

lack of access to reliable transportation which impedes their ability to consistently bring their students to school. We lack access for students to attend preschool and we notice that our students tend to enter kindergarten with very limited literacy and numeracy skills. There are no after school activities for students unless they remain on campus. Wireless access, while improved, remains a significant challenge. Our student's need additional supports from their teachers and our staff in that smaller group instruction would allow for more personalized learning opportunities.

## **\_CAP Highlights**

A brief overview of the LCAP, including any key features that should be emphasized.

The school district continues to have barriers with connectivity so upgrading the technology will allow for easier access to the curriculum, instructional support, instructional programs provided via the internet, and staff training that will allow for accelerated student academic proficiency in all subject areas. These technological upgrades will support supplemental instruction and will replicate education in the 21st century.

The LEA has made it a priority to collaborate with the county office (KCSOS) to provide training for the teachers at CUSD. This critical training provided by the county office will include, but not limited to ongoing formative assessments, thinking maps, implementation of common core state standards rubric, using data as an anchor to meetings, and decision making to increase the academic performance of students. The training being provided by the county office will develop the capacity of the teachers and staff on campus. The LEA will also use a curriculum-based measurement (CBM) to establish goals and identify areas of support. In addition, the LEA is providing students with more support as the school district has secured a contract to have a school social work intern on campus for SEL.

We are excited to announce that throughout the 2022-2023 school year we have proof that our local teaching and learning practices are growing and thriving. See below for the local data regarding the Reading Composite Scores which compare beginning of the year (BOY) and end of year (EOY). The Reading Composite Score (RCS) is local metric we have used of the past couple of years which indicates a combination of multiple Acadience Reading scores and provides the best overall estimate of students' literacy and reading proficiency.

The LEA has data indicating growth in reading and in writing throughout grade spans TK-6th grade.

K: BOY (Average RCS - 14), EOY (Average RCS 68.8)

1: BOY (Average RCS - 88.5), EOY (Average RCS - 149.8) \*Average Classroom Reading Progress

2: BOY (Average RCS - 93.3), EOY (Average RCS - 149.8) \*Well Below Average Classroom Reading Progress

3: BOY (Average RCS - 143.2), EOY (Average RCS - 319.4) \*Above Average Classroom Reading Progress

4: BOY (Average RCS - 202.8), EOY (Average RCS - 253.7) \*Average Classroom Reading Progress

5: BOY (Average RCS - 310.5), EOY (Average RCS - 346.1) \*Below Average Classroom Reading Progress

6: BOY (Average RCS - 402.3), EOY (Average RCS - 463.6) \*Average Classroom Reading Progress

Students in 2nd and 3rd grade have improved the most throughout the end of the year.

# Comprehensive Support and Improvement

LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

List of the schools in the LEA that are eligible for comprehensive support and improvement.

Piute Mountain School - Year 3

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The CSI plan will be continued in the coming months in partnership with the Kern County Superintendents of School's Continuous Improvement Process (CIP). Calliente's CSI plan includes the following:

- An established data protocol to continue our ongoing review of the 2022 CA School Dashboard as well as more recent local benchmarks and curriculum-based measurements in order to prioritize services and meet the needs of all students.
- Continuing the work that stemmed from naming our problem of practice and named barriers (root causes).
- Continuing our comprehensive needs assessment feedback from our educational partners related to our named problem of practice and root causes
- Continuing to work our Theory of action and Action plan aligned with the requirements for DA and CSI
- Continue with ongoing progress/implementation monitoring with school site, LEA, and KCSOS

Based on the outcomes of the CIP process, research-based interventions will continue to be reviewed by the school and adapted to change depending on what the data is telling us within student outcomes. Research-based interventions will be selected primarily from the resources provided by SWIFT Schools in the FIA resource locker. All interventions adopted will be reviewed for effectiveness through repeated use of the FIA once each semester.

Stakeholders will continue to provide information and feedback to the named problem of practice and root causes via surveys, interviews, and focus groups. This method of input will be decided after the drafting of the problem of practice and root causes. Stakeholder feedback will continue to come from a variety of stakeholder groups who are familiar with the problem of practice. Groups include students, parents, teachers, administrators, classified staff, district staff, and community members. Feedback collected will be used to validate and refine the problem of practice and root causes which will help identify resource inequities and in turn guide the creation/implementation of the action plan.

## ***Monitoring and Evaluating Effectiveness***

description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Through the Continuous Improvement Process, the LEA has developed and is currently implementing an action plan with timelines for implementation as well as actively monitoring student outcomes with interim measures / metrics. Progress will continue to be monitored by the district and KCSOS team members jointly. This plan also includes actions and resources that will be provided by the LEA to support the implementation of the plan. This includes additional instructional resources, professional learning, and funding based on the action plan to increase capacity of the district for teaching and learning. The LEA will continue to look at demographic factors, student outcome, perception, and process data in order to determine the effectiveness of these actions and make adjustments to the plan as needed. Ongoing communication with educational partners will occur to inform them of progress towards implementation and effectiveness. This will create a two-way dialogue to not only inform but also solicit feedback allowing the LEA to continue to revisit and refine the plan to support students and school improvement.

