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

Goal 1

Goal Description
All students will have access to a broad course of study emphasizing state standards, taught by highly qualified staff using curriculum that is standards aligned. Students will be provided with an environment that is safe and well-maintained. (State Priorities 1, 2, and 7)

Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of teachers with without full credentials and properly assigned through an analysis of data in the Student Information System. 1A	School data for 2020-21: 12.5% possess temporary staff permits. 100% of teachers were properly assigned.	School data for 2023-24: CBEDS date: 4% possess temporary staff permits. 100% of teachers were properly assigned.	12.5% or less of teachers without full credentials. 100% properly assigned teachers.
Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and home. (from quarterly report to the Board and inventory records.) 1B	100%	100%	100%
Facilities meeting the "good repair" standard on the Facilities Inspection Tool report. 1C	School data for November 2020: Portola Resource Center: Good Doyle Campus: Fair	School data for December 2023: Portola Resource Center: Good Doyle Campus: Fair	Portola Resource Center: Good Doyle Campus: Good
State Reflection Tool weighted rubric score for CCSS Implementation included in teacher surveys in the spring. 2 A Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial	2020-2021 Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.14 Math: 3.07 NGSS: 2.86 HSS: 2.93 Progress implementing academic standards adopted by the SBE: CTE: 3.69 Health Education: 3.46 PE Model Standards: 2.69 Visual & Performing	Survey to be completed in May 2024	3.8 or better scores for ELA, Math, NGSS, HSS, CTE, & Health. 3.0 or better for PE, VAPA, World Language, & Model School Library.

implementation 4-full implementation 5-full implementation & sustainability	Arts: 2.54 World Language: 2.54 Model School Library: 2.38		
State Reflection Tool weighted rubric score for CCSS Implementation included in teacher surveys in the spring. 2B Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	Reported from spring 2021 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the ELD academic standards: 2.93 Progress in providing professional learning for teaching to the ELD standards: 2.86 Progress in making instructional materials aligned to ELD standards available in classrooms/ resource centers: 3.5	Survey to be completed in May 2024	3.5 or better in all measures.
Percentage of all students having access to and are enrolled in a broad course of study of required classes through an analysis of the course catalog and the student information system . 7A	2020-21 100%	As of December 2023 - 100%	100%
Through a review of the student information system, the percentage of all pupils enrolled in or having completed at least one year of foreign language courses in grades 9-12; and the percentage of students in grade 7-8 with evidence of foreign language enrollment for grades 7-8. 7A	2020-21 26% for 9th-12th grade. 100% of students in Doyle grades 7-8 0% of students in Portola grades 7-8	Data Available June 5, 2024	30% of 9th-12th grade. 100% of students in Doyle grades 7-8 10% of students in Portola grades 7-8
Through a review of the student information system, the percentage of unduplicated pupils enrolled in or completed at least one year of foreign language courses in grades 9-12; and the percentage of unduplicated pupils in grade 7-8 enrolled in foreign language. 7B	2020-21 22% for 9th-12th grade. 100% of students in Doyle grades 7-8 0% in Portola grades 7-8	Data Available June 5, 2024	26% of 9th-12th grade. 100% of students in Doyle grades 7-8 5% of students in Portola grades 7-8
Through a review of the student information system, the percentage of students with disabilities enrolled	2020-21 0% for 9th-12th grade. 100% of students in Doyle grades 7-8 0% in Portola grades 7-8	Data Available June 5, 2024	4% of 9th-12th grade. 100% of students in Doyle grades 7-8 5% of students in Portola grades 7-8.

in or completed at least one year of foreign language courses in grades 9-12; and the percentage of students with disabilities in grade 7- 8 enrolled in foreign language. 7C					

