

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monsenor Oscar Romero Charter School

CDS Code: 19647330114959

School Year: 2022-23

LEA contact information:

Yvette King Berg

Executive Director

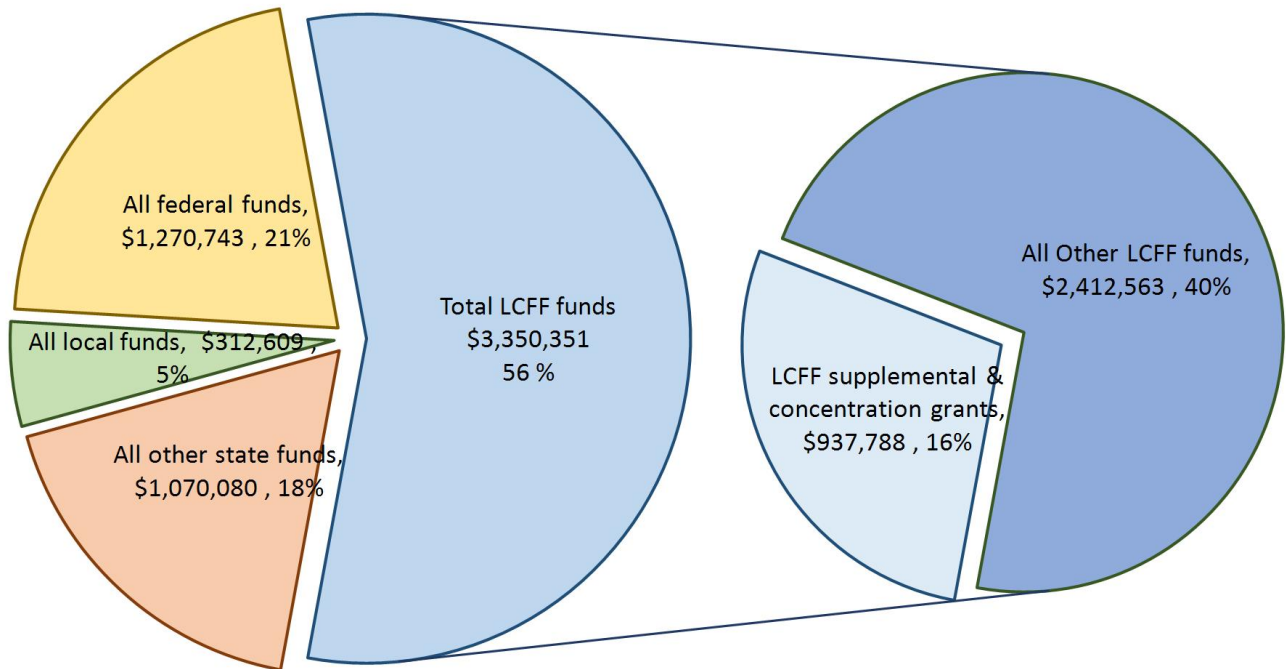
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



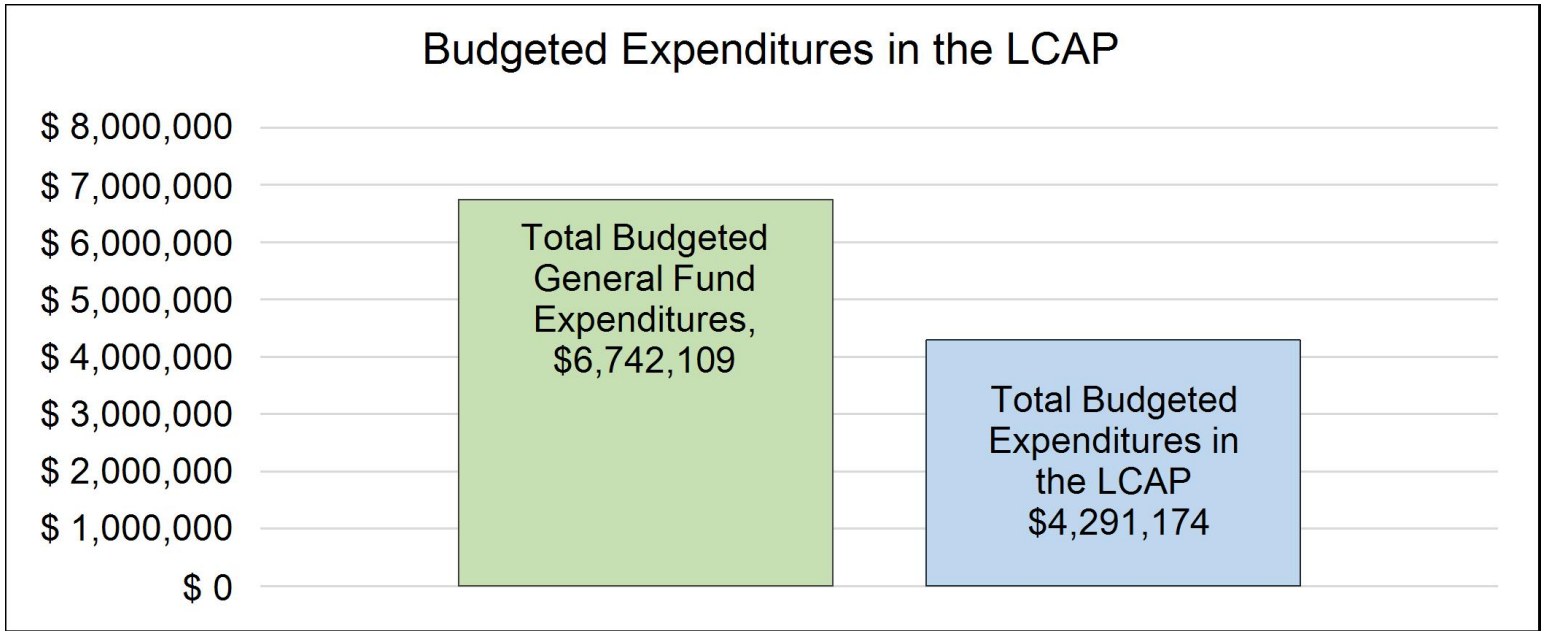
This chart shows the total general purpose revenue Monsenor Oscar Romero Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monsenor Oscar Romero Charter School is \$6,003,783, of which \$3,350,351 is Local Control Funding Formula (LCFF), \$1,070,080 is other

state funds, \$312,609 is local funds, and \$1,270,743 is federal funds. Of the \$3,350,351 in LCFF Funds, \$937,788 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Monsenor Oscar Romero Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monsenor Oscar Romero Charter School plans to spend \$6,742,109 for the 2022-23 school year. Of that amount, \$4,291,174 is tied to actions/services in the LCAP and \$2,450,935 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

