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Enhancing LCAP Monitoring & Evaluation

Insights from the Riverside County Office of
Education and Lake Elsinore Unified School
District

February 27, 2025



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Welcome



Melissa Hodson

Senior Program Specialist

- Recording & slides will be posted on [CCEE's website](#)
- Slides will be linked in the chat
- **Questions/Comments:** Please use the Q&A or "Raise Hand" features



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Presenters



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Executive Director
Riverside County Office of Education



Lisa Winberg

Administrator
Riverside County Office of Education



Alisha Morff

Administrator
Riverside County Office of Education



Elizabeth Atkinson

Director
Lake Elsinore Unified School District

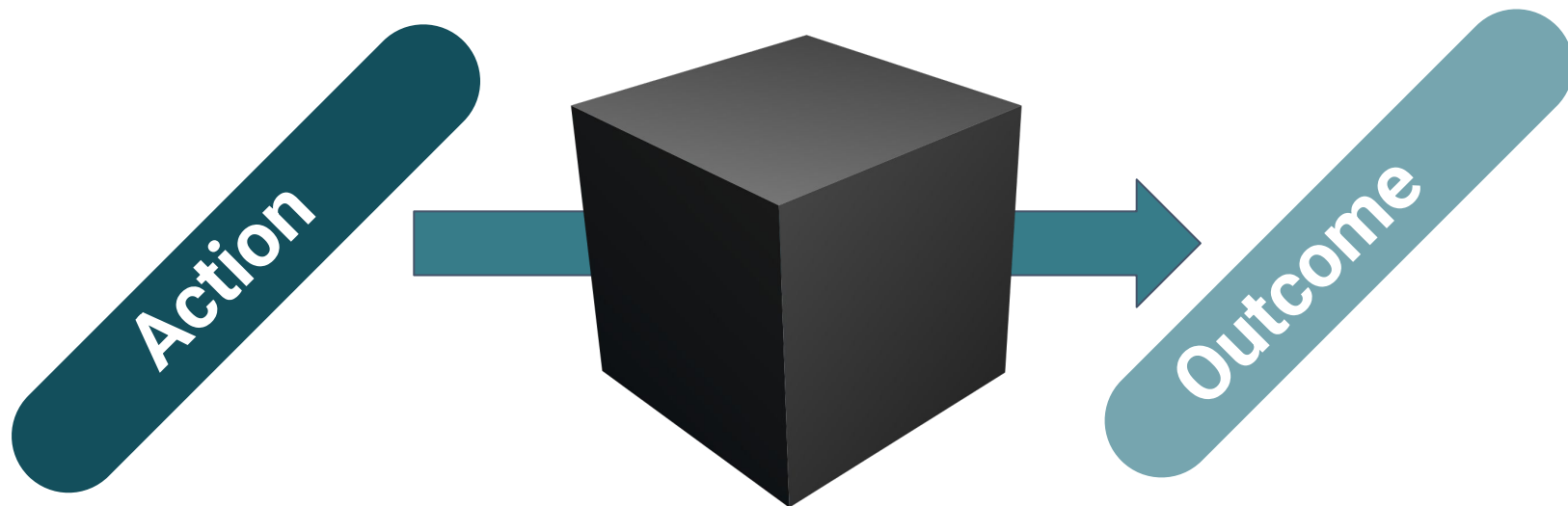


Today's Topics

- Why monitor Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) actions?
- History of developing a tool to monitor actions in strategic plans
- Overview of monitoring tool
- District implementation of processes to monitor actions in strategic plans