Actions & Measuring Reporting Results

Goal # Action #	Action Title and Description	Implementation Level	Notes	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Support New Teachers and Credential Clearing Activities** In an effort to support staff in increasing teacher quality, the school will: fund the cost for up to 3 staff members to participate in the Riverside COE credential clearing program and providing and pay for the required mentors for each; offer stipends for experienced teachers assigned to new teachers to support their onboarding and understanding of school and student expectations; and formalize and refine new teacher training.	Partially Implemented	Two teachers participating	$7,200.00	$0 (billed at year end)
1.2	**Instructional Materials Inventory** To assure adequate access to instructional materials the school will: follow the Governing Board's adoption cycle and purchase instructional materials to ensure all students have access to standards- aligned materials; purchase devices/laptops for students and staff according to the technology aging schedule; and, utilize the Alexandria library system for maintaining inventory.	Partially Implemented		$77,000.00	$67,000
1.3	**Internet Servers & Support** To assure adequate student and staff access to Internet while on campus, the school will maintain and purchase Internet servers as recommended by the LCOE Tech Dept. and contract with LCOE Tech Dept. for technology support.	Partially Implemented		$14,000.00	$7,000
1.4	**Hotspots** To assure access to Internet for students when not on campus, the school will purchase and maintain Internet hotspots and pay for monthly access fees. This action is considered contributing to the increased/improved requirement the school identified low- income pupil	Partially Implemented		$12,813.00	$7,000

	families do not have adequate Internet access without this support.				
1.5	**Janitorial/Maintenance Services** The school utilizes janitorial/ maintenance services to keep facilities clean and well-maintained. In Doyle, the school employs janitorial/ maintenance staff and contracts with a landscape vendor. In Portola, the school pays monthly maintenance fees for building and contracts with a janitorial vendor for weekly cleaning services.	Partially Implemented		$96,000.00	$48,000
1.6	**Facility Improvements** To meet the request of students, the school is prioritizing asphalt repairs to restore student access to the basketball courts Additional funds for minor repairs are also provided by the school in order to move toward attaining a good rating on the Doyle property.	Planned		$60,000.00	$0
1.7	**Training/ Support for Academic State Standards** Based on staff ratings regarding implementation of standards, administrative staff will develop an annual training calendar and will provide annual and weekly trainings to increase ratings to full implementation of academic content standards for the benefit of all students. Administrators will observe weekly in classrooms to assure adequate progress in implementing standards. Additionally, the Curriculum and Instruction Administrator will develop a monthly training calendar that covers academic content standards in greater depth to provide to all staff.	Partially Implemented		$8,887.00	$5,000
1.8	**ELD Standards** To improve the rating by staff on implementation of ELD standards, provide training 2-3 times per year on Universal Design for Learning and how to utilize embedded ELL materials. This action supports staff understanding of how to help EL students access academic standards.	Partially Implemented		$7,000.00	$2,500
1.9.	**9 Foreign Language/ World Languages** To improve enrollment in foreign languages courses, charter staff will: identify and purchase middle school foreign language curriculum and develop pacing guides for	Partially Implemented	Curriculum purchased and provided; still seeking direct instruction support.	$6,000.00	$2,700

	grades 7-8; and, the staff will also identify and purchase high school foreign language courses (with direct instruction support) that also meets a-g requirements. Administrative staff will also provide teachers with training in world language standards to improve implementation.					
1.10	**Provide Online Coursework** The school will provide access to online classes for students in grades 3-12 using Bright Thinker and e-Dynamics; high school courses are approved by UC as a-g courses. This action provides student access to rigorous coursework and increases courses to support increased a-g course completion in goal 3.	Partially Implemented		$15,000.00	$20,700
1.11	**Health Curriculum/ Standards** Administrative staff will train instructional staff on health standards and identify and provide standards-aligned materials. By increasing teacher knowledge and access to curriculum aligned materials, improvement to teacher rating is expected to improve.	Partially Implemented		$7,500.00	$3,500
1.12	**Career & College Counselor** The school will employ a career and college counselor to provide targeted support and meet with SED students and SWD to encourage and assure equal enrollments in courses. Remaining costs are included in goal 3.	Fully Implemented		$1.00	$1.00