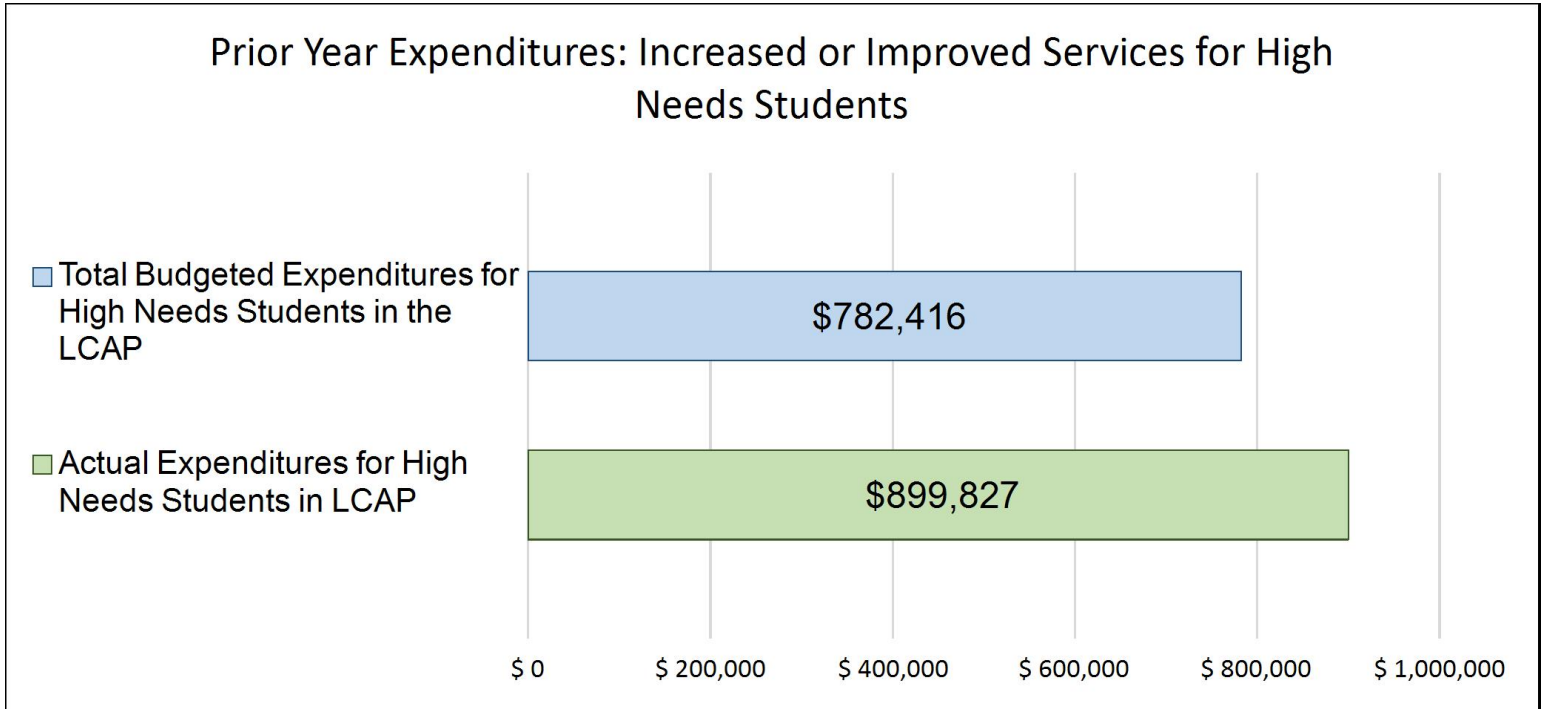
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Monsenor Oscar Romero Charter School is projecting it will receive \$937,788 based on the enrollment of foster youth, English learner, and low-income students. Monsenor Oscar Romero Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Monsenor Oscar Romero Charter School plans to spend \$937,912 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Monsenor Oscar Romero Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monsenor Oscar Romero Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Monsenor Oscar Romero Charter School's LCAP budgeted \$782,416 for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent \$899,827 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monsenor Oscar Romero Charter School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

The following are aspects of the ESSER III Plan that stakeholders influenced

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;

- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:

- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have experienced aspects humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year.

The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.

- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

Continued to provide community outreach program offerings and resources to support student academic achievement. Provide parents with ongoing educational support, social emotional support to enable them address the changes of COVID 19 and much needed social emotional health access.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; hand washing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations. Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services. All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person.

Charter School provides the public with an opportunity to provide comments and feedback and how the Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of administrators, staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop the COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to [ykingberg@ypics.org](mailto:ykingberg@ypics.org) directly to the Executive Director.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monseñor Oscar Romero Charter School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Monseñor Oscar Romero Charter School (MORCS) a Youth Policy Institute Charter School (YPICS), serves 287 students In the San Fernando Valley area of Los Angeles County. Represented with 100% Latino. 19% English Learners, 13% Students with Disabilities, and 93% of our students are on Free and Reduced Lunch.

VISION: Our school is named in honor of and inspired by Monseñor Oscar Romero Charter, a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give an eloquent and insistent voice to the cardinal importance of education. Monseñor Oscar Romero believed in the Jeffersonian ideal that democracy and its attendant ideals become quite impossible without an intelligent citizenry.

MISSION: The Monseñor Oscar Romero Charter School prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico-Union area of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area.

The Charter School also serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The Charter School is a data-driven school that uses assessment data to understand and improve scholar and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School Continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a course for the new year based on the students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments.

Assessments are used to: Identify scholars and subgroups who need additional instruction or intervention; Prescribe a re-teaching or acceleration focus for individual scholars; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multidimensional approach to meet the needs of our diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts that include access to Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators.

The Charter School created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, as well as the US Department of Education representatives, and elected officials have recognized the positive culture at our Charter School.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Teachers and staff receive training in research-based education practices to raise student achievement. These training are conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Like a Champion," "Data-Driven Instruction," "Getting Better," and the Success for All Program. Monsenor Oscar Romero School utilizes various assessment tools in evaluating student achievement of stated objectives across all disciplines. The assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

MORCS success is as follows:

Verified Data: ELA & Math Growth (2019-20, 2020-21, and 2021-22)

MORCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of Education as "verified data." Despite challenges from the pandemic, at both the school- and grade levels, MORCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. On average, MORCS

students had over a year of typical growth in ELA (129%) and a year of growth in Math (100%) from Fall to Spring 2020-21. From Fall to Spring 2019-20, MORCS students had over a year of typical growth in ELA (129%) & Math (127%). It is also worth noting that 8th-grade students had nearly two years of typical growth (194%) in ELA and 164% progress in Math in 2019-20, which suggests that students who had been at MORCS for longer experienced more growth.

For the 2021-22 school year, iReady diagnostics were administered in August 2021 and December 2021 (with the final diagnostic scheduled for May 2022). The growth measures shared here are based on half a school year of instruction, which makes the target metric for minimum expected growth 50%.

#### Math Reading

mid-year EOY projected mid-year EOY projected

All Students 71% 142% 92% 188%

#### Socioeconomically

Disadvantaged Students 71% 142% 92% 188%

Latino Students 71% 142% 92% 188%

English Learners 99% 198% 122% 244%

Students with Disabilities 54% 108% 153% 306%

i-Ready Student Levels-Internal Assessment 2022

Above average growth (greater than 50%) is indicated by blue shading. Significant growth is indicated above 99%. Based on these results students are on track to expect average growth of at least one-year schoolwide and for each subgroup of students. An anticipated growth will be verified by the May 2022 administration of the diagnostic.

- Overall and at each grade level, students are projected to achieve over 100% growth by the end of the school year. In the case of 8th grade Math and 7th grade ELA, students are projected to achieve above 200% median growth by the end of the year.
- Students comparatively demonstrated lower growth in 6th and 7th grade math (although they are projected to go over 100% growth by the end of the year).

Results in 2019-20, 22% of MORCS students were on or above grade level in iReady Math, and in 2020-21, the average Math proficiency rate increased to 26% in Math. Given that iReady and SBAC are strongly correlated (.89 in Math), this suggests that despite the pandemic, MORCS students would have improved on state tests in Math in these years (ERIA, 2020). In ELA, scores improved slightly from 2019 levels. 8th graders had the highest proficiency rates in ELA in 2020 and 2021, suggesting that additional time at MORCS improved students' literacy skills.

#### English Learner Progress

- Overall and at each grade level, English Learner students are projected to achieve over 100% growth by the end of the school year. With the exception of 6th grade ELA, all grade levels are projected to achieve close to or above 200% median growth by the end of the year in Math and Reading!

- At each grade level, English Learners demonstrated equal or more growth in math than All Students and Special Education Students, in some cases significantly more growth (7th and 8th grade english learners were particularly successful)
- At 6th and 7th grade, English Learners demonstrated over 100% growth and close to 100% growth in Reading at the mid-year mark, projecting over 200% growth at the end of the school year

MORCS serves a higher proportion of English learners than its surrounding district and the state (33% compared to 19% in LAUSD and 18% in the state) in 2019-20. English learners at MORCS progressed faster than the district and the state, with 53% of EL students making progress towards English language proficiency in 2018-19. Within that grouping, over half (51%) of MORCS EL students progressed by at least one ELPI level compared to 43% at the state level and 42% of LAUSD ELs.