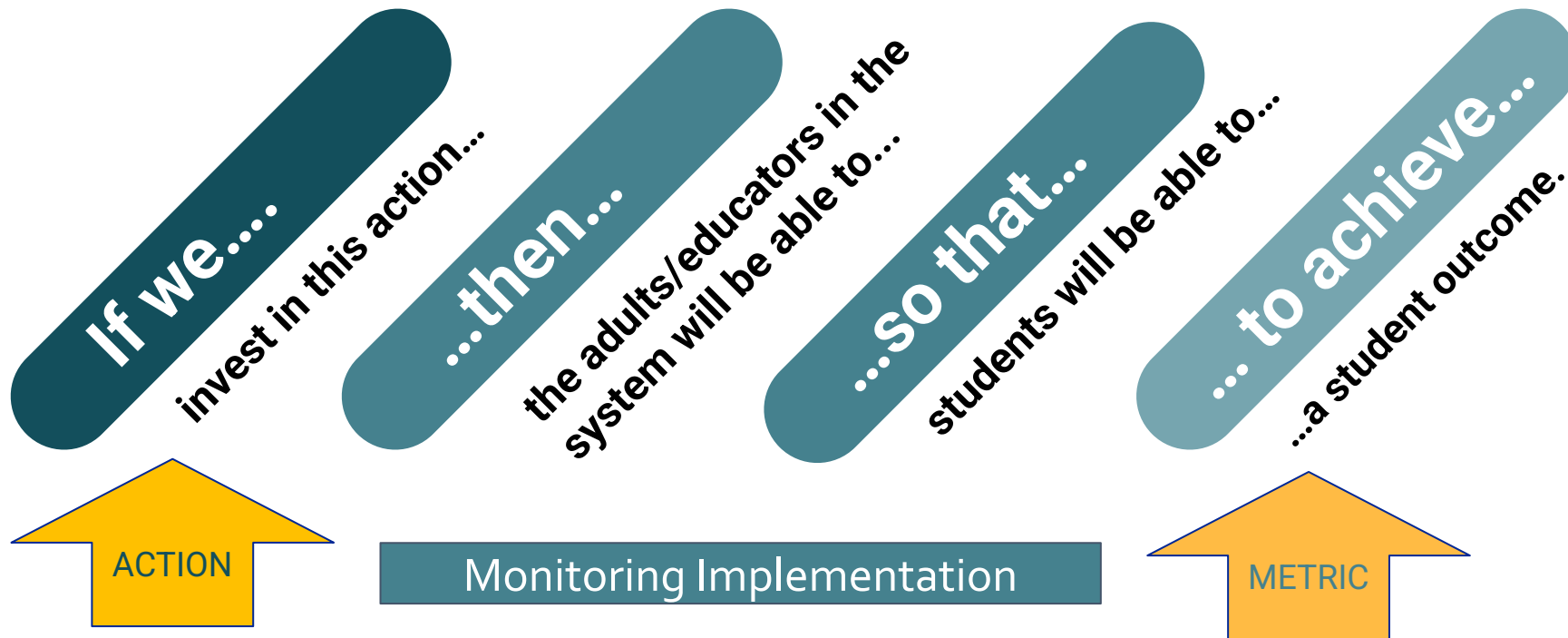


Why Monitor Planned Actions?





Why Monitor Planned Actions?





Why Monitor Planned Actions?

- Ensure implementation of actions
- Determine effectiveness of actions
- Assess the return on investment
- Prioritize support to schools, students, and educational partners





Monitoring Requirements

- Local Control and Accountability Plan (LCAP)
 - Annual Update - Goal Analysis
 - Midyear Report to the board
- School Plan for Student Achievement (SPSA)
 - Annual evaluation
- Compliance and Improvement Monitoring (CIM)
- Additional district and school plans

[SPSA/LCAP Monitoring](#) - CDE website

[CalTAN Monitoring](#) (CIM)



Developing a Monitoring Tool

- In 2019, CDE presented a Title I monitoring tool at the FPM in-person workshop:

| School Plan for Student Achievement (SPSA) Evidence-Based Title I Funded Program Evaluation Sample Evidence-Based Evaluation Template | | | | |
|---|--|---|--|---|
| Goal | Actions/Activities (Strategies) | What is working and why? (Effective indicators) | What is not working and why? (Ineffective indicators) | Modification(s) based on evaluation results |
| From: SPSA (SWP), LCAP, LCAP (SSD & Charters), Federal Planning Documents (TAS). | From: SPSA (SWP), LCAP (SSD & Charters), Federal Planning Documents (TAS). | Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including: Quantitative Data <ol style="list-style-type: none"> 1) Number of students served and achieved 2) Pretest/Post-test data 3) Benchmark results 4) Curriculum embedded assessments 5) Standardized tests Qualitative Data <ol style="list-style-type: none"> 1. Feedback/Survey 2. Notes and minutes 3. Observations | Specific evidence/indicators showing that this activity or strategy is not working, including: Quantitative Data <ol style="list-style-type: none"> 1) Number of students served and didn't do well 2) Pretest/Post-test data 3) Benchmark results 4) Curriculum embedded assessments 5) Standardized tests Qualitative Data <ol style="list-style-type: none"> 1. Feedback/Survey 2. Notes and minutes 3. Observations | Continue or discontinue and why? |



Developing a Monitoring Tool

- RCOE began incorporating the tool into district support opportunities in 2019-20.
- The tool has evolved to make it more user friendly, streamlined, and adaptable to different funding streams/programs
 - Transitioned to a spreadsheet
 - Added fields for metrics and data collection
 - Integrated budget monitoring



LCAP Monitoring & Evaluation Tracking Tool

Date: July 1, 2024

DESCRIPTION

We are excited to introduce our LCAP Monitoring & Evaluation Tracking Tool, a powerful resource designed in partnership with Riverside County Office of Education to help school and district leaders effectively track the implementation and impact of their Local Control and Accountability Plan (LCAP) actions. This tool is crafted to support the continuous improvement efforts within educational organizations, ensuring that every action taken leads to meaningful and measurable outcomes.

