



## 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
Oakland Military Institute College Preparatory Academy	Dr. Mary E. Streshly Superintendent	mstreshly@omiacademy.org (510) 594-3992

### Goal 1

Goal Description
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## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Annual CAASPP Scores	CAASPP (2019): English Language Arts (ELA): 26.7% met or exceeded the standard Math (MA): 9.95% met or exceeded the standard	CAASPP (2022): meets/exceeds Overall: 33% ELA; 17% Math 11th grade: ELA 50%; 14% Math 8th grade: ELA 29%; 14% Math 7th grade: ELA 31%; 26% Math 6th grade: ELA 16%; 14% Math	CAASPP (2023): 9% increase in ELA; 1% decrease in Math Overall: 42% ELA; 16% Math 11th grade: 71% ELA; 14% Math 8th grade: 31% ELA; 22% Math 7th grade: 42% ELA; 13% Math 6th grade: 18% ELA; 14% Math	ICA (2024): meets/exceeds Overall: 26% ELA; 11.5% Math 11th grade: ELA 57%; 14% Math 10th grade: ELA 26%; 15% Math 9th grade: ELA 34%; 20% Math 8th grade: ELA 27%; 6% Math 7th grade: ELA 11%; 14% Math 6th grade: ELA 3%; 2% Math	CAASPP meets/exceeds standard ELA 11th - 65%; Math 11th - 35% ELA 8th - 50%; Math 8th - 45% ELA 7th - 40%; Math 7th - 35% ELA 6th - 50% Math 6th - 50%
Renaissance Star Reading and Math Assessment Results	RenSTAR (2020): English Language Arts (ELA): 34.8% met or exceeded the standard Math (MA): 26.4% met or exceeded the standard  RenSTAR (May 2021): English Language Arts (ELA): 30.1% met or exceeded the standard Math (MA): 26.2% met or exceeded the standard	RenSTAR (January 2022): English Language Arts (ELA): 28.8% met or exceeded the standard Math (MA): 16.9% met or exceeded the standard	RenSTAR (spring 2023) 2 highest bands ELA 6th - 49%; Math 6th - 56% ELA 7th - 53%; Math 7th - 56% ELA 8th - 48%; Math 8th - 50% ELA 9th - 61%; Math 9th - 50% ELA 10th - 56%; Math 10th - 40% ELA 11th - 68%; Math 11th - 40%	Renstar (2024-1): meets/exceeds 12th grade: ELA 40%; 56% Math 11th grade: ELA 34%; 50% Math 10th grade: ELA 19%; 40% Math 9th grade: ELA 28%; 43% Math 8th grade: ELA 19%; 27% Math 7th grade: ELA 16%; 26% Math 6th grade: ELA 16%; 12% Math	RenSTAR (spring 2024) ELA 6th - 60%; Math 6th - 65% ELA 7th - 65%; Math 7th - 60% ELA 8th - 60%; Math 8th - 70% ELA 9th - 70%; Math 9th - 70% ELA 10th - 70%; Math 10th - 78% ELA 11th - 78%; Math 11th -
Core Growth Measure (Middle School)	Core Growth Measure (2018-2019) ELA Growth: 35th percentile Math Growth: 19th percentile	No Growth Data Until Fall 2023.	No Core Growth assessment administered in 22-23	No data	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
8th Grade Promotion Rate	92% 8th Grade Promotion  65% 8th Grade Promoted w/o Summer School (2021) 100% Promoted after Summer School	62% 8th Graders Promoted w/o Summer School (2022) - 38% need to take Summer School	Spring 2023 79% promoted w/o summer REQ 21% not promoted/conditional summer REQ	No data	100% 8th Grade Promotion
High School Graduation Rate	High school graduation (2020): 85.6% High school graduation (2021) 80.8%	High school graduation (2022) 98% of class of 2022 90% of 4-year cohort	High School graduation (2023) 99% of class of 2023 4-year cohort rate 94%	No data	High school graduation: 100% of current class 95% of 4-year cohort
College/Career Indicator (CCI)	CCI (2019): 57.1% Students Prepared	Fall 2022 Dashboard shows unreported CCI A-G Rate: 54% CTE Rate: 0% % taking college courses: 71% Milsci course: 88% [coding problem]	Fall 2023 Dashboard CCI: 65% "prepared for college" college/career indicator	No data	CCI: 80% Students Prepared
College Acceptance Rate	65.71% Attending 2 or 4 year Colleges	93.44% Attending 2 or 4 year Colleges (2022)	Class of 2023 87% attending 2-4 year [53% 4 year] 1% military	No data	95% Attending 2 or 4 year Colleges