#### Technology in the classroom

Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000, and other programs. As noted in Monsenor Oscar Romero School, 2019-20 LCAP on it is our goal to provide our students with chrome books 1 to 1 ratio". With increased access to computers in every classroom, more time is devoted to online tools designed to precisely target standard alignment in reading and writing. Programs such as open-source programs such as i-Ready, Achieve3000, SFA, and licensed software as presented above Monsenor Oscar Romero School students' innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students can progress faster than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time). It removes the pressure while maintaining accountability by preparing all group members to be the possible "random reporter" responsible for communicating the group's findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as often happens in the non-collaborative classroom. Teachers are also trained through Professional Development and coaching to support EL and whole-class learning by using SDAIE strategies, as defined in the Monsenor Oscar Romero School English Learner Plan.

#### COVID-19 Aligned Strengths

##### Community Engagement/Support

MORCS supported its surrounding community, which experienced some of the highest death rates in California during the pandemic, by providing safety updates & information, as well as distributing food each week (INSERT # meals), connecting families with counseling services, and providing financial assistance to those who lost a family member due to COVID.

##### Student Engagement

- MORCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In November 2020, MORCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In November 2020, MORCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

### Digital Divide

MORCS rapidly eliminated the digital divide by distributing hot spots & Chromebooks to students in need in March 2020. The percentage of families with at-home technology access increased from 61% in March 2020 to 99% in April 2020.

### Social/Emotional Wellbeing

While many students struggled socially & emotionally during the pandemic, MORCS students reported a higher level of belonging and peer collaboration in November 2020 than in November 2019. This was also higher than the state average.

### COVID-19 Aligned Vulnerabilities

#### Student Engagement

MORCS's enrollment declined by 11%, or 38 students (from 356 students in 2019 to 318 students in 2020) during the pandemic. This was largely driven by a decrease in the 6th-grade class, which had 116 students in 2019-20 and only 84 students in 2020-21. MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Indicator Performance C Dashboard-due to Pandemic these are the indicators used. Use of Verifiable data from i-Ready indicates growth.

MORCS received a red on the CA Dashboard in ELA & Math in 2019, a red in Math in 2018, and an orange in ELA in 2018, having performed below the state average in proficiency in both years on the academic indicators. If the CDE had not used ELPI in its track determinations, then MORCS would have been in the low track, as all students & subgroups performed below the state average on the academic indicators Distance from Standard (DFS) by Subgroup Under AB1505: A red arrow indicates that MORCS' subgroup average was below the state average for that subgroup on that indicator in a given year.

#### Verified Data for 2017-18 & 2018-19

MORCS switched from using the NWEA MAP Assessment to iReady in 2019-20. While the iReady data is strong and clearly demonstrates one year's growth, we saw LAUSD reject verified data from schools that did not have verified data for the entirety of the term during renewals last summer. Currently, in the petition, MORCS provided NWEA proficiency data. We recommend replacing this with growth data. When using NWEA, CCSA recommends the Conditional Growth Index (CGI), which is included in Summary Growth Reports. A positive CGI indicates at least one year of growth, on average.

#### Suspension Rates



While MORCS made substantial progress in decreasing its suspension rate over the course of the charter term, 15% of students were suspended in 2017-18 compared to only 0.8% of students in LAUSD. Suspension rates were high in 2017-18 & 2018-19; instituting the PBIS assisted MORCS to realize a decreased it's rate to 1.6% in 2019-20.

#### COVID-19 Achievement and Engagement Data

Aligned with CCSA's Portrait of the Movement findings on how charter schools effectively responded to the pandemic, CCSA believes that how your school responded to the COVID-19 pandemic is an important part of your data story, especially given the gap in state testing in 2019-20.

Data that MORCS tracked over the past year include:

- Evidence of proactively working to engage students
- Evidence of actions to mitigate learning loss
- Data that shows a narrowing of the digital divide
- Data to demonstrate how you supported students' social and emotional wellbeing
- Data on the number of meals provided
- Evidence of community engagement/support
- Changes to enrollment demand

#### English Learner Reclassification Rates

In 2020-21, MORCS reclassified 3.8% of English learners, representing a lower reclassification rate than the district (6.4%) and the state (8.6%). While MORCS' 2017-18 & 2018-19 reclassification rates were higher than the state averages, they were lower than LAUSD averages.

Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019, as follows:

- 0.00% of English Learner students Met or Exceeded the Standards, a 2.11 percentage point decrease.
- 21.32% of Latino students Met or Exceeded the Standards, a 0.54 percentage point increase.
- 20.87% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 0.97 percentage point decrease. ? 2.56% of Students with Disabilities Met or Exceeded the Standards, a 0.00 percentage point increase.
- None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019, as follows:?
  - 0.00% of English Learner students Met or Exceeded the Standards, a 1.09 percentage point decrease.
  - 10.84% of Latino students Met or Exceeded the Standards, a 2.27 percentage point decrease.
  - 10.94% of Socioeconomically Disadvantaged students Met or Exceeded the Standards, a 3.03 percentage point decrease.
  - 2.56% of Students with Disabilities Met or Exceeded the Standards, a 2.85 percentage point decrease.
- The schoolwide percentage of students who Met and Exceeded Standards in 6th – 8th Grade on the SBAC in ELA is 21.31%, which is at a rate lower than the
- The schoolwide percentage of students who Met or Exceeded Standards in 6th – 8th Grade on the SBAC in Math is 10.98%, which is at a rate lower than the Resident Schools Median of 16.39%.

## LCAP Highlights

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

MORCS provides resources to assist under-achieving students. These include a school breakfast and lunch program, an after school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Working closely with stakeholders through the school, the goals are in alignment with the California Dashboard, LCFF rubrics, and charter petition goals, core values, the YPICS School Success Plan, and our Governance structure to improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement

Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.

Goal 3: Provide an appropriate Basic Condition for Learning

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

MORCS is eligible for comprehensive support and improvement due to the following outcomes CA Dashboard results:

Hispanic

Red

120.3 points below the standard

Declined -11.8 points 326

Less than 11 Students - Data Not Displayed for Privacy

Current English Learner

- 199.9 points below the standard

Declined Significantly -31.1 points 81  
Reclassified English Learners  
112.7 points below the standard  
Declined -5.5 points 121

English Only  
121 points below the standard  
Increased ++3 points 30

Math scores declined for the past 2 years (net -11.5%); further Math data on SBAC indicates a stronger implementation plan, racial justice, and equity issues, and addressing student attitudes toward Mathematics.

### ***Support for Identified Schools***

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

Other factors, internal and/or external that the Team considered when evaluating performance for results on Mathematics. The team analyzed and set up plans to address students needs; specifically reviewing students with disabilities, English Learners, and other sub-groups are they working as intended: The results indicated the following:

- The LEA determined that MORCS' needed to re-evaluate their Mathematics curriculum.
- Teachers needed to be provided with strategies on the integration of mathematics across other courses.
- Demystifying the concept that mathematics is difficult; changing the climate of some student's belief in their abilities to compete.
- Engage Administrators, teachers, staff, parents, students, and stakeholders in actively addressing mathematics concepts in daily life using differentiated instruction, accelerating learning opportunities, professional development, parent training and workshops, and various collaborative efforts.

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

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

The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. CSD discussed with the school leaders the need to ensure all staff members have cleared credentials. The LEA noted that two returning employees marked as Teacher Associates do not have the proper EL authorization. In summary, 5 teachers were currently listed as "Teacher Associates" due to no EL authorization; at the time of the oversight, the school leader had a substitute teacher working in each of those classrooms to ensure that the school complies with this requirement.

