ELA and math. There is not yet an indicator on the dashboard for science.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Teachers Appropriately Credentialed (Priority 1)	0 teachers mis-assigned (2019 CA School Dashboard)	0 teachers mis-assigned (2021 CA School Dashboard)	0 teachers mis-assigned (2022 CA School Dashboard)	Suspended Use - Teachers Appropriately Credentialed is no longer submitted on the CA School Dashboard. See Teachers Deemed Out-of-Field or Ineffective (Priority 1) below.	0 teachers mis-assigned (2023 CA School Dashboard)
Access to Standards-aligned Instructional Material (Priority 1)	100% of students with access to standards-aligned instructional materials (2019 CA School Dashboard)	100% of students with access to standards-aligned instructional materials (2021 CA School Dashboard)	100% of students with access to standards-aligned instructional materials (2022 CA School Dashboard)	100% of students with access to standards-aligned instructional materials (2023 CA School Dashboard)	100% of students with access to standards-aligned instructional materials (2023 CA School Dashboard)
Facilities Inspection Tool (FIT) Good or Excellent Overall Rating (Priority 1)	100% of facilities meeting Good or Excellent Overall rating on FIT (2019 CA School Dashboard)	100% of facilities meeting Good or Excellent Overall rating on FIT (2021 CA School Dashboard)	100% of facilities meeting Good or Excellent Overall rating on FIT (2022 CA School Dashboard)	100% of facilities meeting Good or Excellent Overall rating on FIT (2023 CA School Dashboard)	100% of facilities meeting Good or Excellent Overall rating on FIT (2023 CA School Dashboard)
State Standards Implementation Rubric on the California School Dashboard - Indicators at Full Implementation (Level 4) or Above (Priority 2)	26% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2019 CA School Dashboard)	22% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2021 CA School Dashboard)	30% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2022 CA School Dashboard)	57% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2023 CA School Dashboard)	90% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2023 CA School Dashboard)
Parent and Family Engagement Self Reflection Rubric on the California School Dashboard - Indicators at Full Implementation (Level 4) or Above (Priority 3)	50% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2019 CA School Dashboard)	58% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2021 CA School Dashboard)	67% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2022 CA School Dashboard)	67% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2023 CA School Dashboard)	100% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2023 CA School Dashboard)
Meeting or Exceeding Standard on CAASPP ELA (Priority 4)	84.78% meeting or exceeding standard on CAASPP (2018-2019)	82.74% meeting or exceeding standard on CAASPP (2020-2021)	83.66% meeting or exceeding standard on CAASPP (2021-2022)	83.45% meeting or exceeding standard on CAASPP (2022-2023)	90% meeting or exceeding standard on CAASPP (2022-2023)
Meeting or Exceeding Standard on CAASPP Math (Priority 4)	85.32% meeting or exceeding standard on CAASPP (2018-2019)	82.13% meeting or exceeding standard on CAASPP (2020-2021)	84.15% meeting or exceeding standard on CAASPP (2021-2022)	86.31% meeting or exceeding standard on CAASPP (2022-2023)	90% meeting or exceeding standard on CAASPP (2022-2023)
Meeting or Exceeding Standard on CAST (Priority 4)	66.67% meeting or exceeding standard on CAST (2018-2019)	67.56% meeting or exceeding standard on CAST (2020-2021)	72.24% meeting or exceeding standard on CAST (2021-2022)	80.68% meeting or exceeding standard on CAST (2022-2023)	81.67% meeting or exceeding standard on CAST (2022-2023)
Meeting or Exceeding Standard on CAASPP ELA for Students with Disabilities (Priority 4)	47.94% meeting or exceeding standard on CAASPP (2018-2019)	47.27% meeting or exceeding standard on CAASPP (2020-2021)	52.25% meeting or exceeding standard on CAASPP (2021-2022)	42.72% meeting or exceeding standard on CAASPP (2022-2023)	52.94% meeting or exceeding standard on CAASPP (2022-2023)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Meeting or Exceeding Standard on CAASPP Math for Students with Disabilities (Priority 4)	48.76% meeting or exceeding standard on CAASPP (2018-2019)	44.04% meeting or exceeding standard on CAASPP (2020-2021)	50.45% meeting or exceeding standard on CAASPP (2021-2022)	47.52% meeting or exceeding standard on CAASPP (2022-2023)	53.76% meeting or exceeding standard on CAASPP (2022-2023)
Meeting or Exceeding Standard on CAST for Students with Disabilities (Priority 4)	26.83% meeting or exceeding standard on CAST (2018-2019)	28.57% meeting or exceeding standard on CAST (2020-2021)	41.86% meeting or exceeding standard on CAST (2021-2022)	44.83% meeting or exceeding standard on CAST (2022-2023)	41.83% meeting or exceeding standard on CAST (2022-2023)
English Learner Progress Indicator on the California School Dashboard - Percent of students making progress toward English language proficiency (Priority 4)	69.2% making progress toward English language proficiency (2019 CA School Dashboard ELPI)	Suspended Use - The ELPI was not calculated on the 2021 CA School Dashboard. See new metric - English Learner Proficiency for Summative ELPAC (Priority 4) below.	46.2% making progress toward English language proficiency (2022 CA School Dashboard ELPI)	100% making progress toward English language proficiency (2023 CA School Dashboard ELPI)	90% making progress toward English language proficiency (2023 CA School Dashboard ELPI)
Students enrolled in a broad course of study including all core courses and a range of elective courses - middle school (Priority 7)	66 unique courses offered - Middle School (2019-2020 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)	56 unique courses offered - Middle School (2021-2022 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)	69 unique courses offered - Middle School (2022-2023 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)	Pending - Metric in Progess	60 or more unique courses offered - Middle School (2023-2024 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)
Students enrolled in a broad course of study including all core courses and a range of specialist courses - elementary school (Priority 7)	62 unique courses offered - elementary (2019-2020 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)	61 unique courses offered - elementary (2021-2022 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)	67 unique courses offered - elementary (2022-2023 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)	Pending - Metric in Progess	60 or more unique courses offered - elementary (2023-2024 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area)
California Physical Fitness Test (Priority 8)	99% participation on the California Physical Fitness Test for 5th and 7th graders (2018-2019)	99% participation on the California Physical Fitness Test for 5th and 7th graders (2021-2022)	98% participation on the California Physical Fitness Test for 5th and 7th graders (2022-2023) as of 6/1/2023	Pending - Metric in Progess	95% or higher participation on the California Physical Fitness Test for 5th and 7th graders (2023-2024)
English Learner Proficiency for Summative ELPAC - Percent of students scoring Well Developed (Level 4) (Priority 4)	66.67% of English Learners scored Well Developed on the Summative ELPAC (2020-2021)	This is a New Metric in the 2021-2022 School Year. No data is available at this time.	50% of English Learners scored Well Developed on the Summative ELPAC (2021-2022)	Pending - Metric in Progess	100% of English Learners will be score Well Developed Level 4 on the Summative ELPAC (2023-2024)
Teachers Deemed Out-of-Field or Ineffective (Priority 1) on the California School Dashboard	8.9% of teachers deemed out of field (7.9%) and ineffective (1%) (2023 CA School Dashboard)	This is a New Metric in the 2023-2024 School Year. No data is available at this time.	This is a New Metric in the 2023-2024 School Year. No data is available at this time.	8.9% of teachers deemed out of field (7.9%) and ineffective (1%) (2023 CA School Dashboard)	0% of teachers will be deemed out of field and/or ineffective (2023 CA School Dashboard)