### 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	<b>Add Director of Teaching and Learning position to replace consultants and Conduct daily formal and informal classroom observations</b> Director of Teaching and Learning position will directly to increase academic achievement at the	Yes	Fully Implemented	Director of Teaching and Learning hired		\$162,862.00	\$93,989

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>middle school school by bringing the middle school team into alignment in their classroom management, instructional delivery, student activities and interdisciplinary teamwork and projects.</p> <p>Student Services Coordinator and the Superintendent will also maintain a high degree of visibility throughout the campus including daily classroom observations. Each teacher will be observed a minimum of 3 times each semester, including 2 informal and 1 formal observation per teacher per semester.</p>						
1.2	<p><b>Contract with Core Instructional Coaches to continue intensive coaching focus on ELA and Math and middle school teachers.</b></p> <p>Core coaches completed a combined 45 coaching days in 22-23. For 23-24, we will contract 40 days - 20 days each for Literacy and Math coaches. Coaching focus areas will include math and literacy instruction, new teachers, classroom management, vocabulary development, Read 180 implementation and SuccessMaker integration and hands-on, interactive and scaffolded teaching methodologies for English Learners and Special needs students.</p>	Yes	Fully Implemented	Math and ELA coach in place. Full-time math coach added in December		\$145,000.00	\$76,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p><b>Continue heavily scaffolded school wide writing program implementation [JSWP]</b>  Student writing abilities continues to be an area recognized for improvement. Not only is writing directly assessed on CAASPP and an important college preparatory skill, but writing is critical for student be able to outwardly show critical thinking and structured writing instruction provides a vehicle [in addition to speaking] for students to process in a logical way what they have learned and retain this information. Teachers will learn to break down the writing process in an easily digestible manner for our English Learner, Special Ed and accelerated students alike and students, using the Jane Schaffer Writing Method, will continue to practice their skills at Literary Analysis, Argument, Narrative, Explanatory and Expository Writing.</p>	No Yes		All utilizing JSWP framework in preparation of testing and in delivering standards across the curriculum.		\$34,000.00	\$32,199
1.4	<p><b>Teachers will be supported to continue to implement Common Core Standards Based Curriculum in core subject areas. This support includes purchasing new curriculum, training on instructional</b></p>	No		Trainings and in-class support with new electronic curriculum. Packages include TCI, Savvas, Discovery, HMH, and others.		\$70,000.00	\$84,855

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p><b>materials, coaching and classroom equipment necessary for deep implementation.</b>            In 2022-2023, ELA and Math adopted SAVVAS instructional materials, Science Adopted Discovery Learning and middle school Social Studies began using TCI and began training and curriculum mapping in Spring 2023. In the 2023-2024 school year, we will expand the use and training for TCI across middle school and add lab kits for middle school science, more lab equipment for high school and an additional Discovery Science high school course - Earth and Space. In exploration is the addition of interactive science labs called Pivot Learning. Pilot will be conducted in 23-24.</p>						
1.5	<p><b>Ensure high quality instructional technology equipment, training, and learning platforms to support instruction</b>            OMI will move from classroom sets of chromebooks to 1-1 student issuance of chromebooks for class and take home usage in order to maximize tracking abilities and student access to technology and learning platforms.</p>	Yes		All students utilizing Chromebooks and teaching platforms connected by Clever and Google Classroom		\$82,000.00	\$63,913
1.6	<p><b>Continue supporting the Induction Program and coaching</b></p>	Yes		Allocation of staff to support induction		\$46,000.00	\$38,478

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p><b>required for our newly credentialed civilian and military teaching staff.</b>            OMI will utilize expert teacher peers as mentors for new teachers and teachers needing to complete their induction programs.</p>			program and newly credentialed teachers.			

## Goal 2

### Goal Description

Provide English Learners with the required skills to reach grade level standards/proficiency