Among the strategies implemented during 2018 to the present include:

- In 2018, MORCS began creating priority standards that the LEA gave greater weight on the SBAC. The Charter School finalized this process towards the beginning of the 2019-20 school year.

- SBAC Mathematics intervention and acceleration: An initiative was started in the latter half of 2018-19 onto 2019-2020 to prioritize Mathematics. During this initiative:
    - o Identified bubble students who were close to moving up an achievement band. (2019-20)
    - o Planned, intentional small group instruction to target student needs. (2019-20)
    - o Due to the Pandemic, teachers were able to provide acceleration and intervention during extended class time, offering access to reteaching, additional daily support through an individual instructional plan for each student.
      - MORCS provided ongoing Professional Development and coaching. The presenters also observed teachers and gave them feedback on implementing the strategies covered during professional development.
      - Implemented intervention blocks of time where teachers target students' deficits in small groups. (2020-21)
      - Developed IEP's as a comprised team of various stakeholders:
        - o Parents/caretakers, teachers, staff, SPED, admin, etc.).
          - Targeted Mathematics instruction began implementation in 2019-20.
          - Used i-Ready results to determine student Math levels (2019-20).
          - Implemented practice i-Ready assessments twice a year (2019-20).
          - After-school program assisted by providing intervention and accelerated support during Fall Break, Winter Break, and Spring Break, starting in 2019-20 and 2020-2021. The Pandemic ongoing learning opportunities were made available.
          - Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, differentiated instruction, and other research-based learning strategies.
          - MORCS provided socio-emotional support, supplemental support systems, food, and concentrated support for families.
- To identify appropriate root causes for both English Language Arts and Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

# Engaging Educational Partners

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

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:

Academic & Instruction: School Culture & Climate Operations & Safety

The resources collected from the Taskforce for instruction are located at <http://typ.ypics.com/>, and additional Virtual Instructional Strategies can be found on our website <https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd>. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students, and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

The MORCS ' Team, including the Executive Director, the Board of Trustees, Leadership Team, teachers, parents, and students, all contributed to the influence, integration, and specific support to engage all stakeholders in the LCAP development. The Charter School's team also communicated with parents electronically and mailed information home. In the process of daily calls, the Charter School also updated parent emails or cell phones to ensure that the most updated parent contact information was available for mass communication through Both Remind and OneCall.

The staff communicated using Google Meets and Slack. MORCS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are Title 1, Title II, Title III, and another federal funding budget at our meetings. MORCS' School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 MORCS SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

A summary of the feedback provided by specific educational partners.

Students at MORCS were surveyed in November 2020 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, and Culture. In addition, students provided feedback about Project-Based Learning, Emotional and Mental Health, Drugs and Alcohol, and Distance Learning.

This report compares MORCS students' ratings to students at 429 other middle schools across the country to put student feedback into context.

Compared to other participating middle schools, MORCS's highest-rated themes were:

Culture  
Relationships  
and the lowest rated themes were:

Engagement  
Belonging & Peer Collaboration

Compared to other participating middle schools, MORCS's highest-rated question within the key themes was:

Adults from my school treat students with respect. (which is in the Culture theme)  
and the lowest rated question within the key themes was:

I take pride in my school work. (which is in the Engagement theme)  
Respondents also provided feedback about Project-Based Learning. For example, 54% of respondents responded positively to the question: In school, I can find solutions to problems that I haven't been taught how to solve.

Respondents also provided feedback about Emotional and Mental Health. For example, 65% of respondents responded positively to the question: Overall, how do you feel about your life?.

Respondents also provided feedback about Distance Learning. For example, 43% of respondents responded positively to the question: How would you rate your experience with distance learning so far this school year?.

This report represents feedback from 407 students. Based on the enrollment data provided, you had a 129% response rate. Percentages over 100% are likely due to fluctuations in enrollment between the time enrollment numbers were shared and survey completion. This does not indicate that anyone took the survey more than once. Please refer to the Appendix section for more information about the demographics of the respondents.

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made

available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter. Surveys were sent out to parents through email and text messages to ensure families could access the content.

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 stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level Essential Standards and materials;
- Identify students who need additional support to accelerate learning and to mitigate pupil learning loss;
- Schedule time for students experiencing pupil learning loss.

# Goals and Actions

## Goal

Goal #	Description
1	<p>Increase Student Achievement</p> <p>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.</p> <p>(State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)</p>

An explanation of why the LEA has developed this goal.

Improve academic achievement for all students

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.			100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned curricular and instructional materials	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)			100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)
Professional Learning: Teaching, social-emotional learning, and Management Strategies	100% of MORCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.	100% of MORCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.			100% of MORCS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	100% Teachers are provided with curriculum aligned to current content and performance standards.	100% Teachers are provided with curriculum aligned to current content and performance standards.			100% Teachers are provided with curriculum aligned to current content and performance standards.
Student Access to Broad Course of Study	100% of students have access to a broad course of study	100% of students have access to a broad course of study			100% of students have access to a broad course of study
English Language Arts- Proficiency	All: 22.19% EL: 0.00 Latino: 22.22 SED: 21.81 SWD: 2.56 SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 points),				The expected outcome is an overall increase of at least 2-3% of students who meet or exceed the standard on their subsequent CAASPP i-Ready results indicate that students are showing academic achievement.
Mathematics Proficiency	All: 10.98% EL: 0.00 Latino: 10.84 SED: 10.94 SWD: 2.56 SBAC Mathematics as DFS-119.8 point	i-Ready results areas follows:: Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2 • Students “Two or			The expected outcome is an overall increase of at least 2-3% of students who meet or exceed the standard on their subsequent CAASPP i-Ready results indicate that students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard (declined 11.5 Points),	<p>More Grade Levels Below” decreased from 71% to 61% from D1 to D2</p> <ul style="list-style-type: none"> <li>• Median Progress to Annual Typical Growth is at 73% overall for all students in math</li> <li>• 8th grade math saw the highest growth at 108% median growth and 42% stretch growth</li> <li>• All grade levels showing growth from D1 to D2 in Math</li> </ul>			are showing academic achievement.
Access iReady assessment and technology	ELA: 17% Math: 11%	i-Ready Reading results are as follows:			Increased student performance as monitored by i-Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Increased student performance as monitored by i-Ready scores show improvement from start of the year to current</p>	<ul style="list-style-type: none"> <li>• Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2</li> <li>• Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2</li> <li>• Median Progress to Annual Typical Growth is at 97% overall for all students in reading</li> <li>• 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth</li> </ul>			<p>scores show improvement from start of the year to current 3-5% growth.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• All grade levels showing growth from D1 to D2 in Reading</li> </ul> <p>Math Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2</p> <ul style="list-style-type: none"> <li>• Students “Two or More Grade Levels Below” decreased from 71% to 61% from D1 to D2</li> <li>• Median Progress to Annual Typical Growth is at 73% overall for all students in math</li> <li>• 8th grade math saw the highest growth at 108%</li> </ul>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>median growth and 42% stretch growth</p> <ul style="list-style-type: none"> <li>All grade levels showing growth from D1 to D2 in Math</li> </ul>			
English Language Learner proficiency	English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)	<ul style="list-style-type: none"> <li>Overall and at each grade level, English Learner students are projected to achieve over 100% growth by the end of the school year. With the exception of 6th grade ELA, all grade levels are projected to achieve close to or above 200% median growth by the end of the</li> </ul>			Teachers planned and implemented synchronous lessons to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily.- An ELD Coordinator/2 teachers on assignment to support teachers. Growth indicators.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>year in Math and Reading!</p> <ul style="list-style-type: none"> <li>At each grade level, English Learners demonstrated equal or more growth in math than All Students and Special Education Students, in some cases significantly more growth (7th and 8th-grade English Learners were particularly successful)</li> <li>At 6th and 7th grade, English Learners demonstrated over 100% growth and close to 100% growth in Reading at the mid-year mark,</li> </ul>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		projecting over 200% growth at the end of the school year			
EL Reclassification	16.7% for 18-19	Reclassification exceeds LAUSD			Reclassification exceeds LAUSD.
Students with IEPs proficiency	Increase Students with IEPs on SBAC by 1% or more per year.	100% growth in Reading <ul style="list-style-type: none"> <li>At 7th and 8th grade level, Special Education students demonstrated more growth in Reading than English Learners and All Students (note: 7th grade Special Education students were demonstrated almost twice as much growth</li> </ul>			The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>as the other groups!).</li> <li>• At all grade levels, Special Education students demonstrated growth of over 100% in Reading</li> <li>• 7th grade Special Education students demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels</li> <li>• Students demonstrated relatively low growth in 6th and 7th grade math.</li> <li>• Special Education students demonstrated very low</li> </ul>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		growth in math at all grade levels.			
Next Generation (Science)	All: 7.77% EL: 0.00 Latino: 7.77 SED: 8.25 SWD: 5.88	The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP			The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP
% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019	52.8% English Learner progress in English Proficiency.	Increased realized- due to privacy on CDE website scores are not visible.			Continue to increase the number of English Proficiency as measured by ELPAC