Explore the full potential of the LCAP Monitoring & Evaluation Tracking Tool by accessing the resources below. Watch the comprehensive tutorial video to see the tool in action, download the tool to get started, and review an example to understand its practical application.

Check out the Tool here
bit.ly/3xGAsSo

Watch the Tutorial Video



Resources

- [Download the Tool](#)
- [View an Example](#)

| Monitoring and Evaluation Template | | | | | | | | | | |
|---|------------------------------|---------------------------|---|---|---|---|--|---|--|--|
| Copy from your LCAP/SPSA/CIM (Any LEA/site plan): Create tabs per goal, priority area, or department | | | Select/develop metrics with those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action | | | | Update as evidence is collected | | For LCAP mid-year report (or site SSC meetings) and end of year estimated actuals | For use in evaluating effectiveness of actions for subsequent plan development |
| Goal and Action # | Actions | Budgeted Amount | Funding Source | Metric(s) and Monitoring Timelines | Frequency of data collection | Responsible Party | Monitoring What is/is not working and why? | Expenditures to Date | Evaluation Modification(s) based on monitoring results | |
| Instructions → | Action Title and Description | \$ allocated in LCAP/SPSA | LCAP, Title I-XI, Other state resources | List the evidence that will be collected to monitor the implementation and effectiveness of each action. These metrics should be as close to the action as possible. For LEA-wide LCAP Actions contributing to the increased/improved services requirement, select interim metrics aligned to the metrics identified in the LCAP to monitor effectiveness. | Include the timeline for data collection. | Who is responsible for collecting data? | Specific evidence of impact (or lack thereof) of this action. Data should be specific, accurate, and should clearly represent implementation and effectiveness . | From Financial System (Collaborate with fiscal team for expenditure data) | Based on implementation and impact data, should the action continue or discontinue? Any modifications? | |
| | | | | Implementation metrics | | | Implementation | | | |
| | | | | Effectiveness metrics | | | Effectiveness | | | |
| | | | | Implementation metrics | | | Implementation | | | |
| | | | | Effectiveness metrics | | | Effectiveness | | | |
| | | | | Implementation metrics | | | Implementation | | | |
| | | | | Effectiveness metrics | | | Effectiveness | | | |
| | | | | Implementation metrics | | | Implementation | | | |
| | | | | Effectiveness metrics | | | Effectiveness | | | |



Overview of Monitoring Tool

| Copy from your LCAP/SPSA/CIM (Any LEA/site plan); Create tabs per goal, priority area, | | | | Select/develop metrics <i>with</i> those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action | | | Update as evidence is collected | For LCAP mid-year report (or site SSC meetings) and end of year estimated actuals | For use in evaluating effectiveness of actions for subsequent plan development |
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| | | | | Effectiveness metrics | | | Effectiveness | | |
| | | | | Implementation metrics | | | Implementation | | |
| | | | | Effectiveness metrics | | | Effectiveness | | |

Copied from plan

Developed with team

Updated periodically

End-of-Year



Sample LCAP Action

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| 3.4 | School Attendance Teams | <p>All school sites will create a School Attendance Team. The team's priority will be to focus on monitoring attendance outcomes for students, determining opportunities and strategies to support students, and intervening with students who are chronically absent or at-risk of being chronically absent. School Attendance Teams will meet, at minimum, once per month. Schedules of each team's meetings will be submitted to XYZ USD's Child Welfare and Attendance (CWA) office by September 1, 2024.</p> <p>All sites will have increased monitoring and support for Foster Youth, Homeless Youth, and Students with Disabilities. Disaggregated attendance data will be reviewed at Principals meetings to determine successful strategies as well as additional opportunities for improvement. This action will be monitored with Metric 3.5 (attendance rates) and metric 3.3 (chronic absenteeism rates) and actions documented in schools' SPSAs and School Attendance Teams meeting agenda/notes.</p> | \$60,000 | Y |