## Engaging Educational Partners

summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Annually the school district holds monthly board meetings in person and sends out newsletters to the community, families, parents/guardians of each student. The newsletters are also distributed to staff, students, and posted on our school website. Educational partners with information are encouraged to participate in all school activities, award assemblies, and meetings, which provide all educational partners with information pertinent to academics, school planning and development, school highlights, and feedback on how we can improve our academic achievement. The school district conducts home-visits to those families who do not have internet access and or reliable transportation to solicit feedback and discuss recommendations on improving student achievement. The school district sends out notices of scheduled LCAP meetings and surveys to those who cannot attend. The site administrator at the beginning of the school year discusses the LCAP and offers opportunities for feedback.

Weekly meetings were held with certificated and classified staff to receive feedback for the upcoming school year. As mentioned above, the Caliente Union School District initiates regular phone contacts with families to solicit recommendations and comments regarding our plans for the 2023-2024 school year along with, giving updates to our community about our ongoing plans to support learning this year. The LEA does not have a local bargaining unit at this time. There are still no English language learners, therefore, we do not have a District English Language Advisory Committee. In May of 2023 Caliente Union School District consulted with Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2023-2024 LCAP to ensure the needs of students with disabilities were being addressed by the district.

The district held a meeting with PAC on May 8, 2023, to review and discuss the draft LCAP and address any comments/questions about the plans. The LCAP was also discussed with teachers and other school personnel for input. The 2023-2024 LCAP was presented to the board on June 13th for the required hearing and shared with the public via hardcopy. At the June 14th meeting of the governing board, the LCAP was adopted and the local indicators were reported out on and there were no public comments.

A summary of the feedback provided by specific educational partners.

The LCAP feedback from parents, staff, parents/guardians, and the community has returned positive responses and the desire to continue having more than 3 teachers and receiving academic coaching through the county office. Educational partners also provided input during in monthly board meetings that the board and the district took into consideration. Educational partners felt that the school district is moving in the right direction and they appreciate the direction that the school is heading towards. Our certificated staff discovered through in-service training that they would like to continue receiving coaching through the county office and would like to address mathematics since students were struggling more in this area. All were in agreement bringing uniformity throughout all grades. Building a positive school culture with student safety was a priority for our parents/guardians when surveyed.

Other general LCAP feedback throughout the year from parents, students, teachers, and other school personnel including our Parent Advisory Committee focused on the following:

2022-24 Local Control and Accountability Plan for CALIENTE UNION ELEMENTARY SCHOOL DISTRICT

- professional development with technology-related programs and resources
- paraprofessional support for student intervention
- Data management systems
- continue to support teacher to student ratio (more than 3 teachers if applicable)
- continued SEL support for students

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following are aspects of the LCAP that were influenced by educational partners feedback this year:

- We will continue to have a focus on continuing to build literacy and math skills in students as well as a focus on mastery of common core standards and training and coaching for teachers.
- We will continue to further develop positive behavior interventions and supports (PBIS) system within a Multi Tiered System of Supports model - training the staff and developing an implementation plan with explicit input from teachers and staff.
- We will continue with our school social worker intern.
- We will continue with our Curriculum and Instruction initiative to support teaching and learning. We will again expand this contract to include additional in person coaching for ELA, Math, and TK.
- Overall the educational partners like the direction that the school district is headed as per our outstanding local data.

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                     |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | All students will improve academically as measured by common core state standards mastery and other formative assessments and will be prepared to be successful in high school. |

An explanation of why the LEA has developed this goal.

This goal is a priority for the LEA given the recent years' CAASPP scores. In the 2018-2019, school year CUSD students were 46.2 points below standard in ELA and 69.9 points below standard in Math. In addition, for the 2017-2018, school year CUSD students were 35.6 points below standard in ELA and 64 points below standard in Math. Moreover, for the 2016-2017, school year CUSD students were 23 points below standard in ELA and 63.9 points below standard in Math. The current trend has shown multiple years of students in decline for Math and ELA and not making much progress towards being at standard of above standard. Given these declining trends, it is appropriate to assume that students are not being as well prepared to be as successful as their peers once they enter high school. In order to achieve this goal, the LEA has made it a priority to collaborate with the county office (KCSOS) to provide training for the teachers at CUSD. This critical training provided by the county office will include, but not limited to ongoing formative assessments, thinking maps, implementation of common core state standards rubric, using data as an anchor to meetings, and decision making to increase the academic performance of students. The training being provided by the county office will develop the capacity of the teachers and staff on campus. The LEA will also use a curriculum-based measurement to establish goals and identify areas of support. Given the uniqueness of the LEA's remote school district, teachers teach three different grade spans throughout the school year and will focus on identifying targets and claims for each of their grade levels and provide a classroom setting where students are all learning at the same time. Teachers will have the opportunity to increase the rigor throughout their lessons and students will engage in academic discourse. Through this goal, we will improve student achievement and performance as measured by implementing common core state standards and student outcomes on state wide and local formative assessments in order to ensure students are prepared to be successful in high school. Per the CA dashboard students are 56.6 points below standard in ELA and 94.9 points below standard during the 2022-2023 school year.

