



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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 |
|---|---|-----------------------------------|
| Stony Creek Joint Unified School District | Emily Pendell Superintendent/Principal | ependell@scjUSD.org 5309685361 |

Goal 1

Goal Description

The District aims to enhance school climate and culture, alongside boosting student attendance and parent involvement for the upcoming academic year. Strategic initiatives will address each campus's specific challenges, with an emphasis on personalized attendance management and engagement strategies. Evaluation will involve school climate surveys, attendance records, and monitoring parental participation in school activities and digital platforms.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|---|----------------|----------------|---|---|
| 1.1 | School Connectedness on CA Healthy Kids Survey | According to the CA Healthy Kids Survey, 55% of ECHS students say they feel connected to school. 72% at IVES. | | | CA Healthy Kids Survey has not been given yet this year. | Increase the percentage of all students in grades 7-12 reporting they feel connected to school to at least 65%. |
| 1.2 | Source: CA School Dashboard | Dashboard indicates that 48.8% of our students are chronically absent. | | | Dashboard indicates that 42% are chronically absent. | Reduce the LEA's chronic absenteeism rate to 30%. |
| 1.3 | Source: Daily Attendance Reports | The daily attendance rate was 90% for ECE, 89% for IVE, and 84% for ECHS. | | | As of January 31, the Average Daily Attendance Rate for ECHS is 87% and ECE is 92%. | Increase the daily attendance rate to 90% for all LEA school sites. |
| 1.4 | Source: CA Healthy Kids Survey | 0% of parents participated in the school climate survey. | | | CA Healthy Kids Survey has not been given yet this year. | 20% of parents will complete the school climate 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 |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| 1.1 | Consistent behavioral expectations and incentives The District is responsible for establishing uniform behavioral expectations across all grade levels. An affirmative approach will be employed to reward student | No | Partially Implemented | PBIS Tier 1 has been implemented this year. Tier 1 evaluation will occur in February and Tier 2 training will begin. | | \$3,900.00 | \$8,658.24 |

| 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 |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| | <p>behavior, which in return, is projected to nurture a positive school culture. This initiative is part of the District's strategic efforts to improve the school environment, increase student attendance, and encourage parental participation.</p> <p>Spending Items: Positive Behavior Interventions & Supports (PBIS) Training PBIS incentives and signage</p> | | | | | | |
| 1.2 | <p>Communication with families The District utilizes ParentSquare, an educational communication platform, to embody its dedication to improving school environment, student attendance, and parental engagement effectively. Essential school information is shared promptly and transparently with parents, maintaining consistent communication. This approach provides parents with the relevant details they need to actively participate in their children's academic journey.</p> <p>Spending Items: Aeries ParentSquare Subscription</p> | No | Partially Implemented | ParentSquare is being utilized. Staff has completed training. | | \$2,000.00 | \$2,000.00 |

| 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 |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| 1.3 | <p>Transparency of student progress The online gradebook function within the student information system, Aeries, will be available to parents of seventh through twelfth-grade students. This access empowers parents to track their child's academic progress and grades at their convenience.</p> <p>Spending Items: Aeries subscription</p> | No | Planned | The online grade book is available however training for parents has not yet taken place. | | \$1,000.00 | \$1,000.00 |
| 1.4 | <p>Transparency of school policies Public access to the school board's policies through the District's website has been made easier. Efforts have been made to encourage family and community awareness and involvement within the Local Education Agency.</p> <p>Spending Items: GAMUT subscription</p> | No | Partially Implemented | School board policies are available online. | | \$3,910.00 | \$3,340.00 |
| 1.5 | <p>Chronic Absenteeism for Socioeconomically Disadvantaged Students</p> <p>In order to address chronic absenteeism for</p> | No | Partially Implemented | Attendance incentives are being implemented across school sites. | | \$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 |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | socioeconomically disadvantaged students, we are going to use evidence based practices to increase attendance, targeting students at Elk Creek Elementary. | | | | | | |

