Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
Goal 1. Conditions of Learning **Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.** **(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	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	40.8% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)	TBD - 2021-22 Teaching Assignment Monitoring Outcomes	2021-22 TAMO 62.2% Teachers "Clear"	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
will be appropriately assigned. Priority 1 Basic Services	were appropriately assigned.	[NOTE: Originally reported as "100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned."]			will be appropriately assigned
Access to standards-aligned curricular and instructional materials Priority 1 Basic Services	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, ELD, math, science, social science, and social science)	100% teachers/ students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: As reported in the 2023 Local Indicators Self Reflection Tool, May 2023)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: 2023 Williams Instructional Materials Review by LACOE August 2023)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard Priority 2 Implementation of adopted State Standards	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5 (Local info to be reported in LCAP)	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards	100% Teachers participated in professional development throughout the physical closure of the Charter School.	~90% of teachers participated in professional development 21-22	100% of teachers participated in professional development for 22-23	100% of teachers participated in professional development for 23-24 to-date	100% Teachers participating in professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards					
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study CA Dashboard Local Indicator "Met" (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator "Met" (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study Locally tracked data	100% of students have access to a broad course of study
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists	100% The Charter School developed a cleaning regiment based on best practices for reopening schools	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT "Exemplary" (Source: As reported in the SARC, February 2023)	Overall Facility Rating as measured by FIT "Exemplary" (Source: Williams Facility Review December 2023)	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Facility, Maintenance, Custodial & Security** Costs associated with facility/maintenance and security. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks and Site Inspection Lists with >90% of items meeting the "good" standard or better.	No	Partially Implemented			$234,291.00	$92,053

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	**Administration** Costs associated with the salaries and benefits for administrative staff positions include: Executive Administrator, Operations Coordinator, Parent Coordinator, Community Schools Coordinator, and School Climate & Culture Coordinator. The School Climate & Culture Team will continue quality implementation of the PBIS Framework and programs.	Yes	Fully Implemented			$918,439.00	$385,304
1.3	**Credentialed Classroom Teachers** Costs associated with the salaries and benefits for certificated staff to provide standards-based instruction to all students in grades 6-8.	No	Partially Implemented			$1,491,751.00	$618,324
1.4	**Paraprofessionals** Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education	Yes	Partially Implemented			$180,699.00	$93,039

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	**Professional Development** Professional Development for all staff members (Pre-service & On-going) topics include, but are not limited to: RE/LAY Graduate School of Education - Continue training for leaders and teachers to sustain the school vision for high-impact instruction and provide a common framework for coaching, observation and feedback. This allows for a common language and understanding of instructional expectations that are rooted in equity for all students. (School share of cost $10,000 = 1/3) Critical Friends Group Training to establish and sustain a foundation focused on continuous improvement. The National School Reform Faculty program will be the professional partner for schoolwide training. (School share of cost $18,317 = 1/3) Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. BTSA Training/ New Teacher Support (Title 2)	Yes	Partially Implemented			$344,090.00	$76,479

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• Standards-Based Grading • Project-Based Learning • Service-Learning Equity-focused Standards-based Instruction • Building Positive Relationships (teacher-student; teacher-family; school-home) and sustaining an inclusive culture based on respectful communication • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences Supporting the Growth of English Learners & Dually-Identified Students • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• Strategies for supporting Students with Disabilities in the general education classroom • Training and use of Success For All instructional strategies to ensure students receive support in the development of foundational skills that posed barriers to accessing grade-level standards-based instructional content Standards-based Instruction • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences • Instructional shifts for maintaining rigorous instruction (lesson design, "big ideas", essential questions, academic discourse, close reading, text-dependent questions, etc.) • Curricular-specific trainings (for core and use of iReady, Infinite Campus, Thinking Nation, writing assessments)						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	• Engaging and empowering students through deeper instruction Multi-tiered System of Support • Use of internal data sources to drive decisions/recommendations for academic acceleration and progress monitoring • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension Building Positive Relationships (teacher-student; teacher-family; school-home) and sustaining an inclusive culture based on respectful communication						
1.6	**Core Instructional Materials & Licenses** Costs associated with the on-going use of: iReady ELA and Mathematics textbooks, eTextbooks for NGSS (annual licenses), History Alive (student licenses for eTexts), Thinking Nation platform for access to primary source documents, Google Classroom Suite	Yes	Fully Implemented			$72,825.00	$98,607