## Measuring and Reporting Results

| Metric                                                                                    | Baseline                                                                                    | Year 1 Outcome                                                                                      | Year 2 Outcome                                                                                      | Year 3 Outcome | Desired Outcome for 2023-24                                                                                |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------|
| Priority 2A<br>Implementation of CA<br>academic and<br>performance<br>standards as per CA | As per administrative<br>walk through<br>observations the<br>district is<br>implementing CA | 2021-2022<br>Walk through<br>observations this year<br>have concluded that<br>the district is still | 2022-2023<br>Walk through<br>observations this year<br>have concluded that<br>the district is still |                | As per administrative<br>walk through<br>observations the<br>district will progress to<br>"Full Awareness" |



| Metric                                                                                                                                                                                                         | Baseline                                                                                                                   | Year 1 Outcome                                                                                                                                  | Year 2 Outcome                                                                                                                                                | Year 3 Outcome | Desired Outcome for 2023–24                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------|
| State Standards Implementation Matrix.                                                                                                                                                                         | Academic and Performance Standards a the "Developing Awareness" stage as per the CA State Standards Implementation Matrix. | implementing CA Academic and Performance Standards a the "Developing Awareness" stage as per the CA State Standards Implementation Matrix.      | implementing CA Academic and Performance Standards the "Developing Awareness" stage as per the CA State Standards Implementation Matrix.                      |                | stage as per the CA State Standards Implementation Matrix. |
| Priority 2B:<br>How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per administrative observations school wide. | Currently we have no English learner students.                                                                             | The district has not acquired any English learner students.                                                                                     | The district has not acquired any English learner students.                                                                                                   |                | Currently we have no English learner students.             |
| Priority 4A Pupil Achievement Statewide Assessments - English Language Arts                                                                                                                                    | ELA: 46.2 Points Below Standard (as per the 2019 CA School DB release)                                                     | No 2020 and 2021 CAASPP scores. Did not test CAASPP ELA, Math, or Science because of viability issues due to the pandemic. See STAR data below. | 2022-2023<br>The district has been working diligently with the county office and has support from an academic coach. The academic coach provides professional |                | ELA: 25 Points Below Standard                              |

| Metric                                                        | Baseline                                                                                                                                   | Year 1 Outcome                                                                                                                                                                | Year 2 Outcome                                                                                                                                                                                                                                                                                                       | Year 3 Outcome | Desired Outcome for 2023–24                                                                           |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------|
|                                                               |                                                                                                                                            |                                                                                                                                                                               | development to teachers in order to build capacity in the classrooms. Furthermore, the district has implemented acadience and lexia testing to fill in any academic gaps. 2022 CAASPP ELA: There were 34 students who tested and they were 56.6 points below standard for ELA.                                       |                |                                                                                                       |
| Priority 4A Pupil Achievement Statewide Assessments - Math    | Math: 69.9 Points Below Standard (as per the 2019 CA School DB release)                                                                    | No 2020 and 2021 CAASPP scores.<br>Math: 69.9 Points Below Standard (as per the 2019 CA School DB release)<br>Science: No data available due to less than 11 students tested. | 2022-2023<br>The district will be working with the county office to hire an academic coach for mathematics. The academic coach will provide support and professional development to support academic growth.<br>2022 CAASPP Mathematics: There were 34 students who tested and they were 94.9 points below standard. |                | Math: 47 Points Below Standard<br><br>Science: To be determined when baseline data becomes available. |
| Priority 4A Pupil Achievement Statewide Assessments - Science | Math: 69.9 Points Below Standard (as per the 2019 CA School DB release)<br>Science: No data available due to less than 11 students tested. |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                      |                |                                                                                                       |



| Metric                                                                                                                                                                                                                                         | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|----------------|----------------|-----------------------------|
| Priority 4B:<br>% pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards an             | NA       | NA             | NA             |                | NA                          |
| Priority 4C:<br>% pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks. | NA       | NA             | NA             |                | NA                          |
| Priority 4D:<br>% of pupils who have successfully completed both types                                                                                                                                                                         | NA       | NA             | NA             |                | NA                          |