Goal 2

Goal Description			
The Charter will meaningfully engage parents, students, and staff in a school community that is welcoming and conducive to learning. (Priorities 3, 5, & 6)			
Expected Annual Measurable Objectives			
Metric	**Baseline**	**Mid-Year Outcome**	**Desired Outcome for 2023-24**
Using the spring survey, the percentage of parents that positively respond to the statement, "the school seeks parent input." 3A	Spring 2021 Survey Doyle: 100% Portola: 100%	Survey to be completed in May 2024	Doyle: 90% or better Portola: 90% or better
Using the spring survey, the percentage of parents of unduplicated pupils that positively responded to the statement, "I feel	Spring 2021 Survey Doyle: 100% Portola: 100%	Survey to be completed in May 2024	Doyle: 90% or better Portola: 90% or better

encouraged to participate in school events" 3B			
Attendance rates 5A	School data from Student Information System as of 20-21 P-2: 96.1%	Data not available until April 2024	94% or better
Chronic absenteeism rate 5B	School data from Student Information System as of 20-21 P-2: 12.6%	Data not available until April 2024	9% or lower
Middle school dropout rate 5C	Data from CALPADS (8.1b ODS) for the period of 2019-2020: 5.7%	2022-23- 0%	Rate below current state average
High school dropout rate 5D	Data from CALPADS (8.1b ODS) for the period of 2019-2020: 1.3%	2022-23: Data not available until April 2024	Rate below current state average
High school graduation rate 5E	Data from CA School Dashboard for 2019-2020: All students: 90.5% Socioeconomically Disadvantaged: 94.4%	Data from CA School Dashboard for 2022-2023: All students: 85.7% Socioeconomically Disadvantaged: 90.9%	All students: 90% or greater Data for subgroups not less than 5% of all students group
Suspension/ Expulsion rates 6 A&B	School data from Student Information System for 2020-21 through 6/1/21: Suspension: 0.06% Expulsion: 0%	Data available for 2023-24 on June 5, 2024	Suspension: 0.5% or below Expulsion: 0%
Using the spring survey, measure the percentage of positive responses to questions of safety & school connectedness 6C	Spring 2021 survey: Parent Responses to the following statements: "The school is a safe place for my child." (Doyle)=100%; (Portola)=100% "My child feels connected to the school community." (Doyle)=100%; (Portola)=94% "I feel connected to the school community." (Doyle)=85%; (Portola)=100% Student Responses to the statement, "I feel safe at school." (Doyle grades TK-5)=86%; (Doyle grades 6-12)=83%; (Portola grades TK5)=insufficient responses; (Portola grade 6-12)=100% Staff Responses: "This school is a safe place for staff." 100% "This school is a safe place for students". 100% "I feel like I am a part of the team". 84%	Survey to be completed in May 2024	90% or greater
Using the spring survey, measure the percentage of positive responses to questions regarding school to home communication 6C	Spring 2021 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." (Doyle)=95%; (Portola)=100% "The school	Survey to be completed in May 2024	90% or greater

	communicates with our family about school events and meetings." (Doyle)=100%; (Portola)=100%		
Using the spring survey and the California Healthy Kids survey, measure the percentage of affirmative responses to questions regarding student stress. 6C	Spring 2021 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: Yes: 28.95% Unduplicated Families: Yes: 37.5% CHKS Chronic sad or hopeless feeling in the past 12 months: Yes: 40%	Survey to be completed in May 2024	Scores on spring survey: Is your child experiencing stress or feeling discouraged from learning? All Families 25% or less Unduplicated Families: 32% or less CHKS: Chronic sad or hopeless feeling in the past 12 months: 35% or less
Reviewing IEP documentation, determine the percentage of parent participation in IEP meetings for SWD. 3C	100%	100%	100%

Action & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Implementation Level	Notes	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Parent/Family Outreach** To address the need to engage families in the school, the school first considered that unduplicated pupil families are challenged to engage fully with the school due especially to financial concerns and not fully understanding their rights. The school determined that providing one on one support for families would allow them to benefit from participating in school communication, events, and programs. It is anticipated this will encourage families to support academic improvement for their children. The school will provide parent requested trainings such as how to help students complete their work at home.	Partially Implemented		$9,000.00	$1,500
2.2	**Parent Communication** To continue parent satisfaction with communication, the school will continue to subscribe and use Parent Square and post to a Facebook where available. Clerical staff will contact families during the first two weeks of school to verify they are able to access these tools. The Doyle campus will also maintain sending out a voice-based alerts every Sunday evening to update families on upcoming events for the week.	Fully Implemented		$2,250.00	$1,375