Copy LCAP Action Name

Copy from LCAP/SPSA/CIM (Any LEA/site plan);

| Goal and Action # | Actions | Budgeted Amount | Funding Source |
|-----------------------|-------------------------------|---------------------------|---|
| | Action Title and Description | \$ allocated in LCAP/SPSA | LCFF, Title I-IV, Other state resources |
| LCAP Goal 3, Action 4 | Site Attendance Teams* | \$60,000 | LCFF |



Identify Monitoring

Select/develop metrics *with* those responsible for executing/implementing each action.
Metrics and monitoring timelines must be determined prior to launching the action

| Metric(s) and Monitoring Timelines | Frequency of data collection | Responsible Party |
|--|--|--|
| <p>List the evidence that will be collected to monitor the implementation and effectiveness of each action. These metrics should be as close to the action as possible.</p> <p>For LEA-wide LCAP Actions contributing to the increased/improved services requirement, select interim metrics <u>aligned to the metrics identified in the LCAP</u> to monitor effectiveness.</p> | <p>Include the timeline for data collection.</p> | <p>Who is responsible for collecting data?</p> |
| <p>Implementation: Site attendance team schedules, meeting attendance, agendas and notes</p> | <p>Implementation: -Agenda/minutes submitted after each meeting</p> | <p>Site admins send to CWA</p> |
| <p>Effectiveness: Daily attendance rates; Weekly Chronic Absenteeism rates</p> | <p>Effectiveness: -Daily attendance -Weekly Chronic Abs.</p> | <p>District will send attendance/chronic abs. data to sites.</p> |

Record Progress



Update as evidence is collected; Important for LCAP mid-year report (or School Site Council meetings for SPSA)

Monitoring

What is/is not working and why?

Specific evidence of impact (or lack thereof) of this action. Data should be specific, accurate, and should clearly represent **implementation** and **effectiveness**.

Implementation: 100% of sites submitted meeting schedules; 9 of 12 sites regularly submit minutes.

Effectiveness: Attendance rates increased at 10 of 12 sites (Aug-Dec) and 8 of 12 sites (Aug-Apr); Chronic Absenteeism declined at 8 of 12 sites.

Track Expenditures



Important for LCAP mid-year report (or School Site Council meetings for SPSA) and end of year estimated actuals

Expenditures to Date

From Financial System
(Collaborate with fiscal team for
expenditure data)

\$38,487.00

Evaluate Effectiveness



For use in evaluating effectiveness of actions for subsequent plan development

Evaluation (Modification(s) based on monitoring results)

Based on implementation and impact data, should the action continue or discontinue? Any modifications?

This action will be **continued** due to **increased attendance rates** and **decreased chronic absenteeism**. Additional district support will be provided to assist sites with identifying Evidence-Based Practices to include in School Plan for Student Achievement (SPSA) to spend site allocation.



In Summary

| Copy from your LCAP/SPSA/CIM (Any LEA/site plan); Create tabs per goal, priority area, | | | | Select/develop metrics <i>with</i> those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action | | | Update as evidence is collected | For LCAP mid-year report (or site SSC meetings) and end of year estimated actuals | For use in evaluating effectiveness of actions for subsequent plan development |
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| SAMPLE LCAP Goal 3, Action 4 | Site Attendance Teams (See LCAP Throughline Sample - Slides 29 and 33 for details about this action) | \$60,000.00 | LCFF | Implementation: Site attendance team schedules, meeting attendance, agendas and notes | Implementation: -Agenda/minutes submitted after each meeting | Site admins send to CWA | Implementation: 100% of sites submitted meeting schedules; 9 of 12 sites regularly submit minutes. | \$38,487.00 | This action will be continued due to increased attendance rates and decreased chronic absenteeism. Additional district support will be provided to assist sites with identifying EBP to include in SPSA to spend site allocation. |
| | | | | Effectiveness: Daily attendance rates; Weekly Chronic Absenteeism rates | Effectiveness: -Daily attendance -Weekly Chronic Abs. | District will send attendance/chronic abs. data to sites. | Effectiveness: Attendance rates increased at 10 of 12 sites (Aug-Dec) and 8 of 12 sites (Aug-Apr); Chronic Abs declined at 8 of 12 sites. | | |
| SAMPLE SPSA Goal 1, Action 2 | After school intervention Grade 2: phonics instruction using Phonics lessons from iReady. 30 students, 5 teachers 3x a week for 45 minutes for 6 weeks. | \$5,000.00 | Title 1 | Implementation: Student attendance, teacher observation | Implementation: -Daily attendance -Weekly observation | Teachers & AP | Implementation: 20/30 students attended all sessions; 4/5 teachers used iReady lessons as intended. | \$3,085.00 | This action will be continued due to 23/30 demonstrating growth. This action will be spread to include 60 students in second grade next year. |
| | | | | Effectiveness: Basic Phonics Skills Test (BPST) | Effectiveness: -Pre- and post tutoring | Teachers | Effectiveness: 18/30 students tested out of BPST; 23/30 students advanced 3 or more levels on BPST. | | |