| Metric                                                                                                                                                                       | Baseline                                        | Year 1 Outcome                                              | Year 2 Outcome                                              | Year 3 Outcome | Desired Outcome for 2023–24                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|----------------|--------------------------------------------------------|
| of courses described in subparagraphs (B0 and (C).                                                                                                                           |                                                 |                                                             |                                                             |                |                                                        |
| Priority 4E:<br>% of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). | We currently serve no English learner students. | The district has not acquired any English learner students. | The district has not acquired any English learner students. |                | TBD<br>(as of baseline date, we served no EL students) |
| Priority 4F:<br>The English learner reclassification rate;                                                                                                                   | We currently serve no English learner students. | The district has not acquired any English learner students. | The district has not acquired any English learner students. |                | TBD<br>(as of baseline date, we served no EL students) |
| Priority 4G:<br>% of pupils who have passed an advanced placement examination with a score of 3 or higher                                                                    | NA                                              | NA                                                          | NA                                                          |                | NA                                                     |
| Priority 4H:<br>% of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent                                                  | NA                                              | NA                                                          | NA                                                          |                | NA                                                     |

| Metric                                                                                                                                            | Baseline                                                                                                                                         | Year 1 Outcome                                                                                                                                                      | Year 2 Outcome                                                                                                                                                      | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| assessment of college preparedness.                                                                                                               |                                                                                                                                                  |                                                                                                                                                                     |                                                                                                                                                                     |                |                                                                                                                                                                          |
| Priority 7A<br>Extent to which pupils have access to and are enrolled in a broad course of study as per review of daily schedules.                | 100% of students have access to and are enrolled in a broad course of study.                                                                     | 2021-2022<br>Students continue to have 100% access to and are enrolled in a broad course of study.                                                                  | 2022-2023<br>Students continue to have 100% access to and are enrolled in a broad course of study.                                                                  |                | Maintain 100% of students have access to and are enrolled in a broad course of study.                                                                                    |
| Priority 7B<br>Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils as per review of daily schedules. | 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. | 2021-2022<br>100% of all unduplicated students are still enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. | 2022-2023<br>100% of all unduplicated students are still enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. |                | Maintain 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.                |
| Priority 7C<br>Programs and services developed and provided to students will disabilities.                                                        | 100% of students with disabilities participate in programs and receive services developed to provide additional supports as per IEP review.      | 2021-2022<br>100% of students with disabilities still participate in programs and receive services developed to provide additional supports as per IEP review.      | 2022-2023<br>100% of students with disabilities still participate in programs and receive services developed to provide additional supports as per IEP review.      |                | Maintain 100% of students with students with disabilities are participating in programs and receive services developed to provide additional supports as per IEP review. |
| Priority 8: Pupil Outcomes                                                                                                                        | (Establishing Baselines) 0%                                                                                                                      | 2021-2022                                                                                                                                                           | 2022-2023                                                                                                                                                           |                | 100% of students (K-2, 3-5, 6-8) are                                                                                                                                     |

| Metric                                                   | Baseline | Year 1 Outcome                                                                                                                                                                                                                                                                 | Year 2 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 3 Outcome | Desired Outcome for 2023–24                                           |
|----------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------|
| Acadience Learning Reading: Curriculum Based Measurement |          | <p>The LEA has seen significant improvement in reading throughout all grade spans from K-8th grade. Students in 6th grade have improved the most throughout the end of the year:</p> <p>K-2: Well Below Benchmark<br/> 3-5: Well Below Benchmark<br/> 6-8: Below Benchmark</p> | <p>The LEA has data indicating growth in reading and in writing throughout grade spans TK-6th grade.</p> <p>K: BOY (Average RCS - 14), EOY (Average RCS 68.8)<br/> 1: BOY (Average RCS - 88.5), EOY (Average RCS - 145) *Average Classroom Reading Progress<br/> 2: BOY (Average RCS - 93.3), EOY (Average RCS - 149.8) *Well Below Average Classroom Reading Progress<br/> 3: BOY (Average RCS - 143.2), EOY (Average RCS - 319.4) *Above Average Classroom Reading Progress<br/> 4: BOY (Average RCS - 202.8), EOY (Average RCS - 253.7)<br/> 5: BOY (Average RCS - 310.5), EOY (Average RCS - 346.1) *Below Average Classroom Reading Progress</p> |                | reading at grade level (at benchmark) as per Acadience data analysis. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome                                                                                                                                                                                | Year 3 Outcome | Desired Outcome for 2023-24 |
|--------|----------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------|
|        |          |                | 6: BOY (Average RCS - 402.3), EOY (Average RCS - 463.6) *Average Classroom Reading Progress<br>7: NA<br>8: NA<br>Students in 3rd grade have improved the most throughout the end of the year. |                |                             |