Goal 2

Goal Description

The District aims to ensure all students improve in English Language Arts (ELA) and Math, reaching or surpassing educational standards. Intensive teaching strategies and innovative educational activities will be key, with regular, state-aligned assessments in ELA and Math to monitor progress and effectiveness. This data-driven approach is central to adapting future teaching methods, highlighting the District's commitment to academic excellence.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|--|--|
| 2.1 | Percent of students in 3-8 and 11 who meet or exceed standards in ELA. Data source: California Assessment of Student Performance and Progress (CAASPP) | 34.78% of All 22.58% of Socioeconomically Disadvantaged | | | 23.4% of all | 40% of All 28% of Socioeconomically Disadvantaged |
| 2.2 | Percent of students in 3-8 and 11 who meet or exceed standards in math. Data source: California Assessment of Student Performance and Progress (CAASPP) | 40.48% of All 25% of Socioeconomically Disadvantaged | | | 24.9% of all | 45% of All 30% of Socioeconomically Disadvantaged |
| 2.3 | Percent of students performing at or above grade level on ELA local assessment. Data source: iReady Diagnostic Assessment | 26% of all 32% of grades 1-4 30% of grades 5-8 8% of grades 9-12 | | | 20% of all 22.8% of grades K-4 5.75% of grades 5-8 5.57% of grades 9-12 | 35% of all |
| 2.4 | Percent of students performing at or above grade level on math local assessment. Data source: iReady Diagnostic Assessment | 27% of all 32% of grades 1-4 29% of grades 5-8 17% of grades 9-12 | | | 20% of all 22.8% of grades K-4 7.5% of grades 5-8 3.88% of grades 9-12 | 35% of all |
| 2.5 | Implementation of state board adopted academic content and | ELA: Rating of 5 Math: Rating of 4 Science: Rating of 4 | | | In progress | ELA: 5 Math: 5 Science: 5 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---|---|
| | performance standards for all students. | History: Rating of 2 | | | | History: 4 |
| 2.6 | Percent of students performing at or above grade level on the statewide assessment CAST | 0% of 11th graders for 2023-2024 25% of 8th graders for 2023-2024 28% of 5th graders for 2023-2024 | | | 0% for 11th graders 25% of 8th graders 14% of 5th graders | 25% of 11th graders 50% of 8th graders 50% of 5th graders |

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 | <p>Diagnostic assessment The District is committed to administering the iReady diagnostic assessment at least three times annually. This is aimed at supplying educators and families with crucial data which is essential for informed instruction. Ultimately, this contributes to the attainment of the goal for Progression and Achievement in English Language Arts and Mathematics for all students.</p> <p>Spending Items: iReady subscription</p> | No | Partially Implemented | iReady Diagnostic are being administered three times annually. | | \$4,000.00 | \$5,739.83 |
| 2.2 | <p>Personalized instruction The iReady program in the District provides adaptive lessons to all students from kindergarten to 8th grade. This program is tailored to individual student needs and focuses on areas where they might</p> | No | Partially Implemented | Students in grades 1-8 are using the adaptive lessons in iReady. We have not yet implemented in Kindergarten. | | \$4,000.00 | \$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 |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| | <p>be struggling with standards. As part of this program, Tier 1 interventions are also provided.</p> <p>Spending items: iReady CORE Math Curriculum</p> | | | | | | |
| 2.3 | <p>Common core aligned math program As mandated by the District, the iReady CORE Math curriculum must be implemented across grades K-8. This program, directly related to the District's diagnostic assessment, promotes consistent learning throughout the grade levels. This action is in alignment with the goal of "Progression and Achievement in English Language Arts and Mathematics for All Students".</p> <p>Spending items: iReady CORE Math Curriculum</p> | No | Partially Implemented | iReady Math curriculum is being piloted in grades K-8. | | \$4,000.00 | \$0.00 |
| 2.4 | <p>Multi-Tiered Systems of Supports framework A structured framework of support systems, including tiered intervention strategies, has been established as part of the Multi-Tiered System of Supports (MTSS) implementation. The purpose of this action is to foster progress and</p> | No | Partially Implemented | Supports are being implemented. Staff training is continuing. | | \$1,000.00 | \$3,070 |