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support to increase student academic achievement	English Language Development Teacher, Tutors; Specialists; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials	\$446,008.00	Yes
1.2	Teacher Retention: Coaching Support	Director of Instruction and 50% of Executive Administrator Provide consistent teacher observation, coaching, and mentoring support	\$200,747.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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.

The Pandemic -COVID-19 had a significant effect on providing for students via Distance Learning and support. Returning to classroom direct instruction during the 2021-2022 school years has provided administration, teachers, and staff to reassess all instructional methodology and effective instructional delivery. Presently internal measure indicate that although there has been learning loss for all students results indicate progressive growth and measures taken to support students with socio-emotional support, additional learning opportunities has resulted in the following:

### i-Ready Typical Growth Metric

i-Ready provides a normed target known as the “Typical Growth” target based on students who placed similarly on the initial Diagnostic. Typical growth is the one year normed target growth for students. It is based on the average annual growth for a student at that particular chronological grade and initial placement level. Growth targets are normed but based on criterion growth. Subsequent Diagnostics measure students’ growth towards that goal. For more information on how typical growth data represents normed data, please see: [https://i-readycentral.com/download/?res=427&view\\_pdf=1](https://i-readycentral.com/download/?res=427&view_pdf=1).

### Summary Analysis of Results

For the 2021-22 school year, iReady diagnostics were administered in August 2021 and December 2021 (with the final diagnostic scheduled for May 2022). The growth measures shared here are based on half a school year of instruction, which makes the target metric for minimum expected growth 50%.

Above average growth (greater than 50%) is indicated by blue shading. Significant growth is indicated by green shading (above 99%). Based on these results we are on track to expect average growth of at least one-year schoolwide and for each subgroup of students. We anticipate this will be verified by the May 2022 administration of the diagnostic.

### I. iReady Diagnostic Exams - General Info

-More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading total enrollment levels were the same during both testing sessions

-12 weeks in between testing sessions

### II. iReady Results (MATH)

ALL STUDENTS (MATH)

BY GRADE LEVEL (MATH)

#### Analysis:

- Students "On or Above" Grade level increased from 6% to 11% in Math from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- Median Progress to Annual Typical Growth is at 73% overall for all students in math
- 8th grade math saw the highest growth at 108% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Math

#### Reading:

- Students "On or Above" Grade level increased from 13% to 17% in Reading from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 72% to 63% from D1 to D2
- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Reading

#### Subgroups

- At 7th and 8th grade level, Special Education students demonstrated more growth in Reading than English Learners and All Students (note: 7th grade Special Education students demonstrated almost twice as much growth as the other groups!).
- At all grade levels, Special Education students demonstrated growth of over 100% in Reading (projecting growth of over 200% by the end of the school year)
- 8th grade students and English Learners demonstrated significant growth in Math (over 100%) especially as compared to other grade levels (projecting growth of over 200% by the end of the school year)
- 7th grade students, 7th grade English Learners, and 7th grade Special Education students demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels
- Special Education students comparatively demonstrated low growth in math at all grade levels. Despite this, 6th and 8th grade are still projected to go over 100% growth by the end of the year.

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.

No significant difference as all funds were spent in areas budgeted.

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

The MORCS team made preparations to provide for student academic achievement at all levels focusing on the educational community as a whole. Ensuring students were fully aware and provided with social Emotional access-counseling, teachers, administrators, full information with monitoring, assessment, daily contact, and providing access to textbooks, learning materials, access to technology and school and community opportunities.

- Strategically provided targeted school-wide and organization-wide trainings features of the education program on Standards based grading and project based learning, using critical friends protocols to allows teachers to tune up their rubrics, lesson plans, and projects
- Train and coach staff on using research-based-strategies with a focus on using exemplars, providing structured checks-for-understanding, and providing effective assessments for students
- Provide targeted coaching on Success for All strategies across the curriculum, with consultation from Lilia Limon and internal teacher and administrator experts
- Providing professional development to all teachers on technology integration, using the TPACK model and training resources in collaboration with the School to Home organization

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.

Due to the Pandemic and modification needed to provide students who have learning loss and the return to the modified classrooms the following emphasis were addressed.

Multi-tiered

Successes: Meeting with grade-level systems of teams consistently in order to discuss the supports high-level needs of students (MTSS) academically, behaviorally, and socio-emotionally.

Challenges: Responding to the high volume of needs, especially socio-emotionally. Many of the counseling resources that we offer to students are online or after school, which is not preferred by students and families.

MORCS is in the process of hiring a counselor for the 22-23 school year, which will go a long way in being able to realistically provide in-person counseling for students.

Use of Differentiated Instruction:

Successes: Using iReady diagnostic instruction results to clearly identify individual and( iReady) group levels of proficiency and need in Math and Reading. Using iReady tools to identify specific subgroups of students as well as curriculum that will address the academic needs of that particular subgroup.

Challenges: Finding and maintaining the time and energy to effectively differentiate for such a wide range of readiness levels in every class, every day. Our student proficiency levels in math and reading range widely from Kindergarten level to 9th and 10th grade, with these large gaps often present within the same classroom. Tools such as iReady go a long way to support students in this regard. The additional difficulty lies in motivating students who are discouraged by being so far behind in grade level as well ensuring that each student received grade level curriculum. Use of acceleration, implementation of programs, and monitoring student academic achievement.

In addition to using the following processes.

- Utilizing iReady tools for differentiated instruction based on individual readiness levels including: the online MyPath resource which provides students with practice in Math and Reading based on their individual diagnostic scores. The group need analysis tool which allows teachers to at-a-glance determine the instructional needs of small groups of students based also on diagnostic results
- Ensuring that all students have the opportunity to benefit from a math or ELA support class during the school day based on their specific diagnostic results and academic needs profile
- Implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each English learner
- Opened 7 new sections of targeted ELD instruction ? hiring of ELD teacher
- Inclusion of morning resource lab to provide targeted support for resource students
- Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills

**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	Increase meaningful and purposeful student, teacher, and parent engagement.  (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall Youth Truth Survey: Parent Involvement	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication	Parents, students ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)			School will provide multiple opportunities for parent involvement in school life and communication.
Spring Parent Survey: Engagement	School will engage parents and students in decision-making.	Parents were engaged in decision-making open communication on all levels.			School will engage parents and students in decision-making.
ADA Rate	School will continue to maintain ADA rate at or above 97.4%	Use a (2019-20), to 318 strategic planning process to identify a (2020-21), to 295			School will continue to maintain ADA rate at or above 97.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.</p> <p>The school is on target to increasing ADA and enrollment is up by 60 students, more than 20 students above at the same time last year.</p> <p>(ADA and enrollment have dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and</p>			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		highest death rates in the community).			
Suspensions and Expulsion Rates	The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.	Maintained below 1%			The School will continue to maintain a low suspension rate below 1%. The school will continue to maintain a low suspension rate below 1%.
Chronic Absenteeism	6.8%	(ADA and enrollment have dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).			6.8% continue to improve.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Coordinator	The parent coordinator will assist with the engagement of parents.	\$71,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Program Coordinator & School Culture Climate Team	Identified staff will assist with the engagement of students. The Program Coordinator will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	\$342,301.00	Yes
2.3	Student Activities	Student Activities to engage students in learning	\$25,000.00	Yes
2.4	Enrollment and Outreach- Schola	Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	\$18,000.00	No

## Goal Analysis [2021-22]

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.