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	**Science Instructional Materials Adoption TK-5** Adopt new NGSS-aligned instructional materials. Provide related professional development. 2022 Update: New K-5 NGSS-aligned instructional materials are expected to be adopted in June 2022. 2022-2024 focus on professional development and implementation of new curriculum.	No	Partially Implemented	Purchased Mystery Science resources for additional 2nd grade class at North, replenished Twig Science notebooks and Twig Science kits. Anticipate purchasing additional resources for Crocker Science and PD, as needed, for science teachers. More focus needed on Science.	Increaseing scores on California Science Tests seen over the past couple of years.	$19,067.30	$10,231.92
1.2	**Social Studies Instructional Materials Adoption TK-5** Adopt new History-Social Science Standards-aligned instructional materials. Provide related professional development.	No	Partially Implemented	Purchase of Studies Weekly for elementary schools and additional Social Studies textbooks for Crocker. Anticipate a purchase of elementary Social Studies curriculum for 3-4 year span. After reviewing resources, might shift focus to developing stronger units in HCSD off a core adopted resource. Crocker already does this and elementary might mirror.		$6,696.00	$11,175.45
1.3	**World Language Instructional Materials Adoption** Adopt new Spanish and Mandarin instructional materials. Provide related professional development.	No	Partially Implemented	Purchased updated editions fo the Integrated Chinese textbook, which was already adopted. Spanish classes are not		$9,012.82	$9,012.82