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	**Technology** Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	Yes	Fully Implemented			$238,638.00	$77,093
1.8	**Local Assessments** Students will be assessed 3xs per year using the state-verified iReady assessment suite in ELA and math. This data will be used by all teachers to gauge the needed additional supports needed in order to accelerate the acquisition of foundational skills which are necessary for accessing grade-level content.	Yes	Partially Implemented				

Goal 2

Goal Description
Goal 2. Annual Growth & Achievement in English Language Arts **Increase student achievement in English/Language Arts** **Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.** **(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 Met/Exceeded 22.2% All (-73.7 DFS) 22.2% Latino (-73.9 DFS) 21.8% SED (-74.1 DFS)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 Met/Exceeded 23.8% All (-63.1 DFS) 23.3% Latino (-63.5 DFS) 23.7% SED (-63.7 DFS)	2023 Dashboard & SBAC ELA Met/Exceeded 19.79% All students (-81.1 DFS "Red") 19.92% Latino (-81.4 DFS "Red") 20.65% SED (-78.9 DFS "Red")	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards
Increase the percentage of students demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 Grade 6 57% Annual Typical 22% Annual Stretch 59% Improved Placement Grade 7 50% Annual Typical 21% Annual Stretch 46% Improved Placement Grade 8 63% Annual Typical 27% Annual Stretch 65% Improved Placement	BOY to MOY 56% improved placement 58% met typical growth	Increase students demonstrating growth and improving level placement on local iReady assessment

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**SFA Instructional Strategies for Skill Acceleration** Applying the training that has been provided, classroom teachers will apply SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the	Yes	Partially Implemented			$3,700.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	regular instructional day in order to accelerate the closing skill gaps in ELA, while providing grade-level access to content standards.						

Goal 3

Goal Description
Goal 3. Annual Growth and Achievement in Mathematics & Science
Increase student achievement in Mathematics and Science
Maintain high standards for our community to engage students in high levels of achievement in mathematics through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.
(State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student achievement in Mathematics as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 % Met/exceeded 10.98% All Students (-119.8 DFS) 10.84% Latino (-120.3 DFS) 10.94% SED (-120.3) (Source: CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 % Met/exceeded 10.25% All Students (-115.8 DFS) 9.97% Latino (-115.8 DFS) (Source: CA School Dashboard)	CA Dashboard /SBAC Math 2023 % Met/exceeded "Red" 8.28% All Students (-126 DFS "Red") 9.97% Latino (-125.2 DFS "Red") (Source: CA School Dashboard)	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC Math standards
Increase the percentage of students demonstrating	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23	BOY to MOY 48% improved placement 43% met typical growth	Increase students demonstrating growth and improving level placement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			Grade 6 64% Annual Typical 22% Annual Stretch 62% Improved Placement Grade 7 57% Annual Typical 13% Annual Stretch 58% Improved Placement Grade 8 58% Annual Typical 27% Annual Stretch 59% Improved Placement		on local iReady assessment
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 Met/exceeded 7.77% All 7.77% Latino 8.25% SED Nearly Met 60.2% All 60.2% Latino 59.8% SED	N/A	CAST 2022 Met/exceeded 9.73% All 8.93% Latino 10.5% SED Nearly Met 61.1% All 61.6% Latino 59.1% SED	CAST 2023 Met/exceeded 12.94% All 13.09% Latino 14.86% SED Nearly Met 60% All 59.52% Latino 59.46% SED	Annually decrease %age of "Nearly Met"

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Acceleration & Study Hall** Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their	No	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	classroom assessments and by the iReady diagnostic (math and reading). Study Hall: Facilitated by a certificated teacher, study hall is focused on iReady pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]						
3.2	**Supplemental Curricula** Use of IronBox to address students' math fluency needs which are a barrier to access of grade-level content. Costs associated with this action include materials and math teacher training.	Yes	Partially Implemented			$10,000.00	$20,030