The effect of the Pandemic caused by COVID-19 where distance learning took place and returning to in-classroom instruction changed instructional delivery, as students had an increased learning lost due to COVID conditions. MORCS refocused on students socio-emotional well being, providing both teachers and students with effective strategies to address learning loss and providing accelerated learning opportunities.

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.

None

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

Parents, teachers and students were polled regarding issues on student learning and all elements affecting student learning.

- Polled staff, students and parents using 2021 Youth Truth targeted questions about school safety survey, students and culture in the spring of 2022.

- Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)
- Used a strategic planning process to for CA schools) identify a specific vision and goal(s) for school culture in 22-23. The team determined a detailed action plan, based on the survey data (and other SCC data) provided.
- The action plan includes quarterly check-ins to ensure that the implementation is successful by monitoring and calibrating results to actions.

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.

Attendance was reevaluated as follows: Enrollment

- Held meetings with the Operations team along MORCS has with the YPICS Director of Marketing in declined from 356 the spring/summer of 2022.
- Used strategic planning process to identify a (2020-21), to 295 specific vision and goal(s) for outreach (2021-22). and projected enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.

Suspensions

Continuing to building a more positive school culture with students by implementing PBIS (positive behavior intervention systems), MTSS (multi-tiered systems of support), and restorative practices into student life, including our response to behaviors.

- Through the use of PBIS, MORCS' staff focus on teaching and rewarding positive student behaviors through explicit instruction, modeling, and a token system of "scholar dollars" to recognize students who are acting safely, responsibly, and respectfully
- Use of the MTSS process staff meets regularly with grade-level teams to identify high-need students and to determine and implement supports for these students, whether they are academic, behavioral, or socio-emotional.
- Use Restorative Practices, we teach students how to heal the harm that their actions may have caused themselves, their peers, and/or their school community. We also have students and staff engage in community circles in order to build relationships and trust
- These combined use of effective research-based strategies and programs reflect that efforts have resulted in the following downward trend of suspensions:

The MORCS leadership team identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies that we have already articulated in previous questions. Monitoring. Modifying and identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf ) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.



**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
3	<p>Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, ), Other Pupil Outcomes</p>

An explanation of why the LEA has developed this goal.

Provide students with a safe place to learn, providing MTSS and social emotional support to all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Mutli-tier schoolwide program (MTSS)	100%	100%			Maintain 100%
ADA	97.45%	Met modified-Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes			94% (modified)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		quarterly check-ins to ensure that the implementation is successful.			
Chronic Absenteeism	6.8%	Modified distance learning-COVID protocols			< 6.8%
Suspensions	8%	<1% suspension and expulsion rate Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful			Maintain Suspension Rate at .< 5%
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards	96% Teachers participated in professional development throughout the physical closure of the Charter School.	96% of teacher participated in professional development.			96% Teachers participated in professional development throughout the physical closure of the Charter School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.					
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.	Restructured to designate additional classroom to address the needs of ELD			100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).	100% of facilities is clean and maintained in good repair.			100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	\$2,376,241.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Professional Development	<p>Professional Development for all staff members</p> <p>CCSS training will be embedded into professional development meetings.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> <li>. Backwards Design</li> <li>. Standards-Based Grading</li> <li>. Project-Based Learning</li> <li>. Service-Learning <ul style="list-style-type: none"> <li>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English</li> <li>• Implementation of Monseñor Oscar Romero Charter English Learner Plan</li> <li>• Whetstone Observation and Evaluation Process for teacher growth</li> <li>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social</li> </ul> </li> </ul> <p>SFA Training, Coaching, and Support (Title 3)</p> <p>Science</p> <ul style="list-style-type: none"> <li>• Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms)</li> <li>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions</li> <li>• Using iReady, Infinite Campus/Thinking Nation Writing Assessment Programs</li> <li>• Strategies for SWD to access core curriculum in the general classroom</li> <li>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>• Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.</li> </ul> <p>Challenging, Engaging, and Empowering Students with Deeper Instruction</p>	\$51,160.00	Yes



Action #	Title	Description	Total Funds	Contributing
3.3	Core Instructional Materials; Technology & i iReady assessments	Core Instructional Materials; Technology provided to all students.  Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, and other programs. Nearpod, Peardeck, Flipgrid, and Google Forms  SFA Materials (Title 3)	\$258,672.00	No
3.4	Maintenance/Custodial/Security	Maintenance/Custodial/Security  School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	\$421,719.00	No
3.5	Technology Enhancement	Additional Technology and IT to enhance the basic instructional program.	\$79,939.00	No

## Goal Analysis [2021-22]

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.

Implementation of a MORCS team developed strategy for improvement specific to mathematics.

- During the Spring of 2022 Ongoing implementation, monitoring and focused on the use of strategic planning)-Use a strategic planning.

- Exceeded standard process to identify a specific vision and goal(s) for math on the for math proficiency (overall and for resource CAASPP compared students) in 22-23.
  - The team will determine a with detailed action plan including quarterly reviews.
- o Check-ins to ensure that the implementation is of CA. The median successful. progress to annual growth on iReady was 73% for all math students in December, compared with 97% in reading.
- o Meeting were held and continued collaborations with Math and Resource teams in the progress to annual spring/summer of 2022. Use of a strategic growth on iReady planning process to identify a specific vision was 54% for and goal(s) for math proficiency (overall and resource students in for resource students) in 22-23. The team met in December to address a detailed action plan for Math.
- Quarterly check-ins to ensure that students are reading. evaluation of the implementation and monitoring of student academic achievements.

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.

No material difference noted

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

LCAP implementation have been working very well:

- Collection of verified data (using iReady diagnostics) demonstrating significant growth in reading and math over the last 3 years: Utilizing research-based instructional strategies. This year, our instructional team focused on the following strategies through professional development as well as coaching:
- Sharing examples of high quality work in order to demonstrate high and clear expectations for academic excellence “in high definition”. Research shows that sharing exemplars of quality work is much more effective in communicating high academic expectations for an assignment compared with simply describing the high expectations or even sharing a finely tuned rubric.
- Providing structured checks for understanding which allow the teacher to get a “snapshot” of students’ progress towards the learning objective. These class-wide “cfu”s allow the teacher to gather quickly gather actionable data which informs them if students are ready to move onto the next topic, if students need more clarification or practice, or if most of the class are confused and need to revisit the material from another lens.
- Providing effective assessments, such as Exit Tickets or short quizzes at the end of a class period, so that they can ascertain with a high degree of clarity whether students met the learning objective for the day or not.
- Continued focus on English Learner progress, by hiring an ELD teacher, opening up 2 leveled ELD support classes per grade level, implementing English Learner Snapshots (which include goals and accommodations), and investing in classroom libraries with reading material appropriate to each group of learners. The following data demonstrates our successes in this endeavor:

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 process of addressing changes has been modified as follows: The MORCS leadership team has identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies that we have addressed. Monitoring. Modifying and identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf ) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$937,788	\$110,809

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.87%	0.00%	\$0.00	38.87%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 1: Action 1--Planned services for this action item include English Language Development Teacher, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include the Director of Instruction and 50% of Administrator focus on coaching support for teachers.

Goal 2: Action 1 --Planned services for this action item include a Parent Coordinator.