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ELPAC Growth	English Learners ELPAC annual growth data (2019): 47.1%  English Learners ELPAC annual growth data (2021): 25.8%	English Learners ELPAC annual growth data (2022): 54% making progress toward English Language proficiency CA Dashboard: medium	English Learners ELPAC annual growth Data (2023): 70% making progress toward English Language proficiency	Testing Upcoming	English Learners ELPAC annual growth data: 65%
Reclassification Rate	EL Reclassification Rate (2019-2020): 9%  EL Reclassification Rate (2020-2021): 5.5%	EL Reclassification Rate (2021-2022): 8% Fall 2022	EL Reclassification Rate (2022-2023) 8%	Testing Upcoming	EL Reclassification Rate: 15%
EL Proficiency Level RenSTAR	RenSTAR (2020): English Language Arts (ELA): 9% Math (MA): 7% of EL students meet or exceeds the standard	RenSTAR (January 2022): English Language Arts (ELA): 3.8% Math (MA): 2.6% of EL students meet or exceeds the standard	RenSTAR (January 2023) EL 9-12 Grade level equivalency literacy - 5.2 EL 9-12 Math Grade level equivalency - 6.7	No Data	RenSTAR (2020): English Language Arts (ELA): 45% Math (MA): 40% of EL students meet or exceeds the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	RenSTAR (May 2021): English Language Arts (ELA): 5.1% Math (MA): 6.5% of EL students meet or exceeds the standard				
EL Meeting or exceeding standard on CAASPP	CAASPP (2019): English Language Arts (ELA): 8% Math (MA): 3%	CAASPP EL's (2022) met/exceed EL's in Math: 5.8% EL's in ELA: 5.8%	CAASPP EL's (2023) met/exceed EL's in Math: 10% EL's in ELA: 11%	CAASPP IAC EL's (2023) met/exceed	CAASPP (2024): English Language Arts (ELA): 35% Math (MA): 35%
RFEP students meeting annual goals on standards mastery and grade requirements	57% of RFEP students met annual goals on standards mastery and grade requirements	72% of RFEP students met annual goals on standards mastery and grade requirements	RFEP Annual Goals (2023): 90%	No Data	100% of RFEP students meet annual goals on standards mastery and grade requirements
CLAD/BCLAD certification from Commission on Teacher Credentialing	(2020-2021) 66% of teachers have CLAD/BCLAD Certification	(2021-2022) 81.3% of teachers have CLAD/BCLAD/ELA Certification	(2022-2023) 83% of teachers have CLAD/BCLAD/ELA certification	No Data	(2024) 100% of teachers have CLAD/BCLAD Certification

### 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	<b>Ensure all EL students have access to Designated ELD time/courses</b> Increasing the school supports for our ELD population who have experienced the greatest percentage of learning loss due to the Covid-19 Pandemic.	Yes		Cadets are enrolled in Fundamentals, A, and B ELD level courses.		\$241,245.00	\$81868



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
2.2	<p><b>Increase ELD training for all instructional staff to support English Learners</b>            Increase ELD training for all instructional staff to support English Learners.            Support training and implementation of the updated EL Master Plan throughout the school. This includes a) criteria for EL identification; b) coordinating the administration of mandated EL assessments; c) coaching teachers to build capacity and provide direct supports to EL students; and d) professional learning opportunities focused on EL students.</p> <p>Provide all teachers with ELD support materials based on content courses.</p>	Yes		Increasing number of ELPAC testers/trainers. Cadre-led training supporting ELs in the classroom		\$55,009.00	
2.3	<p><b>Ensure all teachers have CLAD or BCLAD certification according to credentialing information</b>            Audit current credentialing status and create pathways to certification for current employees.            Increase outreach efforts to communicate with and secure employment from teachers with CLAD or BLCAD.</p>	Yes		No data		\$6,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p><b>Hire additional staff to support core and extended learning for EL students</b>  Hire 2.0 bilingual EL Aids for push-in support in classrooms and after school tutoring  Continue funding EL Coordinator (25% of Student Services position)  Provide stipend for EL Resource Teacher for PD, ELAC, ELPAC testing</p>	Yes		<p>ELD classes are supported by additional instructional support staff  Added 1 ELD teachers. 1 at HS 2 at MS.  Cadre added 3 additional staff</p>		\$255,076.00	\$55767
2.5	<p><b>Integrate Read 180/System 44 &amp; JSWP into all designated ELD classes - add 100 more licenses to accommodate all ELD students and expand learning &amp; tutoring opportunities in summer</b>  Read 180 contributed to significant growth in reading scores in 22-23 by an average of 1-2 full grade level lexile bands. In order to maintain improvement goals and also expand access to more students based on incoming RenSTAR scores and increased enrollment levels, we will be expanding the Read 180 program.</p>	Yes		<p>Implemented Read 180/System 44 &amp; JSWP into all designated ELD classes.</p>		\$192,500.00	\$60,658