Goal 4

Goal Description
Goal 4. Growth and Achievement for Special Student Populations **Ensure Socioeconomically Disadvantaged, English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science.** **(State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	52.8% making progress towards English language proficiency (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	61% making progress towards English language proficiency (Source: 2022 CA School Dashboard)	45.1% making progress towards English language proficiency "Orange" (Source: 2023 CA School Dashboard)	Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	11.96% Proficient 38.04% Level 3 34.78% Level 2 15.22% Level 1 (Source: English Language Proficiency for Summative ELPAC 2018-19)	11.58% Proficient 32.63% Level 3 34.74% Level 2 21.05% Level 1 (Source: English Language Proficiency for Summative ELPAC 2020-21)	18.42% Proficient 42.98% Level 3 20.18% Level 2 18.42% Level 1 (Source: English Language Proficiency for Summative ELPAC 2021-22)	14.55% Proficient 33.64% Level 3 28.18% Level 2 23.64% Level 1 (Source: English Language Proficiency for Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	16.7% Reclassification Rate (Source: DataQuest CDE 2018-19)	4.4% Reclassification Rate (Source: DataQuest CDE 2019-20)	TBD - Reclassification Rate for 2021-22 pending	Reclassification Rates 2021-22 was 3.2% and 2022-23 was 7.5%	Annually increase reclassification of English learners
SWD/SED/ELs student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-133 DFS) 2.56% Met/exceeded 17.95% Nearly Met 79.49% Not met EL (-100.7 DFS) 0% Met/exceeded 16.85% Nearly Met 83.15% Not met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-117.1 DFS) 9.38% Met/exceeded 28.13% Nearly Met 62.5% Not met SED (-63.7 DFS) 23.68% Met/exceeded 34.96% Nearly Met 41.35% Not met EL (-105.1 DFS) 5.41% Met/exceeded 26.13% Nearly Met 68.47% Not met	2023 Dashboard & SBAC ELA 2.7% SWD (-139 DFS "Red") 18.92% Nearly Met 78.38% Not met 20.65% SED (-78.9 DFS "Red") 25.51% Nearly Met 53.58% Not met 0% EL (-119.2 DFS "Red") 15.32% Nearly Met 84.68% Not met	Annually decreasing the percentage of ELs/SWD "Not Meeting" and increase percentage of "Meeting/Exceeding"
Increase the percentage of SWD/SED/ELs demonstrating growth on	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23	BOY to MOY Improved placement: 53% SWD	Annually increase percentage of SWD, SED, and English learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			ELs 53% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SWD 68% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement	57% SED 56% EL BOY to MOY Typical growth: 63% SWD 58% SED 56% EL	demonstrating growth in reading as measured by local assessments in ELA
SWD/SED/ELs student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-197.1 DFS) 2.56% Met/exceeded 7.69% Nearly Met 89.74% Not met EL (-147.7 DFS) 0% Met/exceeded 4.6% Nearly Met 95.4% Not met	N/A	SBAC Math 2022 SWD (-156.2 DFS) 9.38% Met/exceeded 12.5% Nearly Met 78.13% Not met SED (-117.8 DFS) 10.08% Met/exceeded 25.37% Nearly Met 64.55% Not Met EL (-153 DFS) 0.89% Met/exceeded 14.29% Nearly Met 84.82% Not met	CA Dashboard /SBAC Math 2023 SWD (-171.3 DFS "Red") 5.41% Met/exceeded 5.41% Nearly Met 89.19% Not met SED (-125.4 DFS "Red") 9.91% Met/exceeded 20.65% Nearly Met 70.45% Not Met EL (-157 DFS "Red") 0.90% Met/exceeded 10.81% Nearly Met 88.29% Not met	Annually decreasing the percentage of ELs/SWD "Not Meeting" and increase percentage of "Meeting/Exceeding"
Increase the percentage of SWD/SED/ELs	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23	BOY to MOY Improved placement:	Annually increase percentage of SWD and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			ELs 55% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SWD 52% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement	63% SWD 49% SED 50% EL BOY to MOY Typical growth: 56% SWD 43% SED 44% EL	English learners demonstrating growth in math as measured by local assessments
Next Generation (Science) as measured by CAST for SWD/SED/ELs Priority 4 Pupil Achievement	CAST 2019 SWD 5.88% Met/exceeded 29.41% Nearly Met 64.71% Not met SED 8.25% Met/exceeded 59.79% Nearly Met 31.96% Not met EL 0% Met/exceeded 38.24% Nearly Met 61.76% Not met		CAST 2022 SWD 0% Met/exceeded 46.15% Nearly Met 53.85% Not met SED 10.47% Met/exceeded 59.05% Nearly Met 30.48% Not met EL 0% Met/exceeded 42.11% Nearly Met 57.89% Not met	CAST 2023 SWD N/A Data suppressed SED 14.86% Met/exceeded 59.46% Nearly Met 25.68% Not met EL 0% Met/exceeded 51.72% Nearly Met 48.28% Not met	Annually decreasing the percentage of ELs/SWD "Not Meeting" and increase percentage of "Meeting/Exceeding"