Goal 2: Action 2--Planned services for this action item include Program Coordinator (attendance), School Climate & Culture (SCC) Coordinator and the SCC Team will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.

Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).

- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)

- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

FY 22-23, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. As stated above the Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

The Charter School has provided all English Learners, foster youth, and low-income with a Chromebook and a Mobile WIFI Hotspot to engage in distance learning. Teachers have incorporated Universal Design for Learning (UDL) into their distance learning for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons. Provide small group support and designated ELD. Students are provided opportunities to engage in Designated ELD Daily. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).

- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility

- Connection
- Empowerment

Engagement of Parents and stakeholders in providing access to their student's academic and social achievements.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:13

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,092,483.00			\$198,691.00	\$4,291,174.00	\$1,079,004.00	\$3,212,170.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Support to increase student academic achievement	English Learners Foster Youth Low Income	\$446,008.00				\$446,008.00
1	1.2	Teacher Retention: Coaching Support	English Learners Foster Youth Low Income	\$200,747.00				\$200,747.00
2	2.1	Parent Coordinator	English Learners Foster Youth Low Income	\$71,387.00				\$71,387.00
2	2.2	Program Coordinator & School Culture Climate Team	English Learners Foster Youth Low Income	\$174,770.00			\$167,531.00	\$342,301.00
2	2.3	Student Activities	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.4	Enrollment and Outreach- Schola	All	\$18,000.00				\$18,000.00
3	3.1	Salaries and Benefits	All	\$2,376,241.00				\$2,376,241.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	\$20,000.00			\$31,160.00	\$51,160.00
3	3.3	Core Instructional Materials; Technology & iReady assessments	All	\$258,672.00				\$258,672.00
3	3.4	Maintenance/Custodial/Security	All	\$421,719.00				\$421,719.00
3	3.5	Technology Enhancement	All	\$79,939.00				\$79,939.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	ELO Summer Learning or Summer Enrichment						

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,412,564	\$937,788	38.87%	0.00%	38.87%	\$937,912.00	0.00%	38.88 %	<b>Total:</b>	\$937,912.00
								<b>LEA-wide Total:</b>	\$937,912.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support to increase student academic achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$446,008.00	
1	1.2	Teacher Retention: Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$200,747.00	
2	2.1	Parent Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Monseñor Oscar Romero Charter 6-8	\$71,387.00	
2	2.2	Program Coordinator & School Culture Climate Team	Yes	LEA-wide	English Learners Foster Youth Low Income		\$174,770.00	
2	2.3	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1					Specific Schools: Monseñor Oscar Romero Charter		

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,072,693.00	\$3,180,162.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	\$349,952.00	\$320,963
1	1.2	Teacher Retention: Coaching Support	Yes	\$188,388.00	\$190,210
2	2.1	Parent Coordinator	Yes	\$62,075.00	\$66,498
2	2.2	Program Coordinator & School Culture Climate Team	Yes	\$304,461.00	\$297,183
2	2.3	Student Activities	Yes	\$15,000.00	\$15,000
2	2.4	Enrollment and Outreach- Schola	No	\$15,000.00	\$18,000
3	3.1	Salaries and Benefits	No	\$1,693,125.00	\$1,717,227
3	3.2	Professional Development	Yes	\$50,048.00	\$50,016
3	3.3	Core Instructional Materials; Technology & iReady assessments	No	\$90,150.00	\$90,150
3	3.4	Maintenance/Custodial/Security	No	\$262,560.00	\$369,791

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	\$41,934.00	\$45,124

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$897,029	\$782,416.00	\$899,827.00	(\$117,411.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	\$349,952.00	\$450,546		
1	1.2	Teacher Retention: Coaching Support	Yes	\$188,388.00	\$205,631		
2	2.1	Parent Coordinator	Yes	\$62,075.00	\$66,498		
2	2.2	Program Coordinator & School Culture Climate Team	Yes	\$147,001.00	\$132,152		
2	2.3	Student Activities	Yes	\$15,000.00	\$25,000		
3	3.2	Professional Development	Yes	\$20,000.00	\$20,000		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,299,190	\$897,029	0	39.02%	\$899,827.00	0.00%	39.14%	\$0.00	0.00%

# Instructions

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*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## **Plan Summary**

### **Purpose**

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

## 2.6 School Verified Data

### iReady



#### Description of Verified Data

Our verified data is from Curriculum Associates' i-Ready diagnostic assessments. Curriculum Associates has been recognized nationally for their dedication to providing excellent resources in order to drive learning in schools.

#### i-Ready Typical Growth Metric

i-Ready provides a normed target known as the "Typical Growth" target based on students who placed similarly on the initial Diagnostic. Typical growth is the one year normed target growth for students. It is based on the average annual growth for a student at that particular chronological grade and initial placement level. Growth targets are normed but based on criterion growth. Subsequent Diagnostics measure students' growth towards that goal. For more information on how typical growth data represents normed data, please see: [https://i-readycentral.com/download/?res=427&view\\_pdf=1](https://i-readycentral.com/download/?res=427&view_pdf=1).

#### Summary Analysis of Results

For the 2021-22 school year, iReady diagnostics were administered in August 2021 and December 2021 (with the final diagnostic scheduled for May 2022). The growth measures shared here are based on half a school year of instruction, which makes the target metric for minimum expected growth 50%.

The summary median growth metrics schoolwide, and by significant subgroups are listed below:

	Math		Reading	
	mid-year	EOY projected	mid-year	EOY projected
<b>All Students</b>	71%	142%	92%	188%
<b>Socioeconomically Disadvantaged Students</b>	71%	142%	92%	188%
<b>Latino Students</b>	71%	142%	92%	188%
<b>English Learners</b>	99%	198%	122%	244%
<b>Students with Disabilities</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

Above average growth (greater than 50%) is indicated by blue shading. Significant growth is indicated by green shading (above 99%). **Based on these results we are on track to expect average growth of at least one-year schoolwide and for each subgroup of students.** We anticipate this will be verified by the May 2022 administration of the diagnostic.

The remainder of this report details the verified testing data further.

# Median Progress towards Annual Typical Growth (by grade level and subgroup)

## Median Progress towards Annual Typical Growth - **ALL STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	69%	138%	89%	178%
7th Grade	62%	124%	124%	248%
8th Grade	108%	216%	81%	162%
All Students	71%	142%	92%	184%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- Overall and at each grade level, students are projected to achieve over 100% growth by the end of the school year. In the case of 8th grade Math and 7th grade ELA, students are projected to achieve above 200% median growth by the end of the year!

#### GROWS:

- Students comparatively demonstrated lower growth in 6th and 7th grade math (although they are projected to go over 100% growth by the end of the year)

## Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	69%	138%	132%	264%
7th Grade	96%	192%	141%	282%
8th Grade	133%	266%	94%	188%
All EL Students	99%	198%	122%	244%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- Overall and at each grade level, English Learner students are projected to achieve over 100% growth by the end of the school year. With the exception of 6th grade ELA, all grade levels are

projected to achieve close to or above 200% median growth by the end of the year in Math and Reading!

- At each grade level, English Learners demonstrated **equal or more growth in math than All Students and Special Education Students**, in some cases significantly more growth (7th and 8th grade english learners were particularly successful)
- At 6th and 7th grade, English Learners demonstrated **over 100% growth and close to 100% growth in Reading** at the mid-year mark, projecting over 200% growth at the end of the school year

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	66%	132%	116%	232%
<b>7th Grade</b>	38%	74%	233%	466%
<b>8th Grade</b>	58%	116%	111%	222%
<b>All Resource Students</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

**ANALYSIS**

**GLOWS:**

- At 7th and 8th grade level, Special Education students demonstrated **more growth in Reading than English Learners and All Students** (note: 7th grade Special Education students demonstrated almost twice as much growth as the other groups!).
- At all grade levels, Special Education students demonstrated **growth of over 100% in Reading** (projecting growth of over 200% by the end of the school year)
- 8th grade students and English Learners **demonstrated significant growth in Math (over 100%) especially as compared to other grade levels** (projecting growth of over 200% by the end of the school year)
- 7th grade students, 7th grade English Learners, and 7th grade Special Education students **demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels**

**GROWS**

- Special Education students comparatively demonstrated **low growth in math at all grade levels**. Despite this, 6th and 8th grade are still projected to go over 100% growth by the end of the year.