### Goal 3

#### Goal Description

Create a safe, welcoming and inclusive campus environment for all cadets, their families and OMI personnel. Cadet promotion creates cadet leaders and the ability to handle enhanced leadership roles throughout the campus.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Annual Parent Survey Results	(Baseline Winter 2021) 74.3% Parents are Satisfied or Very Satisfied with the school overall	(Baseline winter 2022) 74.3% Parents are Satisfied or Very Satisfied with the school overall	(Spring 2023) Parent Survey Satisfied w/ instruction: 81% Satisfied w/ safety: 86% Satisfied w/ communication: 91% Satisfied w/ conditions: 87%	No data	85% Parents are Satisfied or Very Satisfied with the school overall
Annual Student Survey Results	66.5% Students are Satisfied or Very Satisfied with the school overall (Baseline Winter 2021)	66.5% Students are Satisfied or Very Satisfied with the school overall (Baseline)	(winter 2022) CA Healthy Kids Survey safety sadness	(2022-23) CA Healthy Kids Survey School connectedness 12th: 45% 11th: 47% 10th: NA% 9th: 48% 8th: 51% 7th: 48% 6th: 71% School perceived as very safe or safe 12th: 66% 11th: 63% 10th: NA% 9th: 57% 8th: 53% 7th: 54% 6th: 89%	90% Students are Satisfied or Very Satisfied with the school overall
Parent Engagement (committees, school events, parent meetings) Annually	20% Parents engaged in committees, school events, volunteers or parent meetings	10% Parents engaged in committees, school events, volunteers or parent meetings	Back to School Night 150+ 33% 4 events w/ 40+ parents. 10%	Back to School Night 150+ 33% Fall Fest 110+ 22%	50% Parents engaged in committees, school events, volunteers or parent meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Ave Grizzly Night attendance 25.5% *need better monitoring system for accountability		
Annual Student Attrition	8% Student Attrition	(2021-2022) 17% Student Attrition	(2022-2023) Student Attrition Rate: 6.15%	(2023-2024 Mid-Term) Student Attrition Rate: TBD	3% Student Attrition
Suspension/Expulsion Rate	Suspension Rate (2019) 13.2%	Suspension Rate (2022) 8.3% suspended at least 1 day	(2022-2023) Suspension Rate: 3.5%	(2023-2024 Mid-Term) Suspension Rate: 3.5%	2% Suspension Rate
Average Daily Attendance Rate	95.04% ADA	90.3% ADA (2021-2022) 25% chronically truant	(2022-2023) 92% ADA	(2023-2024 Mid-Term) 92%	98% ADA
Annual School Application/Enrollment Target	91% of Available Seats Filled	82% Available Seats Filled	77% Available Seats Filled	TBD lottery March; 100% applications submitted	100% Available Seats Filled
Cadet Leadership/ CACC Promotions	CACC AGI Standard: C/SGT or higher: 50%	(2021-2022) C/SGT Sophomores: 22% C/SGT Juniors/Seniors 37%	(2022-2023) % of Cadets that are C/SGT or higher 10th: 27.3% 11th/12th: 54.5%	No data	(2023-2024) C/SGT or Higher Sophomores : 50% C/SGT or Higher Juniors/Seniors 90%

### 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	<b>Implement School-wide Positive Behavioral Interventions and Supports through the BARR Initiative and grade level team coordination [ASGs - Academic Support Groups]</b> Our Academic Support Groups (ASG) are grade level teams that meet regularly to build cohesive culture through positive student relationships, coordinate behavior	Yes		BARR program implemented with grade level ASG groups implementing Cadet and Parent support practices.		\$65,000.00	\$32,444

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
	and academic interventions, further align interdisciplinary expectations, protocols and project-based learning and case manage students data analysis and multi-tiered systems of support. OMI will continue a 3-year contract with the BARR center to guide these efforts. Personnel from the BARR center will deliver professional Development to OMI staff in early August. The BARR center's focus is Building Assets, Reducing Risks.						
3.2	<b>Increase opportunities for parents to visit the OMI campus</b> Make OMI more inviting to all stakeholders by increasing opportunities for parents, guardians and community members to play an active role in activities and decision making on campus. Expand student leadership support by adding Activities Director stipend/6/5ths; add to activities budget for field trips and student events	Yes		Grizzly nights focusing on educating families on HS/MS programs, Military Culture, Cadet Leadership, and Athletics.. Fall festival with great turnout and participation with community partners. Spring Festival will bring the same turnout providing families and community the vaule of OMI.		\$64,221.00	\$30,165
3.3	<b>Increase bilingual office staff ; reorganize office staffing chart to best support community relations &amp; Identify and utilize parent liaison to increase direct communication with families</b> Bilingual Data Manager, Bilingual Assistant to the superintendent, bilingual registrar and attendance	Yes		All four front office staff speak Spanish with three additional faculty support staff offering bilingual services.		\$10,000.00	\$19932