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Integrated and Designated ELD** Designated ELD will be provided to ELs in alignment with their level of English development. Students will also be provided support during core instruction using push-in and through pull-out time for ELs. Moreover, the EL teacher provides instruction in the resource classrooms and our resource teachers co-teach with her once or twice a week. This provides much more time for support for our ELs and students who are both EL and SPED. [NOTE: Costs associated with this action are materials and the purchase of the Ellevation platform to manage EL instruction, progress and program compliance. Any staffing costs are captured in Goal 1.]	Yes	Partially Implemented			$77,512.00	$40,014
4.2	**Acceleration & Study Hall** Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading). Study Hall: Facilitated by a certificated teacher, study hall is	Yes	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	focused on iReady Pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]						
4.3	**Expanded Learning Opportunities Summer Learning & Enrichment** Scholars identified from the targeted LCFF student groups will be granted priority enrollment. This extended instructional time will occur during the summer to address learning loss and address the academic barriers to grade-level standards. The costs associated with this action include supplies, materials, summer stipends for teachers and school tutors.	Yes	Partially Implemented			$153,405.00	$124,095

Goal 5

Goal Description
Goal 5. Positive School Climate & Culture
Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.
(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School efforts to increase Parent involvement through input in decision-making via board meetings, SAC/ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	10 Board Meetings held 10 SAC/ELAC meetings held	pending	Maintain monthly meetings of the Board of Directors and SAC/ELA Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	50% Parent Participation 92% Input in decision-making 84% Satisfaction	71% Participation 83% Decision-making	Annually improve parent survey participation rate and ratings of satisfaction
Increase student participation rate on student survey and positive ratings (School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate	Same as Year 2 Outcome	N/A	77% Student Participation 64% Belonging 92% Relationships	pending	Annually improve student survey participation rate and ratings by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	35% Staff Participation 100% Relationships/ School Culture	pending	Annually improve teacher survey participation rate and ratings of satisfaction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 6.8% All 12.2% SWD 10.6% EL 6.9% Latino 6.9% SED	(ADA and enrollment 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).	2022 Chronic Absenteeism Indicator "Very High" 20.1% All 18.9% SWD 21.3% EL 20.3% Latino 19.9% SED	2023 Chronic Absenteeism Indicator "Red" 24.8% All 28.9% SWD 24.6% EL 24.7% Latino 25.1% SED	The school will annually decrease and maintain a chronic absenteeism rate below 6.8%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate 12% All 14.6% SWD 13.8% EL 6.9% Latino 12.7% SED	<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	2022 Suspension Rate Indicator "Medium" 2.3% All 2.7% SWD 2.4% EL 2% Latino 2.4% SED	2023 Suspension Rate Indicator "Green" 0.7% All 0.7% Latino 0.7% SED 1.7% EL 0% SWD ("Blue")	The school will decrease and maintain a suspension rate below 0.5%.
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate (Source: Ed-Data, 2022)	0% Expulsion Rate for 2022-23	The school will continue to maintain an expulsion rate below 1%.
Dropout Rate Priority 5 Student Engagement	Same as Year 2 Outcome	N/A	0% MS Dropout Rate	pending	Maintain a middle school dropout rate <1%
Increase Average Daily Attendance Priority 5 Student Engagement	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 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	92% (P-2 Attendance 2022-23)	pending	School will continue to maintain ADA rate at or above 97.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful. 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. (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).			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Student Activities & Incentives** The school leadership will work with teachers/advisory course leaders to develop system of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team	Yes	Partially Implemented			$48,200.00	$14,032

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g. aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate.						
5.2	**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.	No	Partially Implemented			$50,000.00	$27,125
5.3	**Parent/ Guardian Engagement** The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians to support the success of their child at MORCS. At minimum, these activities include meetings of the School Advisory Council, English Learner Advisory Committee, back to school night, parent conferences, IEP meetings	No	Partially Implemented			$500.00	$1,215

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.4	**Home/School Communications & Feedback** Use of Infinite Campus to provide cohesive system of schoolwide communications in various languages. Costs associated with the following: - School communication platform - Survey platform for parents, teachers, and students	No	Partially Implemented				