# Percent of Students who Met Typical Growth, Met Stretch Growth, and Improved Placement

## Percent of Students who met Typical, met Stretch Growth, and Improved Placement in READING

	% Met Typical Growth		% Met Stretch Growth		% Improved Placement	
	Mid-year	EOY projection	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	48%	96%	15%	30%	54%	108%
7th Grade	55%	110%	21%	42%	48%	96%
8th Grade	47%	94%	19%	38%	43%	86%
All Students	49%	98%	18%	36%	48%	96%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- 98% of all students are projected to meet their typical growth in Reading by the end of the school year
- 36% of all students are projected to meet their stretch growth in Reading by the end of the school year
- 96% of all students are projected to improve their placement in Reading by at least one band by the end of the school year

## Percent of Students who met Typical, met Stretch Growth, and Improved Placement in READING

	% Met Typical Growth		% Met Stretch Growth		% Improved Placement	
	Mid-year	EOY projection	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	37%	74%	4%	8%	43%	86%
7th Grade	32%	64%	5%	10%	47%	94%
8th Grade	52%	104%	17%	34%	54%	108%
All Students	42%	84%	10%	20%	48%	96%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- 84% of all students are projected to meet their typical growth in Math by the end of the school year
- 20% of all students are projected to meet their stretch growth in Math by the end of the school year
- 96% of all students are projected to improve their placement in Math by at least one band by the end of the school year

of the school year

## **GROWS**

- **6th and 7th grade projected percentages of typical growth** by end of year are below 100%
- **6th and 7th grade projected percentages of stretch growth** are at 8% and 10% respectively, far short of where we would like these metrics to be

## 2.6 School Verified Data

### iReady



#### Description of Verified Data

Our verified data is from Curriculum Associates' i-Ready diagnostic assessments. Curriculum Associates has been recognized nationally for their dedication to providing excellent resources in order to drive learning in schools.

#### i-Ready Typical Growth Metric

i-Ready provides a normed target known as the "Typical Growth" target based on students who placed similarly on the initial Diagnostic. Typical growth is the one year normed target growth for students. It is based on the average annual growth for a student at that particular chronological grade and initial placement level. Growth targets are normed but based on criterion growth. Subsequent Diagnostics measure students' growth towards that goal. For more information on how typical growth data represents normed data, please see: [https://i-readycentral.com/download/?res=427&view\\_pdf=1](https://i-readycentral.com/download/?res=427&view_pdf=1).

#### Summary Analysis of Results

For the 2021-22 school year, iReady diagnostics were administered in August 2021 and December 2021 (with the final diagnostic scheduled for May 2022). The growth measures shared here are based on half a school year of instruction, which makes the target metric for minimum expected growth 50%.

The summary median growth metrics schoolwide, and by significant subgroups are listed below:

	Math		Reading	
	mid-year	EOY projected	mid-year	EOY projected
<b>All Students</b>	71%	142%	92%	188%
<b>Socioeconomically Disadvantaged Students</b>	71%	142%	92%	188%
<b>Latino Students</b>	71%	142%	92%	188%
<b>English Learners</b>	99%	198%	122%	244%
<b>Students with Disabilities</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

Above average growth (greater than 50%) is indicated by blue shading. Significant growth is indicated by green shading (above 99%). **Based on these results we are on track to expect average growth of at least one-year schoolwide and for each subgroup of students.** We anticipate this will be verified by the May 2022 administration of the diagnostic.

The remainder of this report details the verified testing data further.

# Median Progress towards Annual Typical Growth (by grade level and subgroup)

## Median Progress towards Annual Typical Growth - **ALL STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	69%	138%	89%	178%
7th Grade	62%	124%	124%	248%
8th Grade	108%	216%	81%	162%
All Students	71%	142%	92%	184%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- Overall and at each grade level, students are projected to achieve over 100% growth by the end of the school year. In the case of 8th grade Math and 7th grade ELA, students are projected to achieve above 200% median growth by the end of the year!

#### GROWS:

- Students comparatively demonstrated lower growth in 6th and 7th grade math (although they are projected to go over 100% growth by the end of the year)

## Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	69%	138%	132%	264%
7th Grade	96%	192%	141%	282%
8th Grade	133%	266%	94%	188%
All EL Students	99%	198%	122%	244%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- Overall and at each grade level, English Learner students are projected to achieve over 100% growth by the end of the school year. With the exception of 6th grade ELA, all grade levels are

projected to achieve close to or above 200% median growth by the end of the year in Math and Reading!

- At each grade level, English Learners demonstrated **equal or more growth in math than All Students and Special Education Students**, in some cases significantly more growth (7th and 8th grade english learners were particularly successful)
- At 6th and 7th grade, English Learners demonstrated **over 100% growth and close to 100% growth in Reading** at the mid-year mark, projecting over 200% growth at the end of the school year

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	66%	132%	116%	232%
<b>7th Grade</b>	38%	74%	233%	466%
<b>8th Grade</b>	58%	116%	111%	222%
<b>All Resource Students</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

**ANALYSIS**

**GLOWS:**

- At 7th and 8th grade level, Special Education students demonstrated **more growth in Reading than English Learners and All Students** (note: 7th grade Special Education students demonstrated almost twice as much growth as the other groups!).
- At all grade levels, Special Education students demonstrated **growth of over 100% in Reading** (projecting growth of over 200% by the end of the school year)
- 8th grade students and English Learners **demonstrated significant growth in Math (over 100%) especially as compared to other grade levels** (projecting growth of over 200% by the end of the school year)
- 7th grade students, 7th grade English Learners, and 7th grade Special Education students **demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels**

**GROWS**

- Special Education students comparatively demonstrated **low growth in math at all grade levels**. Despite this, 6th and 8th grade are still projected to go over 100% growth by the end of the year.

# Percent of Students who Met Typical Growth, Met Stretch Growth, and Improved Placement

## Percent of Students who met Typical, met Stretch Growth, and Improved Placement in READING

	% Met Typical Growth		% Met Stretch Growth		% Improved Placement	
	Mid-year	EOY projection	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	48%	96%	15%	30%	54%	108%
7th Grade	55%	110%	21%	42%	48%	96%
8th Grade	47%	94%	19%	38%	43%	86%
All Students	49%	98%	18%	36%	48%	96%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- 98% of all students are projected to meet their typical growth in Reading by the end of the school year
- 36% of all students are projected to meet their stretch growth in Reading by the end of the school year
- 96% of all students are projected to improve their placement in Reading by at least one band by the end of the school year

## Percent of Students who met Typical, met Stretch Growth, and Improved Placement in READING

	% Met Typical Growth		% Met Stretch Growth		% Improved Placement	
	Mid-year	EOY projection	Mid-year	EOY projection	Mid-year	EOY projection
6th Grade	37%	74%	4%	8%	43%	86%
7th Grade	32%	64%	5%	10%	47%	94%
8th Grade	52%	104%	17%	34%	54%	108%
All Students	42%	84%	10%	20%	48%	96%

*i-Ready Student Levels-Internal Assessment 2022*

### ANALYSIS

#### GLOWS:

- 84% of all students are projected to meet their typical growth in Math by the end of the school year
- 20% of all students are projected to meet their stretch growth in Math by the end of the school year
- 96% of all students are projected to improve their placement in Math by at least one band by the end of the school year

of the school year

## **GROWS**

- **6th and 7th grade projected percentages of typical growth** by end of year are below 100%
- **6th and 7th grade projected percentages of stretch growth** are at 8% and 10% respectively, far short of where we would like these metrics to be