Copied from plan

Developed with team

Updated periodically

End-of-Year



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- 24 school sites (TK-12), Preschool, Adult
- 2,000+ employees
- 20,000+ students
- Educate, Equip and Empower Every Student Every Day



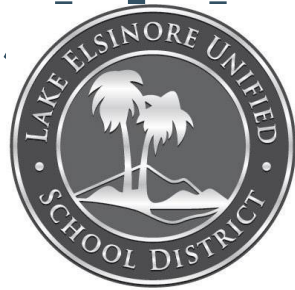
A Balanced
Approach to
the LCAP



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A Balanced
Approach to
the LCAP

- Site teams, district teams, parents, community and students as well as Program (ISS) and Fiscal working together to ensure positive student outcomes for all students in the Lake Elsinore Unified School District.



The 2021-2024 LCAP Cycle

- Day 1 - January 1, 2021
- Superintendent - Retired
- Assistant Superintendent (Fiscal) - Retired
- Assistant Superintendent (ISS) - Retired
- Director - Fiscal (private sector)
- Systems for progress monitoring - Few

**“How do you
become better?
There is only one
way – The way of
discipline.”**

JOCKO WILLINK

EST. 2014 | VALOURINE



LCAP Rewrite Process w/Cabinet

- Analyze the required metrics
- Align actions with the required metrics
- New actions? Assign a metric!
- How will we monitor the implementation and effectiveness of these actions? Who is responsible for progress monitoring?





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Aligning actions and metrics in the LCAP



Superintendent Dr. Ryan Lewis

“The LCAP isn’t one more thing... it’s THE thing!”

“The LCAP writer is the quarterback. Their job is to guide the team. In the end, it’s a team effort.”



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LCAP Rewrite Process w/Principals





Fill the LCAP Bucket

- Liz and Julie take over an admin team meeting
- All school sites and all departments receive an LCAP bucket poster
- What works well in LEUSD? What does each site/department need to ensure the best outcomes for our students in LEUSD?





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LCAP Community Forums

- Five sessions (trustee areas)
- What works well in LEUSD?
- What can we improve in LEUSD?
- Tell us more, Lake Elsinore!

LET'S TALK!
LCAP

COMMUNITY MEETINGS

Join us for an input session on the re-write of LEUSD's Local Control & Accountability Plan (LCAP). Your voice matters!



NOVEMBER 02, 2023
HOSTED BY: TRUSTEE DODD
LOCATION: LAKESIDE HS
TIME: 6 PM



NOVEMBER 16, 2023
HOSTED BY: TRUSTEE PURKISS
LOCATION: DAVID BROWN MS
TIME: 6 PM



DECEMBER 04, 2023
HOSTED BY: TRUSTEE LEONARD
LOCATION: LUISENO SCHOOL
TIME: 6 PM



DECEMBER 06, 2023
HOSTED BY: PRESIDENT SAUCEDO
LOCATION: TEMESCAL CANYON HS
TIME: 6 PM



DECEMBER 07, 2023
HOSTED BY: TRUSTEE VANDERPOOL
LOCATION: CANYON LAKE MS
TIME: 6 PM

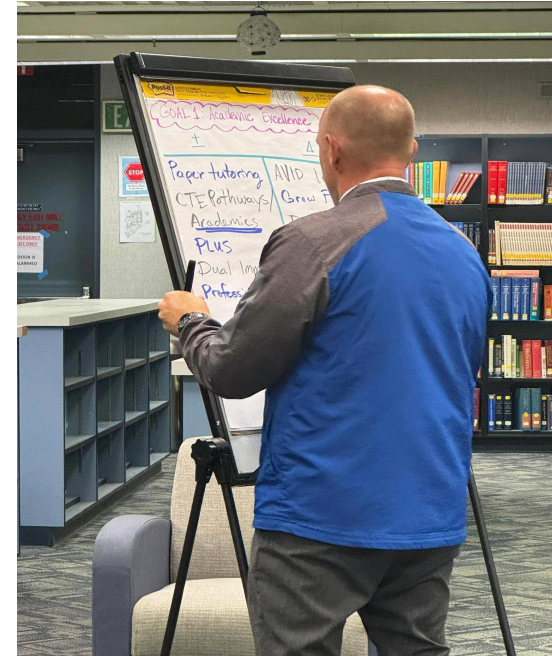


Share with us your thoughts and input on ways to achieve success over the next three years in LEUSD. Come to an LCAP community forum and let your voice be heard!