## Actions

| Action # | Title                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds                                   | Contributing |
|----------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|
| 1.1      | Professional Learning - CCSS | Contract with KCSOS for supplemental academic coaching and instructional support and planning in order to fully implement state standards to enhance the quality of education that unduplicated students receive. This will include the purposeful identification of priority standards in ELA and Math.                                                                                                                                                                                                    | \$59,934.00<br><i>Money Math</i>              | Yes          |
| 1.2      | Keep Class Size Lower        | Class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low-income students, foster youth, and English learners. This is especially important because we are a K-8 district with roughly 60 students. The additional teacher provides for an ability to narrow curricula so that the needs of our unduplicated students and all students may be met via teaching and learning to state standards. | \$80,000.00<br><i>Teacher 4th</i><br>\$60,000 | Yes          |

| Action # | Title                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total Funds | Contributing |
|----------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 1.3      | CBM and Formative Assessments purchase and training | Acadience Reading, Math, and Data Services and training for teachers and staff in order to be able to identify where students are school wide and identify and receive instructional supports to close achievement gaps in reading and math.                                                                                                                                                                                                               | \$2,000.00  | No           |
| 1.4      | Purchase supplemental resources and PD for staff.   | Purchase supplemental materials and resources for student learning in ELA - Literacy, Math, Science, and and trainings for how to appropriately use the supplemental materials and resources.                                                                                                                                                                                                                                                              | \$10,000.00 | Yes          |
| 1.5      | Common Core State Standards Mastery assistance.     | Additional staff for evidence based interventions serving students that have not achieved mastery on CAASPP (met or exceeded). Professional development for staff and teachers to elevate the quality of instruction for students. Provide additional services to promote a well rounded education including STEM Programs, mental health services, drug awareness, and nutrition and physical education programs and services.                            | \$22,142.00 | No           |
| 1.6      | Recruitment and Retention                           | Salary and benefit expense increase for all employees in order to hire and retain school site administration, classified staff, and fully credentialed and appropriately assigned certificated teachers. Due to our remote location and limited funding, the district has not been able to keep pace with salaries of neighboring districts for employees which has resulted in extreme difficulties in recruiting, hiring, and retaining qualified staff. | \$46,120.00 | Yes          |

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 and all accompanying actions were carried out as expected, no changes were necessary and overall implementation was as expected. (Action 1.1) The contract with KCSOS has been phenomenal in all aspects. Teachers feel they are getting great use of their

academic coach and would like to continue absorbing all information they receive from their academic coach to help with instruction and coaching. Perception data in speaking with teachers and staff reveal that all staff are ecstatic about the support they are receiving. (Action 1.2) Hiring an additional 2 teachers to our staff gave the LEA the opportunity to keep classroom sizes smaller as the district experienced student population growth and allowed for a seamless transition. Typically, teachers had to teach 3 grade spans, so allowing them to only teach 2 grade spans each gave us much improved student outcomes this school year as per Acadience Data and general classroom walkthrough observations. (Action 1.3) The purchase of CBM and formative assessments helped teachers and our academic coach identify learning gaps as was evidenced with our Tier 1 and 2 instruction to better meet the needs of individual students. As a group we reviewed the data and provided professional development as needed. Teachers showed excitement throughout the data growth and doing data dives as a team. This was the first time teachers at the LEA had the opportunity to be involved in such a process. (Action 1.4) Throughout the school year multiple items were purchased as supplemental resources for professional learning opportunities and to use in the classroom setting. (Action 1.5) Teachers were trained and offered to collaborate throughout the year to ensure high instructional delivery to all students. There was also an increase in professional development days being offered compared to previous school years. In addition, the LEA added ELOP to the school day, so students were given more support with their academics. Teachers were able to provide STEM coursework and purchase items for STEM learning. Having additional staff was also a success as it allowed for small student groups in the classroom setting. Throughout the school year students identified as well below benchmark, below benchmark, at benchmark, and above benchmark were identified and put into groups and worked with staff in a small group setting.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Caliente Union School District conducted an analysis of material difference between budgeted expenditures and actual expenditures. The total budgeted for the 2022-2023 LCAP Goal 1 was budgeted at total expenses of \$201,180 and our estimated actual expenses were 174,388. The district received additional S&C funding which created the aforementioned difference in what we spent vs. what was ultimately available.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1.1 enabled an academic coach to visit the campus twice a week to support, coach, model, and provide professional development in ELA and literacy. This action was effective as per local data and qualitative teacher and parent feedback. See LCAP Highlights and Successes for additional information). Having 5 classroom teachers this past year (Action 1.2) supported unduplicated students in TK-8th grades in that smaller groups of students received additional individual supports and our local data showed vast improvements (see LCAP Highlights). Staff was able to focus on small intervention groups in the classroom settings. Having our academic coach was beneficial throughout the school year especially when it came to providing professional development. Previously the LEA had scheduled roughly 4 professional development days for the school year compared to 40 days for this school year. (Action 1.5) This occurred through increased funding by the state and the ability to hire an academic coach through KCSOS. The extra support from instructional aides, access to technology, and supplemental resources provided through professional development have contributed to higher student engagement and outcomes. (Action 1.3) Purchasing Lexia and Acadience (both computer based literacy programs that aim to support teachers in identifying student who may need support in reading and provide targeted instruction to help students improve their literacy skills) data management



Systems was crucial when it came to data diving and working towards closing the achievement gaps. Teachers saw growth in their students and academic abilities through the use of these data management systems and additional supplemental resources used in classrooms and taken home for additional learning opportunities (Action 1.4).

description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The only change to this goal and its accompanying actions is in regard to action 1.1. Duet to the increase in funding as explained in prompt 2 of the Goal Analysis, we will add additional supplemental instructional services to ensure our student show growth toward mastery of CCSS. This will include additional hours for a KCSOS coach to be up at Caliente working with teachers in classrooms in the areas of ELA and Math.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2      | Provide for safe and well maintained facilities and a positive learning environment that supports the social emotional needs of students so that students attend school regularly to engage in their education and all stakeholders feel welcome to participate in and contribute to the school community. |

An explanation of why the LEA has developed this goal.