2.3	**Credit/Course Monitoring** School staff will explore methods to more closely monitor credit attainment and award high school credits as earned to provide incentive to make regular progress towards high school graduation for student in danger of not graduating on time, the administrator will facilitate a student study team to determine causes and collaboratively generate solutions with the teacher, student, and parent. These actions are expected to reduce high school dropouts and increase high school graduation. School staff will consider a similar process for middle school students to decrease middle school dropout rates.	Partially Implemented		$15,000.00	$3,000
2.4	**Anti-bullying Efforts** While students, families, and staff report feeling safe, maintain program for addressing issues of safety including use of the Stop-It app, provide trainings for staff regarding bullying, and provide students with cyberbullying curriculum. In Doyle, provide new teacher with coaching and training for classroom management.	Partially Implemented		$3,100.00	$1,800
2.5	**Safety Planning** The administrator in charge of safety planning will build emergency plans to address a shooter on campus Once the plan is approved, each administrator will provide training and drills for students and staff. Also communicate with Doyle students to identify their concerns regarding school safety. Add additional cameras and cement bollocks to improve campus security.>>completed--Using the vulnerability report, the Governing Board will consider the purchase and installation of security cameras or fencing. Using the vulnerability report, the Governing Board will consider the purchase and installation of Sandy Hook locks for classroom doors<<	Partially Implemented		$30,000.00	$5,000
2.6	**Social Emotional Learning: Training and Relationship Building** The school will continue the "The Leader in Me" social-emotional learning program that was launched in 20-21. In addition to parent trainings, develop a schedule of engaging family activities. These actions improve relationships between students, staff, and parents based	Fully Implemented		$10,000.00	$5,700

	on Franklin Covey's 7 Habits work; students also learn goal setting and self-advocacy. Using other methods of input (paper/pencil questionnaires or direct interviews) ascertain specific details on how parents could feel connected and how staff will feel part of the team.				
2.7	**Reduce Chronic Absenteeism** Chronic absenteeism increased and a review of data indicated 79% of students identified are unduplicated pupils. To reduce chronic absenteeism, school administrators will create a more detailed procedure for regular monitoring of classroom-based student absences every two weeks and communicate with families with more frequency and offer support to positively encourage school attendance. In addition to educating families, staff, and students, provide incentives for good attendance. Update internal procedures and create a more robust system of support.	Partially Implemented		$20,000.00	$11,000
2.8	**Mental Health Counseling** To address stress identified by parents and students, the school first considered that low-income students struggle with stress due to challenges caused by family financial status ; the school determined that providing mental health counseling at school would benefit its low-income students to be able to focus on academic schoolwork and have better social interactions. The school will contract with licensed therapists to provide on-campus mental health counseling to general education students	Fully Implemented		$80,000.00	$45,000
2.10	**Behavioral Support** The school will develop and implement a schoolwide behavior program with elements of PBIS and restorative practices.	Partially Implemented		$10,000.00	$5,000