LCAP Community Forums

- Facilitated by site principals
- Meaningful engagement
- Trustees, Executive Cabinet at each forum
- Parents, students and community members
- Tell us more, Lake Elsinore!





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LCAP Student Forums

- Six sessions (w/OHS)
- Cabinet led discussions
- What works well in LEUSD?
- What can we improve in LEUSD?
- Tell us more, Lake Elsinore!





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Superintendent's Advisory Council

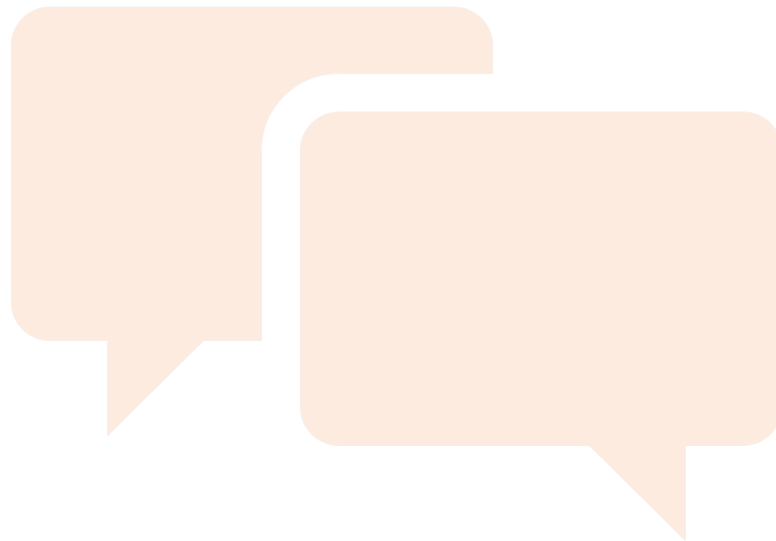
- Student Voice
- Quarterly meetings
- Rotation schedule - each comprehensive high school + continuation high school
- What works well for students?
- How can we be consistent to ensure all students are successful?





LCAP Annual Survey

- 5,565 Responses
- Tier I First Best Instruction
- Mental Health Supports
- School Safety & Security
- Professional Development
- Improve Communication



Monitoring the LCAP



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- A thorough analysis of regularly tracking student achievement against goals and benchmarks.
- Gathering relevant information to assess progress by interpreting collected data to identify trends, strengths, weaknesses and areas of improvement.



Establishing the Through Line



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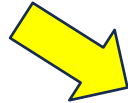


- Reflections: Annual Performance
- Engaging Educational Partners
- Explanation of Goal Development
- Goal Analysis (2024-2025)
- Required Descriptions (I/IS)





Monitoring the LCAP



2024-2025 LEUSD LCAP Progress Monitoring Tool

| Copy from your LCAP Create tabs per goal, priority area, or department | | | | | Select/develop metrics <i>with</i> those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action | | | Update as evidence is collected | For LCAP mid-year report and EOY estimated actuals (FISCAL INPUT ONLY) | For use in evaluating effectiveness of actions for subsequent plan development (EOY) |
|---|-----------------------------------|---|----------------------|---|---|---|---|--|--|---|
| Goal and Action # | 23/24 LCAP Reference | Actions | Budgeted Amount | Funding Source | Metric(s) and Monitoring Timelines | Frequency of data collection | Responsible Party | Monitoring What is/is not working and why? | Expenditures to Date (FISCAL INPUT ONLY) | Evaluation Modification(s) based on monitoring results |
| Instructions --> | Goals and Actions from 23/24 LCAP | Action Title and Description | \$ allocated in LCAP | LCFF, Title I-IV, Other state resources | List the evidence that will be collected to monitor the implementation and effectiveness of each action. These metrics should be as close to the action as possible. For LEA-wide LCAP Actions contributing to the increased/improved services requirement, select interim metrics aligned to the metrics identified in the LCAP to monitor effectiveness. | Include the timeline for data collection. | Who is responsible for collecting data? | Specific evidence of impact (or lack thereof) of this action. Data should be specific, accurate, and should clearly represent implementation and effectiveness . | From Financial System (Collaborate with fiscal team for expenditure data) | Based on implementation and impact data, should the action continue or discontinue? Any modifications? |
| SAMPLE | SAMPLE | SAMPLE ACTION | \$61,368 (SAMPLE) | LCFF (SAMPLE) | Sample Implementation: Meeting agendas, meeting notes. Sample Effectiveness: Daily attendance rates, weekly attendance rates | Sample Mid Year: Attendance rates from August - December Sample EOY: Attendance rates for August - April | CWA (SAMPLE) | Sample Implementation: 100% of sites conducted weekly attendance meetings Sample Effectiveness: Attendance rates increased at 19 out of 24 schools (Aug - Dec) and 22 out of 24 schools (Aug - April). Chronic absenteeism declined at 24 out of 24 school sites. | Sample Mid-Year: \$32,487 Sample Estimated Actual: \$58,736 | Sample Evaluation: This action will continue due to increased attendance rates and decreased chronic absenteeism. District support will be provided to assist sites with identifying EBPs to include in SPSA to spend site |
| Goal 1 Action 1.1A | Goal 2 Action 2.25 | Leadership in literacy development utilizing ELA Assistant Director | \$158,403.00 | LCFF | Implementation: | Mid Year Report: December 4, 2024 | Amanda Klopp | Implementation: | | |
| | | | | | Effectiveness: | End of Year: March 19, 2025 | PD Team | Effectiveness: | | |