| 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 |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| | <p>achievement in English Language Arts and Mathematics, as well as teaching the whole child for all students.</p> <p>Spending items: MTSS conference and training</p> | | | | | | |
| 2.5 | <p>Summer program Students enrolled in kindergarten through sixth grade are invited to join a summer educational program designed to provide personalized learning experiences. This initiative prioritizes students who are currently achieving below their grade level in Mathematics or English Language Arts. To assess the program's impact, we will employ the iReady diagnostic assessment as a measure of its effectiveness.</p> | No | Partially Implemented | Summer program is offered for all students TK-12 and includes an intervention component. | | \$0.00 | \$0.00 |
| 2.6 | <p>Afterschool program (SPARK) The District will offer an after-school program aimed at enhancing literacy and mathematics skills for students in grades K-6.</p> | No | Partially Implemented | SPARK program is offered afterschool for grades TK-6. | | \$0.00 | \$0.00 |
| 2.7 | <p>Professional development Teachers and administrators will be provided with opportunities for</p> | No | Partially Implemented | Teachers participated in training at the beginning of the year. One teacher | | \$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 |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| | <p>consistent professional development and coaching. This crucial initiative aims to enhance the implementation of Multi- Tiered Systems of Support (MTSS) and the introduction of a new curriculum. Furthermore, we are committed to teaching strategies that facilitate intervention and align with the broader objective: to promote progression and achievement in English Language Arts and Mathematics for all students.</p> <p>Spending items: Training and conferences</p> | | | attended the MTSS conference over the summer. | | | |
| 2.8 | <p>Reading Intervention Specialist The provision of specialized, small-group, and individualized intensive interventions focusing on reading strategies for students in kindergarten through the fourth grade. These interventions are overseen by the Reading Intervention Specialist within the District.</p> <p>Spending items: Reading Intervention Specialist</p> | No | Partially Implemented | Reading Intervention Specialist is working with students TK-8. | | \$55,000.00 | \$0.00 |
| 2.9 | Maintain small class sizes at Elk Creek Elementary | Yes | Partially Implemented | Student to teacher ratio remains low. | | \$185,165.00 | \$110,923 |

| 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 |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>Maintaining a small class size allows teachers to tailor each lesson and necessary interventions to the unique needs of students. This is a cornerstone to the District's strategic approach to foster academic growth and success in English Language Arts and Mathematics for all learners.</p> <p>Spending Items: Additional teacher at Elk Creek Elementary</p> | | | | | | |

Goal 3

Goal Description

Ensure every student has access to a wide-ranging study program, certified by California State University and the University of California, and includes Career Technical Education pathways. A key component is the Freshmen Career Planning Course, offered in collaboration with Butte College, aimed at bolstering students' career readiness. The program's success hinges on university admission rates, enrollment in the planning course, and securing WASC high school accreditation.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|----------------|----------------|-----------------------|--|
| 3.1 | Priority 4 B. A-G Course Completion/CTE Pathways | 0% of high school graduates met A-G requirements | | | No data yet. | 75% of high school graduates will meet A-G requirements |
| 3.2 | Priority 4 B. A-G Course Completion/CTE Pathways | 0% of high school graduates have completed a CTE pathway; 0% of high school students are enrolled in a CTE pathway | | | No data yet. | 25% of graduates will complete a CTE pathway. 75% of high school students will be enrolled in a CTE pathway. |
| 3.3 | Post-Graduation College/Career Rate | 60% of high school graduates are enrolled in a community college in the fall. | | | No data yet. | 75% of high school seniors will be enrolled in a college, university, or technical school upon graduation. |
| 3.4 | Priority 5 E. High School Graduation Rates Data source: CA School Dashboard | 87.5% of high school seniors graduated. | | | No data yet. | 100% of high school seniors graduate. |
| 3.5 | Priority 1 A. Teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching | 22% of teachers are misassigned | | | No data yet. | 0% of teachers are misassigned. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| 3.1 | <p>Increase teacher salary schedule to attract and retain highly qualified teachers. The District will establish a competitive pay scale designed to attract qualified teachers. This initiative is likely to expand access to a wider variety of courses and could potentially boost college acceptance rates.</p> | No | Planned | | | \$25,000.00 | \$21,402.00 |
| 3.2 | <p>Increase professional development opportunities to attract and retain high qualified teachers. The District is committed to providing increased opportunities for professional development to our educators. These initiatives, designed to cater to the diverse learning needs of our students, also serve to attract and retain highly qualified teachers. By reinforcing the skills of our teachers and supporting their efforts we effectively contribute to the overall improvement of our educational environment.</p> <p>Spending items: Conferences and trainings</p> | No | Partially Implemented | Teachers have been participating in professional development. | | \$10,000.00 | \$16,532.76 |
| 3.3 | <p>Add Dual Enrollment Classes for high school students.</p> | No | Partially Implemented | One dual enrollment class has been implemented this year. | | \$5,000.00 | \$3,414.00 |