This goal is a priority for the LEA given the previous years' CAASPP criteria for chronic absenteeism. For the 2018-2019, school year CUSD students were 34.6% chronically absent from school. Additionally, in the 2017-2018, school year CUSD students were 29.1% chronically absent. In order to combat chronic absenteeism, the district has made it a priority to initiate a school-wide PBIS approach. The school district secured a contract with the county office (KCSOS) to have a school social work intern at the district. This school social work intern will work with students to identify at-risk students for social and emotional learning (SEL). They will also train and provide professional development for teachers and staff on best PBIS practices. This will help create a positive culture for the school district and a positive learning environment for our students. The LEA has also hired a SARB liaison that will conduct home visits with our school social work intern to identify and educate our families about chronic absenteeism. This will help break any barriers, fill in the gaps, and allow constant communication between our families and the school district. Furthermore, the school district has consulted with a professional consultant who provides coaching, training, and development plans for teachers, administration, social workers, parents, and community members regarding positive reinforcement. The reasoning for this collaboration with the professional consultant is to bridge the gap between families and the school district to provide a school community that is welcoming and fosters a positive learning environment for students. Through this goal, the school district will seek out opportunities to provide training for our SARB liaison, teachers, staff, and school social work intern as the district seeks to provide a school-wide positive support system for managing student and adult behavior. By doing so, this expect to decrease the chronic absenteeism that the school district currently encounters and increase engagement of and social emotional well being of our students using the metrics identified within this goal below. According to KiDS 35% of students are considered chronically absent for the 2022-2023 school year, which is a decrease from 56% in the 2021-2022 school year.

## Measuring and Reporting Results

| Metric                                                 | Baseline                                                                  | Year 1 Outcome                                                        | Year 2 Outcome                                                 | Year 3 Outcome | Desired Outcome for 2023-24                                                 |
|--------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------|----------------|-----------------------------------------------------------------------------|
| Priority 1A: Teachers appropriately assigned and fully | 100% of teachers are appropriately assigned and fully credentialed in the | 2021-2022 100% of teachers are still appropriately assigned and fully | 2022-2023 60% of teachers are appropriately assigned and fully |                | Maintain 100% teachers appropriately assigned and fully credentialed in the |

| Metric                                                                                                                                                  | Baseline                                                                                                                                                 | Year 1 Outcome                                                                                                                                                                    | Year 2 Outcome                                                                                                                                                                                         | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| credentialled as per staffing report.                                                                                                                   | subject area and for the pupils they are teaching                                                                                                        | credentialled in the subject area and for the pupils they are teaching.                                                                                                           | credentialled in the subject area and for the pupils they are teaching.                                                                                                                                |                | subject area and for the pupils they are teaching as per staffing report.                                                                                         |
| Priority 1B:<br>Pupil access to standards aligned materials as measured the school inventory list.                                                      | 100% of students have access to standards aligned materials.                                                                                             | 2021-2022<br>100% of students still have access to standards aligned materials.                                                                                                   | 2022-2023<br>100% of students still have access to standards aligned materials.                                                                                                                        |                | Maintain 100% of students have access to standards aligned materials                                                                                              |
| Priority 1C:<br>School facilities maintained in good repair as per FIT.                                                                                 | School facilities are maintained in "good" repair.                                                                                                       | 2021-2022<br>School facilities are still maintained in "good" repair.                                                                                                             | 2022-2023<br>School facilities are still maintained in "good" repair.                                                                                                                                  |                | Maintain school facilities are maintained in "good" repair.                                                                                                       |
| Priority 3A:<br>The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. | 100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website. | 2021-2022<br>100% of parents of students continue to receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website. | 2022-2023<br>100% of parents of students continue to receive invitations to give input for school wide decision making through automated phone calls, flyers, school events, and the district website. |                | Maintain 100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website. |
| Priority 3B:<br>How the school district will promote participation in programs for parents of students for low                                          | 100% of parents of unduplicated students will be invited to all campus student and parent events via additional notification                             | 2021-2022<br>100% of parents of unduplicated students still will be invited to all campus students and parent events via                                                          | 2022-2023<br>100% of parents of unduplicated students still will be invited to all campus events via additional notification                                                                           |                | Maintain 100% of parents of unduplicated students are invited to all campus student and parent events via                                                         |