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
				ready for a materials adoption yet.			
1.4	**Mathematics Instructional Materials Adoption** Adopt new mathematics instructional materials after approved by the SBE (projected for November 2023). Provide related professional development. 2023 Update: The timeline for SBE approval has been extended. Mathematics instructional materials will be purchased after a new framework and instructional materials are approved by the SBE. The focus of this goal will shift to supporting math instruction through professional development and supplemental resources.	No	Partially Implemented	Purchased NCTM premium access for Crocker Math teachers, Mindset Math Books for Crocker, Bridges Math intervention kits for West, and an extension of HMH Math Expressions for 2 years. The curriculum extension was paid in full and it is anticipated this will extend the elementary adoption until new resources are approved by the State Board of Education.	A TK-8 Math Team was formed this year to begin reviewing the newly adopted 2023 California Math Framework. The team is currently focusing on assessments in mathematics. HCSD saw growth in math scores on the 2023 CAASPP and is encouraged by this improvement. Elementary instructional coaches have been working with teachers on math teaching practices.	$34,361.99	$47,159.34
1.5	**Multi-Tiered System of Support** Further develop, implement, and refine HCSD's MTSS based on the California MTSS Framework.	No	Partially Implemented	Payment for Professional Learning Committee institute for Crocker staff, Bridges Math intervention training for West teacher, math		$9,170.70	$12,929.82

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
				intervention materials for West. PLC conference attendees continue to provide support to Crocker staff and share their learning from the conference to support staff collaboration to help address student success and needs.			
1.6	**Universal Design for Learning** Professional development on Universal Design for Learning (UDL) to support teaching practices and student learning. UDL focuses on using knowledge of how humans learn highlighting three components: multiple means of engagement, multiple means of representation, and multiple means of action and expression. UDL is meant to help all who work with students consider the range of human needs across the wide range of the academic spectrum.	No	Partially Implemented	2023-2024 Contract with Novak Ed, payment for CAST UDL conference in July/August 2023. Novak Ed consultant continues to support professional learning for UDL Trailblazers a few times yearly and provided a full-staff PD day in November.	Observations of UDL practices across classrooms at all school sites. Beginning use of walkthrough tools to identify and highlight UDL happening in HCSD and identify areas for future growth.	$26,000.00	$42,130.70
1.7	**Giftedness** Reconvene the Giftedness Study Team to review HCSD's giftedness implementation plan, study best practices, and revise the plan. Areas of focus will include identification of giftedness, planning and providing support to students and educators, identified parent	No	Partially Implemented	Purchase of OLSAT supplies, California Association for the Gifted membership, attendance at the CAG Fall Institute. Continued universal screening of Kindergarten and 2nd grade students.		$5,000.00	$4,226.92

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 needs, and monitoring progress of identified students.			Screening offered to all New to HCSD students. Support provided to individual teachers based on identified needs of gifted students. Continue to provide Gifted CST meetings at part of fall conferences and Gifted SSTs at Crocker, as appropriate.			
1.8	**MTSS-aligned Progress Monitoring** Develop an MTSS-aligned progress monitoring plan for student academics and provide supplemental support to students needing targeted (Tier 2) or intensive (Tier 3) support.	Yes	Partially Implemented	Payment of EduClimber yearly (year 2 of 3 year purchase). Provided introduction to EduClimber for all staff in Fall 2023. Supporting elementary staff with entering assessment scores directly into EduClimber in Winter 2024. Intervention module training for intervention staff in Fall 2023 with beginning implementation at some sites.	Beginning to see EduClimber used during CARE team meetings and in decision-making during student study team meetings.	$10,606.93	$10,515
1.9	**Technology Platforms** Implementation of technology platforms and resource to support learning. Such tools may include, but are not limited to the following: Google Classroom, Go Guardian, Seesaw, Nearpod, Star Renaissance, Freckle, Google Apps	No	Fully Implemented	Payment for many technology licenses including: IXL site license for West, Desmos Math for Crocker, Amplify ELA for Crocker, Follett for HCSD librarians, Tynker for elementary iLab,		$112,619.95	$132,836.37