| | | | | | | | | |
|-----------------------|-----|--|----------------|---------|--|---|--------------------------|-------------------------------|
| Goal 1 Action 1.1C | N/A | Classroom support through Instructional Coaches | \$1,215,000.00 | Title I | <p>Implementation: Coaches enter weekly data to document the supports they are providing to teachers at each school site. Coaches have hosted half-day or all-day grade level meetings to review assessment data, set goals, and provide PD in site selected evidence-based instructional strategies (SPSA grade level pullout days documented in SCHED).</p> <p>Coaches lead Impact Cycles (one on one coaching) with teachers targeting a student behavior or learning goal.</p> <p>Coaching support the implementation of instructional materials and assessments.</p> | <p>Mid Year Report: December 4, 2024</p> | <p>Amanda & Matt</p> | <p>Implementation:</p> |
| | | | | | <p>Effectiveness: Coach Support Data 40 SPSA data/planning days held at elementary sites in 1st semester, Math Pilot participants required to utilize coach support for implementation of math adoption materials, Coaches reported 165 demo lessons, 92 co-taught lessons, 84 PLC support sessions, 20 site base PD sessions</p> | <p>End of Year: March 19, 2025</p> | <p>PD Team</p> | <p>Effectiveness:</p> |



Yellow Rows - Evidence of Implementation

List the evidence that will be collected to monitor implementation and effectiveness of each action.



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Yellow Rows - Evidence of Implementation

Last Year (2023-2024)

Implementation - Meeting agendas and notes

Effectiveness - Sign in sheets and payroll records



Yellow Rows - Evidence of Implementation

This Year (2024-2025)

Implementation: Development of a early literacy plan. PD Sessions related to structured literacy, training in 95% supplemental phonics curriculum, and training for how to administer acadience literacy assessments and read the data (sessions posted in SCHED).

Effectiveness: 286 teachers trained in 95% curriculum (12,169 logins to the online resources since the start of the school year), 180 teachers trained in Acadience administration, 86 teachers signed up for upcoming data training (2,008 students assessed in Acadience in BOY)



Green Rows - Evidence of Impact

Annual Update (End of Year)

Specific evidence of impact (or lack thereof) of this action. Data should be specific, accurate, and should clearly represent **implementation** and **effectiveness**.



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Green Rows - Evidence of Impact

Annual Update (End of Year)

Last Year (2023-2024)

Implementation - Access to College and Career Readiness

Effectiveness - Continue



Green Rows - Evidence of Impact

Annual Update (End of Year)

Last Year (2023-2024) - NO EVIDENCE yet for 2024-2025 year

Implementation - Kate Kinsella Academic Vocabulary Toolkit workbooks

16 teachers received a 1.50-hour training on March 10, 2022.

Effectiveness - What is working that workbooks are available and teachers want to be trained. What is not working is there is not a clear understanding when and how workbooks are being used and there is no progress monitoring in place to determine effectiveness.



Evaluating the LCAP



| 2024-2025 LEUSD LCAP Progress Monitoring Tool | | | | | | | | | | | |
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Purple Rows - Evaluation

Annual Update (End of Year)

Last Year (2023-2024)

What is working? - AVID membership (3HS, 6 MS and 2ES)

Continue/discontinue and why? - Continue this action



Purple Rows - Evaluation

Annual Update (End of Year)

Last Year (2023-2024) - NO EVIDENCE yet for 2024-2025 year

What is working? - Continue to ACTIVELY seek feedback and consultation on the types of sessions, but also conduct a needs assessment with leadership on desired outcomes.