Goal 3

Goal Description
All students will demonstrate growth toward meeting or exceeding standards in ELA, math, and science assessments and increase measures of career and college preparedness as demonstrated through reports on the CA School Dashboard and local and state assessments (State Priorities 4 & 8)
Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students meeting or exceeding the standard in CAASPP ELA assessments (4A)	2018-19 All Students: 44.22% SWD: 32% SED:39.78%	Results from 2022-23 All Students: 31.92% SWD: 8.33% SED: 25.85%	All students: 50% SWD: 40% SED: 45%
Percentage of students meeting or exceeding the standard in CAASPP math assessments (4A)	2018-19 All Students: 28.38% SWD: 24% SED:19.1%	Results from 2022-23 All Students: 16.31% SWD: 8.33% SED: 10.12%	All students: 35% SWD: 30% SED: 30%
Percentage of students meeting, exceeding, nearly meeting the standard, and total combined on the CST-Science assessments (4A)	2018-19 All Students: Standard met or exceeded: 34.54% Standard nearly met: 56.36% Total combined: 90.9% All SWD Students: Standard met or exceeded: 27.27% Standard nearly met: 63.64% Total combined: 90.91% All SED Students: Standard met or exceeded: 33.34% Standard nearly met: 55.56% Total combined: 88.9% Grade 5: Standard met or exceeded: 41.67% Standard nearly met: 45.83% Total combined: 87.5% Grade 8: Standard met or exceeded: 18.75% Standard nearly met: 75% Total combined: 93.75% Grade 11: Standard met or exceeded: 35.71% Standard nearly met: 57.14% Total combined: 92.85	All Students: Met or exceeded: 36.84% Nearly met: 49.12% Total combined: 85.96% All SWD Students: No data provided to protect the confidentiality of individual students in this small student group. All SED Students: Met or exceeded: 22.23% Nearly met: 58.33% Total combined: 80.56% Grade 5: Met or exceeded: 23.81% Nearly met: 57.14% Total combined: 80.95% Grade 8: Met or exceeded: 42.86% Nearly met: 47.62% Total combined: 90.48% High School: Met or exceeded: 46.67% Nearly met: 40% Total combined: 86.67%	All Students: Standard met or exceeded: 40% Standard nearly met: 53% Total combined: 93% All SWD Students: Standard met or exceeded: 35% Standard nearly met: 57% Total combined: 92% All SED Students: Standard met or exceeded: 38% Standard nearly met: 54% Total combined: 92% Grade 5: Standard met or exceeded: 46% Standard nearly met: 44% Total combined: 90% Grade 8: Standard met or exceeded: 25% Standard nearly met: 70% Total combined: 95% Grade 11: Standard met or exceeded: 41% Standard nearly met: 53% Total combined: 94%

Progress in English proficiency (ELPAC) (4E)	2020-21: not yet reported	2022-23: No data provided to protect the confidentiality of individual students in this small student group.	TBD after scores for 2020- 21 are received
EL reclassification rate (4F)	2020-21: 0%	Data Available June 2024	25% of students
Early Assessment Program (EAP)- percentage of students prepared for college (as measured by a score of 3 or higher on CAASPP for grade 11) (4H)	2018-19 ELA : 43.75% Math: 12.5%	Data Available June 2024	ELA: 49% Math: 20%
Passage rate for AP exams (4G)	NA-School does not offer AP courses	NA-School does not offer AP courses	NA
Using the CCI report and SIS data, measure the percentage of seniors completing the A-G course requirements. (4B)	2019-20: 5%	2022-23: Data Available June 2024	10%
Using the CCI report and SIS data, measure the percentage of seniors completing both A-G and CTE course sequences. (4D)	2019-20: 0%	2022-23: Data Available June 2024	5%
Using the CCI report and SIS data, measure the percentage of seniors completing a CTE pathway. (4C)	2019-20: 37%	2022-23: Data Available June 2024	43%
Career/ College Indicator (CCI): due to the nature of the school's at-risk focused programs, measure the percentage of students that are prepared, approaching prepared, and the combined rate.(8)	2019-20 : ALL STUDENTS Prepared: 25% Approaching Prepared:20% Combined: 45% Socio-economically Disadvantaged Prepared: 29.4% Approaching Prepared: 23.5% Combined: 52.9%	2022-23: ALL STUDENTS Prepared: 14.3% Approaching Prepared:42.9% Combined: 57.2% Socio-economically Disadvantaged Prepared: 18.2% Approaching Prepared: 36.4% Combined: 45.5%	ALL STUDENTS Prepared: 30% Approaching Prepared:25% Combined: 55% Socio-economically Disadvantaged Prepared: 32% Approaching Prepared: 25% Combined: 57%