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
	for Education, Newsela, Renzulli Learning, Performance Matters, Quaver Music, and Lexia. Technology platforms may change with time.			EdPuzzle for Crocker, Quizizz for Crocker, Flocabulary for a few Crocker teachers, Prisms VR for Crocker 6th grade Math and 8th grade Science, Raz Kids for elementary classrooms, Factcite for all HCSD students, Renaissance for all HCSD students, Freckle for North and South, and Smartboards training and stipends. Technology resources are reviewed yearly and future purchases are considered based on implementation and student/staff usage.			
1.10	**Technology Resources - Increased/Improved** Technology resources to support academic achievement of English Learners, Foster Youth, and Low Income students. These include Freckle, Star Renaissance, Seesaw, iLit, and Lexia currently. For the 2022-2023 school year, additional licenses of PowerUp will be purchased to support students at Crocker while Lexia will be maintained to support students at elementary schools. These resources may change over time.	Yes	Fully Implemented	Technology resources are fully implemented to support Unduplicated Pupils. Lexia Core5 and PowerUp, in particular, have been used to support identified academic needs in ELA. Additional technology platforms are being used.		$15,018.00	

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
1.11	**English Learner Support** Provide support for English Learners consistent with identified needs. This support includes ELPAC assessment, progress monitoring, EL case managers for each English Learner, supplemental curriculum, integrated and designated ELD provided by CLAD-certified teachers, and summer assessment to allow EL students to begin instruction as the year begins.	Yes	Fully Implemented	Purchase of Lexia English headsets to support use of Lexia English at Crocker.

Elementary schools beginning to pilot Vista Learning Get Ready! ELD curriculum.

Projected Total Funds includes staffing costs; this is not included in the mid-year expenditures. | | $112,636.74 | $2,893.56 |
| 1.12 | **Academic Support for Students with Disabilities** Students served according to their IEPs, collaboration between General Education and Special Education/Special Services teachers, continued professional development for all staff that work with students with identified special needs, intensive support provided as per IEP based on needs. | No | Fully Implemented | HCSD fully implements academic supports for students with identified disabilities. This year, HCSD has started co-teaching at Crocker. Mid-year expenditures are for co-teaching PD and planning stipends and Winsor Learning curriculum products.

Total funds budgeted includes salary for Special Education teachers and is not included in the mid-year expenditures. | | $760,222.63 | $3,523.08 |
| 1.13 | **New Hire Support** Support for new certificated hires to HCSD include BTSA (for those in their first two years teaching in California), New Hire Mentor | No | Fully Implemented | Expenditures include Teen Talk Middle School Binders to support the implementation of the new 7th grade Health course at Crocker, | | $42,372.00 | $15,967.95 |