| Metric                                                                                                                    | Baseline                                                                                                                                                                                                                                              | Year 1 Outcome                                                                                                                                                                                                                                                           | Year 2 Outcome                                                                                                                                                                                                                                                           | Year 3 Outcome | Desired Outcome for 2023–24                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| income, English learner, and foster youth pupils;                                                                         | and phone call reminders/emails/electronic text messaging.                                                                                                                                                                                            | additional notification and phone call reminders/emails/electronic text messaging.                                                                                                                                                                                       | and phone call reminders/emails/electronic text messaging.                                                                                                                                                                                                               |                | additional notification and phone call reminders/emails/electronic text messaging.                                                                                                                                                                             |
| Priority 3C:<br>How the school district will promote participation in programs for parents of students with disabilities. | 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.) | 2021-2022<br>100% of parents of students with disabilities still receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.) | 2022-2023<br>100% of parents of students with disabilities still receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.) |                | Maintain 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.) |
| Priority 5A:<br>School attendance rates.                                                                                  | 91.40%                                                                                                                                                                                                                                                | 2021-2022<br>85.88%                                                                                                                                                                                                                                                      | 2022-2023<br>87.77%                                                                                                                                                                                                                                                      |                | Increase to 96%                                                                                                                                                                                                                                                |
| Priority 5B:<br>Chronic absenteeism rates.                                                                                | 34.6% Chronically Absent (as per the 2020-2021 KiDS)                                                                                                                                                                                                  | 2021-2022<br>56% Chronically Absent (as per 2021-2022 KiDS)                                                                                                                                                                                                              | 2022-2023<br>35% Chronically Absent (as per 2022-2023 KiDS)                                                                                                                                                                                                              |                | Decrease at least to 19%                                                                                                                                                                                                                                       |
| Priority 5C:<br>Middle school dropout rates.                                                                              | 0%                                                                                                                                                                                                                                                    | 2021-2022<br>0%                                                                                                                                                                                                                                                          | 2022-2023<br>0%                                                                                                                                                                                                                                                          |                | Maintain 0%                                                                                                                                                                                                                                                    |

| Metric                                                                            | Baseline                                                                                                                                                                                                                                                           | Year 1 Outcome                                                                                                                                                                                                                                                                                                      | Year 2 Outcome                                                                                                                                                                                                                                                                                 | Year 3 Outcome | Desired Outcome for 2023–24                                                            |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------|
| Priority 5D:<br>High school dropout rates.                                        | NA                                                                                                                                                                                                                                                                 | NA                                                                                                                                                                                                                                                                                                                  | NA                                                                                                                                                                                                                                                                                             |                | NA                                                                                     |
| Priority 5E:<br>High school graduation rates.                                     | NA                                                                                                                                                                                                                                                                 | NA                                                                                                                                                                                                                                                                                                                  | NA                                                                                                                                                                                                                                                                                             |                | NA                                                                                     |
| Priority 6A:<br>Pupil suspension rates.                                           | 0%                                                                                                                                                                                                                                                                 | 0%                                                                                                                                                                                                                                                                                                                  | 202-2023<br>0%                                                                                                                                                                                                                                                                                 |                | Maintain 0%                                                                            |
| Priority 6B:<br>Pupil expulsion rates.                                            | 0%                                                                                                                                                                                                                                                                 | 0%                                                                                                                                                                                                                                                                                                                  | 2022-2023<br>0%                                                                                                                                                                                                                                                                                |                | Maintain 0%                                                                            |
| Priority 6C:<br>Other local measures of sense of safety and school connectedness. | 100% feedback (parents) said their students feel safe and connected to the school.<br>87% feedback (students) said they feel safe and connected to the school.<br>100% feedback (school staff) said they feel that students feel safe and connected to the school. | 2021-2022<br>100% feedback continued for (parents) about their students feeling safe and connected to the school.<br>100% feedback improved for (students) about them feeling safe and connected to the school.<br>100% feedback (school staff) said they feel that students feel safe and connected to the school. | 2022-2023<br>100% feedback for (parents) about their students feeling safe and connected to the school.<br>100% feedback for (students) about them feeling safe and connected to the school.<br>100% feedback from (school staff) about the students feeling safe and connected to the school. |                | Maintain 100% (parents)<br>Increase to 100% (students)<br>Maintain 100% (school staff) |

| Metric | Baseline | Year 1 Outcome                    | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|-----------------------------------|----------------|----------------|-----------------------------|
|        |          | safe and connected to the school. |                |                |                             |