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>clerk and bilingual receptionist will all work together to create a welcoming environment for parents and communicate more effectively in outreach activities. Create a parent liaison stipends to encourage parent to parent supports and communication. The Parent Liaison will have direct access to Superintendent, Director of Teaching and Learning and the Commandant through scheduled monthly meetings.</p>						
3.4	<p><b>Administer cadet and parent school culture surveys - CA Healthy Kids Survey</b> Administer CA Healthy Kids survey that addresses areas of campus safety, school culture, communication, teacher satisfaction etc. and provide time to analyze and use data to inform events &amp; counseling services</p>	Yes		Completed		\$2,000.00	
3.5	<p><b>Ensure an effective cadet recruitment process</b> Revamp the OMI student recruitment process. Incorporate new innovative ideas on how OMI actively recruits new cadets. Upgrade the OMI website with the most current and relevant information. Make the school a</p>	No		Led by Cadre in collaboration with marketing professionals, OMI has developed a multi-channel advertising system ranging from cutting edge social media to traditional routes of face-to-face outreach.		\$40,000.00	\$7990

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
	more desirable place for students to enroll to get a first class education.			The success can be identified through 97 candidates for next year's 9th grade class recruitment			
3.6	<p><b>Create comprehensive and sustainable systems within the school to ensure the safety, welfare and academic success of all students</b></p> <p>Ensure that all day to day operational aspects of running a school are functioning at full capacity. Ensure all academic and social-emotional needs are being met for all OMI students.</p>	Yes		Through administrative/staff meetings (ILT, Cabinet, ASG, etc) staff and admin collaborate on developing systems serving cadets in wellness, academics and future work and educational opportunities.		\$467,426.00	\$291951
3.7	<p><b>Create Leadership/ CACC promotions within the cadet ranks to ensure sufficient number of cadets are qualified to fill cadet leadership positions throughout the campus</b></p> <p>Ensure that cadets are actively preparing themselves for upper rank mobility. Including completion of all criteria which will enable the cadet to promote to the next highest rank.</p>	Yes		No Data			
3.8	<p><b>Reorganize counseling department services to add Middle School focused academic and mental health counselor and middle school wellness center</b></p>			HS and MS Wellness centers offering support services with developing caseloads and supporting all aspects		\$5,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with interns that double as paras and bilingual aides			of student services. Each center is staffed with a certificated counselor along with at least one intern.			

## Goal 4

### Goal Description

Bolster leadership capacity at the school for substantial and sustainable academic improvement over time

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Overall Staff satisfaction with leadership				No Data - TBD Staff Leadership Survey	
Overall Parent/Student satisfaction with school and leadership				No Data - See Healthy Kids Survey results	
Governing Board Superintendent Evaluation				No Data	
Overall tenure of management team				No Data - full team ave 6 years; exec team ave 3 years	
Staff Retention average				Year End Data TBD	

## 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	Organization chart identifying areas of leadership responsibility Build an functional organization chart that effectively represents	No	Fully Implemented	See following chart <a href="https://docs.google.com/presentation/d/1QFKJix1">https://docs.google.com/presentation/d/1QFKJix1</a>			



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
	leadership areas of responsibility and the most productive and constructive integration of our military cadre leadership role. Additionally, build an organizational chart to show the revised functionality of the fiscal services department.			<a href="https://www.google.com/presentation/d/1SCPjdoB5hOEB1-4eOeQvro2IHkoqSxtf4xz0/edit#slide=id.g2312f37b58e_0_211">SCPjdoB5hOEB1-4eOeQvro2IHkoqSxtf4xz0/edit#slide=id.g2312f37b58e_0_211</a>  The chart guides all aspects of school operations with academic and cadre leadership.			
4.2	<b>Leadership Training and expertise</b> Build leadership capacity by hiring experienced leaders and providing training and mentoring to build capacity of our current and aspiring leaders. Schedule leadership retreat to build cohesion, positive relationships and a sense of team and common mission and vision.	No	Partially Implemented	<ul style="list-style-type: none"> <li>• -Leadership retreat was held June 19th-21st 2023</li> <li>• -Corelearning consultants provided leadership support in instruction, ELA, and Math</li> <li>• -Director of Teaching and Learning was hired in June 2023. Coordinator of Math Instruction was hired in Dec 2023.</li> <li>• -AVID Training Summer 2023</li> </ul>	webinar recordings & powerpoint notes, retreat mission/vision activity slides and team presentations	\$20,000.00	
4.3	<b>Staff Leadership Survey</b>	No	Planned				

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
	Research survey models [including expanded CHKS] for staff						

# Goal 5

Goal Description

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

## 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