Continue/discontinue and why? - Continue and create designation of specific professional development in Infinite Campus and metrics based and student achievement as a result (attribution).



School Plan for Student Achievement (SPSA) Progress monitoring for all schools

| Copy from your SPSA Create tabs per goal, priority area, or department | | | | Select/develop metrics <i>with</i> those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action | | | Update as evidence is collected | For SSC meetings and end of year estimated actuals | For use in evaluating effectiveness of actions for subsequent plan development |
|---|--|----------------------|----------------|--|---|---|--|---|--|
| Goal and Action # | Actions | Budgeted Amount | Funding Source | Metric(s) and Monitoring Timelines | Frequency of data collection | Responsible Party | Monitoring What is/is not working and why? | Expenditures to Date | Evaluation Modification(s) based on monitoring results |
| Instructions --> | Action Title and Description | \$ allocated in SPSA | Title 1 | List the evidence that will be collected to monitor the implementation and effectiveness of each action. These metrics should be as close to the action as possible. | Include the timeline for data collection. | Who is responsible for collecting data? | Specific evidence of impact (or lack thereof) of this action. Data should be specific, accurate, and should clearly represent implementation and effectiveness . | From Financial System (Collaborate with fiscal team for expenditure data) | Based on implementation and impact data, should the action continue or discontinue? Any modifications? |
| Goal 1, Action 1 | Benchmark Data Analysis: Provide 3 half day release days for benchmark data analysis (3x9x\$215/certificate d sub) | \$5,805.00 | Title 1 | Implementation: Attendance Records, notes from meeting | Implementation: -3 times per year | Teachers, Admin, Instructional Coaches | Implementation: Effectiveness: 1 | | |
| | | | | Effectiveness: Observation of lesson planning/ instructional groupings in response to data analysis | Effectiveness: 6 week data cycles | Teachers | | | |



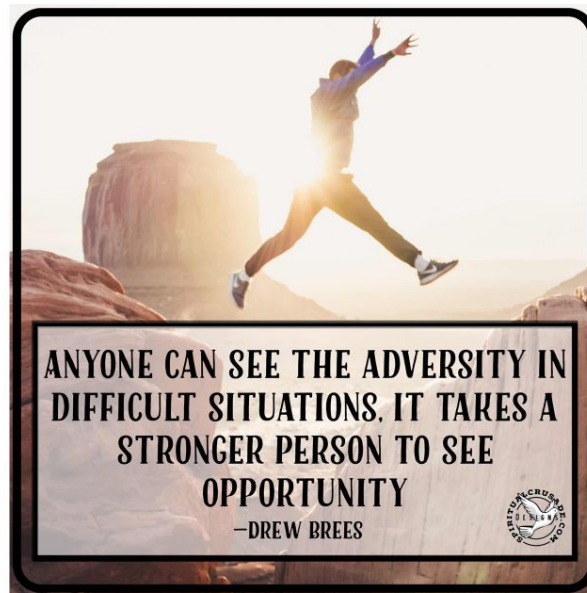
School Plan for Student Achievement (SPSA) School site evaluation of program effectiveness

| Copy from your SPSA Create tabs per goal, priority area, or department | | | | Select/develop metrics <i>with</i> those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action | | | Update as evidence is collected | For SSC meetings and end of year estimated actuals | For use in evaluating effectiveness of actions for subsequent plan development |
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The 2024-2027 LCAP Cycle

- Day 1,758 - February 27, 2025
- Superintendent - Dr. Ryan Lewis
- Assistant Superintendent (Fiscal) - Julie Edmunds
- Assistant Superintendent (ISS) - Dr. Sarah Ragusa
- Director - (Fiscal) - Patrick McGee
- Systems for progress monitoring - Many!
 - 1) Monitoring/evaluation spreadsheet
 - 2) Student/Community Forums
 - 3) 1:1 visits/ monthly check-ins



A young girl with dark curly hair, wearing a blue and white striped tank top, is sitting at a desk in a classroom. She is smiling and has her right hand raised high in the air. In her left hand, she holds a blue pen over an open notebook. Other students are visible in the background, some with their hands raised. The image has a blue overlay and decorative yellow and teal bars at the top and bottom.

Questions?



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California Collaborative
for Educational Excellence

Thank You

Contact



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Please take a few minutes to fill out our
Zoom feedback survey