## Actions

| Action # | Title                                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds                               | Contributing |
|----------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------|
| 2.1      | School Social Worker Intern                 | Social worker Intern (hired with CSI funds) will focus on Tier I supports by engaging in lessons for all classrooms with an additional focus on identifying and supporting Tier II students. The school social worker will provide teachers and staff with social emotional and trauma informed care practices so that teachers are better prepared to support students in need within the classroom environment.                                                                                                                                                                                                                                                                                                                                                                                                                   | \$30,000.00                               | No           |
| 2.2      | Engagement Liaison Specialist               | CUSD has hired an engagement/SARB liaison specialist who will do weekly check-ins with parents/guardians and students if there are any truancy/absentee concerns focusing on chronic absenteeism metrics. This individual will develop rapport with the parents/guardians and administer PBIS approaches to ensure all students and parents/guardians are welcomed and engaged in their students academic success. This individual will work collaboratively with the administrator to review chronic absenteeism data on a weekly/monthly basis throughout the school year to identify trends positive/negative and establish a plan to address these concerns if any arise. Moreover, this individual will provide critical information to the school social worker so they can provide tier 1, tier 2, and tier 3 interventions. | \$15,000.00<br><i>Chronic Absenteeism</i> | No           |
| 2.3      | National Behavior Change Agent (Consultant) | Contracted consultant to provide additional MTSS PBIS awareness trainings and ongoing coaching for all school staff on how to implement and support the framework for academic and behavioral frameworks in order to meet the unique needs of our unduplicated students and all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | \$11,000.00<br><i>posts training</i>      | No           |

| Action # | Title                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Total Funds                                    | Contributing |
|----------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------|
| 2.4      | MTSS/PBIS professional development | Introduce all staff to Positive Behavioral Interventions and Supports (PBIS) as a way to better support students to become more successful at school and for school staff to gain knowledge and resources/tools to better support student behavior on campus and within classrooms. Low income, English learners, and foster youth students as well as all students and staff will benefit from a common system and expectations that promote and reward positive behaviors. This action includes a consultant contract as well as funding for supplies and materials to implement PBIS school wide. | \$10,000.00<br><i>PD. 4</i><br><i>Supplies</i> | No           |

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Hiring a school social worker (Action 2.1) was successful and implemented as planned. Providing a school social worker was impactful for staff, students, and families as it allowed services that had never been implemented at the LEA. It also provided all our students with SEL support. The engagement liaison specialist (Action 2.2) was not implemented as expected. The individual who was hired for this position resigned due to illness and could no longer provide their services to the school district. The LEA made multiple attempts to hire another person to fill in, but was not successful. The LEA used staff and the administrator to conduct home checks for students identified as chronically absent. The consultant (Action 2.3) (National Change Behavior Agent) was not carried out as expected. Due to scheduling conflicts and turnover among staff it was difficult to meet the scheduling of our consultant, which caused the action to not be implemented as needed. (Action 2.4) Through KCSOS the LEA is continuing to implement MTSS/PBIS and this action will continue into next school year. MTSS/PBIS support occurred during professional development and helped reduce detentions, suspensions, and/or expulsions. We saw our Chronic Absenteeism rate tick down as per local data (KIDS) roughly three percent for unduplicated students in comparison to last year's data. We have gone from over 4% suspension rate last year to this year's current rate of 1% unduplicated students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Caliente Union School District conducted an analysis of material differences between budgeted expenditures and actual expenditures. The total budgeted for the 2022-2023 LCAP Goal 2 was \$66,000 and the estimated actual expenditures for the 2022-2023 LCAP Goal 2 was \$30,000. This is a difference of about \$36,000. The material differences were in actions 2.2 and 2.3. Action 2.2 was not implemented



because this individual resigned and the district could not fill the position. Action 2.3 was not implemented because of conflicts in scheduling with the consultant.

An explanation of how effective the specific actions were in making progress toward the goal.

Hiring a school social worker (Action 2.1) was effective as it supported school-wide Social Emotional Learning and services as we were able to hold additional small groups and individual counseling sessions as compared to last school year. The counselor also logged additional hours in classrooms as per classroom logs. Implementing MTSS/PBIS (Action 2.4) was effective with overall student support in the learning environment. Per KiDS report there was only one student who was suspended/expelled this past school year. Any and all discipline was incorporated on campus with the support of different tiers of intervention recommended by PBIS/MTSS. The professional development that was received for all staff was crucial to student social emotional and academic growth as evidence in local student literacy data. According to the data the student group with the most growth was our 3rd grade students. This was also evident via classroom walkthroughs as students were more engaged and taking ownership of their learning. Additionally, we noticed students were engaged in higher order thinking within the tasks they were performing in small groups within the classroom. Action 2.2 was not implemented because our liaison resigned and the district could not fill the position, but we plan on hiring this position this coming school year. Action 2.3 was not implemented because of conflicts in scheduling with the consultant, but we have worked out a schedule and plan to re-engage our consultant this coming year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The LEA would like to hire additional aides/paraprofessionals to help with overall student support in the learning environment due to the fact that we our current budget will force us to cut back to three teachers. will allow for more in-class intervention and the organization of learning programs. Improving school facilities will be another priority for the school district as modernization will occur to have a safe and clean environment to promote academic achievement. The district will continue to expand on it's PBIS/MTSS metrics and accountability. Furthermore, the LEA will try new tactics (SUCH AS WHAT) to hire a engagement liaison specialist. In addition, utilizing the services of the National Behavior change Agent (consultant) will reconvene and throughout the next school year and administration will ask for feedback to see if those actions are contributing to student success. Additionally, we will watch student outcome data and conduct regular observations to ensure our services are effective for our students and staff.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**