| 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 |
|--------------------|--|--------------|------------------------------|---|--|----------------------|-----------------------|
| | <p>The district prioritizes the expansion of dual enrollment to broaden the range of class opportunities available to high school students. This endeavor seeks to equip students with college credits and familiarize them with the college class environment in a well-managed and supportive context, consequently boosting their confidence.</p> | | | <p>Another one is planned for next year.</p> | | | |
| <p>3.4</p> | <p>WASC Accreditation The District actively pursues accreditation from the Western Association of Schools and Colleges (WASC) for Elk Creek High School. WASC accreditation is a seal of approval that attests to high-quality standards and encourages ongoing improvement and accountability within these institutions. It guarantees access to funding and resources. Additionally, it benefits students by improving their collegiate admission opportunities and potential scholarships. This accreditation bolsters trust and confidence among stakeholders, thereby strengthening the schools' reputations and fostering community support.</p> | <p>No</p> | <p>Partially Implemented</p> | <p>ECCHS has achieved WASC accreditation of 6 years with a 1 day visit.</p> | | <p>\$0.00</p> | <p>\$0.00</p> |

| 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 |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| 3.5 | <p>Create CTE Pathways Developing Career and Technical Education (CTE) pathways will enhance student engagement in academic pursuits, thereby improving attendance rates. Additionally, it will bolster our capacity to prepare our students for both college and career success upon graduation.</p> <p>Spending Items: eDynamic subscriptions</p> | No | Partially Implemented | E-Dynamic was implemented. A food science pathway is in progress. | | \$5,000.00 | \$0.00 |
| 3.6 | <p>High School course offerings are A-G aligned Ensures students complete a curriculum that meets the University of California (UC) and California State University (CSU) admission requirements, improving their tertiary education prospects. Standardizing course quality and content provides a consistent academic foundation and promotes equity by ensuring every student has access to college-qualifying courses, supporting their academic and career goals.</p> | No | Partially Implemented | High school course offerings are A-G aligned. | | \$0.00 | \$0.00 |
| 3.7 | <p>Academic Counselor Support Personalized academic planning is provided to meet the requirements for graduation and college admissions. This is achieved</p> | No | Partially Implemented | An academic counselor is available to students. | | \$37,000.00 | \$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 |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>through the guidance of a high school academic counselor. They offer critical advice regarding college applications, scholarships, and exploring potential careers. The counselor assists students in navigating their post-secondary options. Advocacy is provided for student welfare and resource linkage is encompassed within the counselor's responsibilities. The primary emphasis of this action is on meeting students' social and emotional needs.</p> | | | | | | |

Goal 4

| Goal Description |
|--|
| The District aims to boost student learning and assist with credit recovery by appointing additional instructors for study skill and credit recovery classes. This supports the lowest-performing student groups, ensuring they meet credit requirements. The plan will be implemented from September to June and monitored through quarterly assessments and bi-monthly data reviews. |

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|----------|----------------|----------------|-----------------------|-------------------------------|
| 4.1 | Priority 5 E. High school graduation rates | 85.7% | | | No data yet. | 100% |

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 |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| 4.1 | <p>Additional credentialed teacher to create more support. Hire an additional teacher to maintain small class sizes and establish periods for study skills and credit recovery.</p> <p>Spending Items: Teacher salary</p> | No | Partially Implemented | Additional teacher has been hired to provide additional support to students. | | \$78,244.00 | \$30,235.09 |

Goal 5

| |
|-------------------------|
| Goal Description |
| |

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|

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 |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|

Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | \$1,770,518 | \$1,802,922 |
| LCFF Supplemental/Concentration Grants | \$125,867 | \$156,748 |