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, buddy teacher support, and professional development.			Puberty Talk Binders for a new 5th grade teacher at West, New Hire orientation costs, and Buddy Teacher Stipends.			
1.14	**Orton-Gillingham Training** Multisensory training in foundational literacy skills for all elementary staff that work directly with students. 2023 UPDATE: Action Item Completed. Will bring OG training in-house through coaching and Reading Specialists supporting teacher use of OG methods in classrooms.	No	Not Implementing	HCSD is not providing further OG training this year, but is supporting use of OG methods through support of instructional coaches and teachers who did recieve training in previous years.		$0.00	$0.00
1.15	**Electives and Specialists** Resources to support a variety of electives at the middle school and specialist classes at the elementary schools. These resources include professional development and classroom resources for students and teachers. 2023 Update: Specialists at elementary include Library, PE, iLab, and Vocal Music. Electives at middle school include all non-core (math, science, social studies, ELA , and PE) classes that students can choose to take during registration.	No	Fully Implemented	Purchase of PE supplies (elemenary) for new instructional units, Innovative Learning Conference (ilab), and makerspace costs. Additional funds might be spent in this area in the remainder of the year.		$4,410.00	$22,971.09
1.16	**Additional Staffing** Addition of 3.0FTE certificated educators and the equivalent of	No	Not Implementing			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3.29FTE classified paraeducators to support student intervention and acceleration during the 2021-2022 school year as approved through Expanded Learning Opportunity Grant funds. This amount will be reduced for the 2022-2023 school year as we have spent much of the ELOG funds. 2023 Update: Additional staffing to support intervention and acceleration through the use of interventionists was reduced for the 2022-2023 school year and will be eliminated for the 2023-2024 school year.						
1.17	**TK-8 English Language Arts Review** New in 2022-2023: Review adopted and supplemental literacy curriculum and resources to ensure strong program alignment TK-8th grade. Provide professional development in understanding, identifying, and remediating dyslexia.	No	Partially Implemented	Purchase of Amplify ELA professional development for Crocker, Wordly Wise and Classical Roots for Crocker, NoRedInk subscription for Crocker, Newsela ELA for Crocker, Onsite PD for elementary Wonders and Open Court implementation, Crocker novels for 8th grade English, Open Court Reading 2nd grade challenge novels, and training stipends.		$358,321.79	$383,666.28
1.18	**Implementation of Full-Day Kindergarten and Transitional Kindergarten**	No	Fully Implemented	Purchase of TK curriculum and ESGI assessments.		$445,164.45	$466.61

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
	New in 2022-2023: Provide instructional resources, additional personnel, and professional development as HCSD expands its current Kindergarten to a full-day Kindergarten and adds Transitional Kindergarten (2 TK classes for 2022-2023). Transitional Kindergarten will occur during the 2022-2023 school year and may be extended beyond next year. 2023 Update: The continuation of Transitional Kindergarten has been extended through the 2023-2024 school year. Two TK classes are anticipated based on current enrollment.			Total funds budgeted includes staffing costs; mid-year expenditures does not include yearly staffing costs.			

Goal 2

Goal Description
HCSD will support the social-emotional well-being of students and staff through professional development and curriculum implementation with a specific focus on increasing student's social-emotional intelligence and use of SEL vocabulary.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School Attendance Rates (Priority 5)	98.65% School Attendance Rate (2020-2021 CalPADS)	95.26% for the 2021-2022 school year based on local data calculations.	95.95% for the 2022-2023 school year based on local data calculations.	Pending - Metric in Progress	100% School Attendance Rate (2023-2024 CalPADS)
Chronic Absenteeism Rates - All Students (Priority 5)	4.3% Chronic Absenteeism Rate (2019 CA School Dashboard)	7.12% for the 2021-2022 school year based on local data calculations.	7.6% Chronic Absenteeism Rate (2022 CA School Dashboard)	9.2% Chronic Absenteeism Rate (2023 CA School Dashboard)	0% Chronic Absenteeism Rate (2023 CA School Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Suspension Rates - All Students (Priority 6)	0.4% Suspension Rate - All Students (2019 CA School Dashboard)	0.2% for the 2021-2022 school year based on local data calculations.	0.2% Suspension Rate - All Students (2022 CA School Dashboard)	1.1% Suspension Rate - All Students (2023 CA School Dashboard)	0% Suspension Rate - All Students (2023 CA School Dashboard)
Suspension Rates - Students with Disabilities (Priority 6)	2% Suspension Rate - Students with Disabilities (2019 CA School Dashboard)	0% 2021-2022 school year based on local data calculations.	0% Suspension Rate - Students with Disabilities (2019 CA School Dashboard)	2.6% Suspension Rate - Students with Disabilities (2023 CA School Dashboard)	0% Suspension Rate - Students with Disabilities (2023 CA School Dashboard)
School Connectedness - 5th Grade (Priority 6)	84% reporting high levels of school connectedness (2020-2021 California Healthy Kids Survey)	91% reporting high levels of school connectedness (2021-2022 California Healthy Kids Survey)	84% reporting high levels of school connectedness (2022-2023 California Healthy Kids Survey)	Pending - Metric in Progress	100% reporting high levels of school connectedness (2023-2024 California Healthy Kids Survey)
School Connectedness - 7th Grade (Priority 6)	80% reporting high levels of school connectedness (2020-2021 California Healthy Kids Survey)	79% reporting high levels of school connectedness (2021-2022 California Healthy Kids Survey)	68% reporting high levels of school connectedness (2022-2023 California Healthy Kids Survey)	Pending - Metric in Progress	100% reporting high levels of school connectedness (2020-2021 California Healthy Kids Survey)
School Safety - 5th Grade (Priority 6)	93% reporting feeling safe at school most or all of the time (2020-2021 California Healthy Kids Survey)	98% reporting feeling safe at school most or all of the time (2021-2022 California Healthy Kids Survey)	93% reporting feeling safe at school most or all of the time (2022-2023 California Healthy Kids Survey)	Pending - Metric in Progress	100% reporting feeling safe at school most or all of the time (2023-2024 California Healthy Kids Survey)
School Safety - 7th Grade (Priority 6)	90% reporting feeling safe or very safe at school (2020-2021 California Healthy Kids Survey)	82% reporting feeling safe or very safe at school (2021-2022 California Healthy Kids Survey)	77% reporting feeling safe or very safe at school (2022-2023 California Healthy Kids Survey)	Pending - Metric in Progress	100% reporting feeling safe or very safe at school (2023-2024 California Healthy Kids Survey)

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	**Social-Emotional Learning Curriculum** Selection and implementation of SEL curriculum to be used district-wide. Professional Development.	No	Partially Implemented	Purcase of Teen Truth speaker JC Pohl and related professional development for Crocker, Character Strong SEL curriculum for Crocker, additional motivational speaker for Crocker, School Culture Training, Stipends for staff attending optional trainings, and substitute teacher costs.		$9,448.00	$22,886.91

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
2.2	**Multi-Tiered System of Support** Implementation of SEL screening tool to support identification of student SEL needs in alignment with MTSS. See Goal 1 Actions 5 and 14. 2021-2022 Update: Include site-based and cross district alignment of SEL supports for students specifically geared toward increasing student connectedness at school sites, within peer groups, and perceptions of school safety.	No	Fully Implemented	Character Strong conference attended by some Crocker educators, Crocker team building with Feet First, administration of CHKS in March 2024, substitute teacher costs.		$3,500.00	$21,111.24
2.3	**Trauma-Informed Practices Professional Development** Professional development to support all staff in understanding trauma-informed teaching practices.	No	Partially Implemented	Linking trauma-informed practices to UDL practices and support/training provided by school counselors.		$2,000.00	
2.4	**Diversity, Equity, and Inclusion Plan** Continue development of HCSD's DEI plan including involvement from educational partners. This plan will likely include pieces to support professional development for staff, community engagement, student engagement inclusion, curriculum review, and regular reviews of multiple data points (including the California School Dashboard) to support student connectedness and inclusion in all aspects of HCSD.	No	Partially Implemented	Purchase of books for HCSD libraries focusing on accurate representations of American Indians literature written by American Indian authors. Continued work of the Equity and Social Studies Team, expanded to TK-8 this year, focused on the links between social studies curriculum and equity.		$2,500.00	$1,409.85

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
				Team will be developing a 3-year plan to begin in the 2024-2025 school year. 4-5 HCSD staff will attend the ACSA Lead with Pride conference in March 2024 focused on developing skills and knowledge to support LGBTQIA+ youth in our schools. Expenditures from this conference are not included in the mid-year expenditures.			
2.5	**Chronic Absenteeism Monitoring** New for 2023-2024: HCSD will review and implement systems to monitor absenteeism and provide tiered interventions to support students experiencing chronic absenteeism. This action is connected to Goal 1, Action 5.	No	Partially Implemented	Boad policy reviewed in Spring 2023 and creation of notification letters. More frequent absence monitoring happening at school sites with communication more regularly to families. Interventions are being provided to students and families in need of support.		$5,000.00	