The percentage of "on or above level" iReady/NWEA scores in ELA/reading and math assessment at the winter administration. (8) (Note NWEA is discontinued after 20-21; future scores for all grades will be from i-ready)	2020-21 Grades K-6 Reading:38% Mathematics: 25% Grades 7-11 ELA: 59%; Mathematics: 51%	2023-24 Grades 1-6 Reading: 20% Mathematics: 8% Grades 7-11 Reading: 28% Mathematics:15%	K-6 ELA/Reading: 50% Mathematics: 35% Grades 7-11 ELA/Reading: 60% Mathematics: 35%
Percentage of students prepared to begin high school level mathematics in grade 9 as measured by achieving a score of at least level 7 on the fall local assessment. (8)	2020-21 40%	2023-24 35%	45%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Implementation Level	Notes	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Tutoring & Support** According to the CAASPP results, low-income students have a greater opportunity for growth when receiving tutoring and academic support, especially in ELA. To supplement academic performance in ELA and math, the school will employ staff focused on providing RtI services to students. The school will also purchase supplemental learning materials such as i-Ready toolbox and Standards Plus in support of RtI actions. The school annually implements "Camp CAASPP" a week-long school wide event with engaging learning activities for students after spring break and prior to the start of CAASPP testing. The school also employs a PT staff member for online course support to assist teachers and students with online learning.	Partially Implemented		$36,500.00	$18,000
3.2	**Focus on Foundational Mathematics** To improve academic performance in mathematics, instructional staff will utilize computer aided instruction tools (such as Khan Academy, IXL, or i-Ready) to allow students to demonstrate mastery of all foundational level skills from prior grades. Math specialists will provide direct instruction in Math Foundations, a middle school skills program for students below grade level in 8th-11th grade	Partially Implemented	Development/ expansion continues	$15,000.00	$8,100

	to prepare students for high school level math. All teachers will be provided with schoolwide monthly math tasks to model problem-solving skills with their students.				
3.3	**Individualized Learning Plan (ILP)/ Special Programs Administrator** To improve academic performance on state level assessments, the school employs a Special Programs Administrator who will support teacher implementation of individualized learning plans for students with academic assessment scores below grade level; the ILP will include data from assessments, learning goals, plan for support/remediation, and establish a cycle for review that includes families, student, teacher and the site administrator. The school will utilize i-Ready diagnostic assessments to identify standards mastered.	Partially Implemented		$10,000.00	$5,000
3.4	**A-G Coursework** To increase the availability of A-G coursework, the school utilize a consultant to expand options for approved A-G courses to include adopted textbooks, project-based and hands-on learning; this will provide coursework with the rigor necessary for A-G while being engaging for students. Teachers will also be provided training on meeting the course a-g course sequence requirements.	Partially Implemented		$12,000.00	$3,700
3.5	**Career Technology Education/ Dual Enrollment** To improve CCI scores, the school employs a CTE coordinator who will continue to develop CTE pathways that include more hands-on opportunities; working with Strong Workforce Program grant funding, launch the construction trades course in collaboration with Butte College (launched in 21-22) The coordinator will continue to seek partnerships with community colleges to offer dual enrollment courses at the school. The school will also develop a section on the school website to post CTE informational materials for easy access for students and families. The counselor and high school teachers will encourage students to enroll in local community college coursework.	Fully Implemented		$20,000.00	$10,000

3.6	**Career/ College Counseling** The school considered its low-income pupils and determined additional support to set graduation goals, enroll in rigorous coursework was necessary. Providing a career and college counselor is primarily directed to low-income students who benefit from one-on-one support. This action is expected to improve CCI scores and encourage enrollment in a-g courses, CTE, and college coursework. The career and college counselor meets with students in grades 7-12; the counselor meets with students individually to assist students with career and life planning. The counselor also plans and coordinates college visits and financial aid nights.	Fully Implemented		$47,999.00	$25,000
3.7	**Schoolwide Writing** To improve ELA academic performance in the writing strand, staff will develop and implement schoolwide writing in a weekly student success course that utilizes the Leader in Me SEL subject matter as its basis. Students will be prompted to respond in grade level expected skills and receive weekly feedback to improve their writing.	Planned		$2,500.00	$0
3.8	**8 Reading Programs** To improve ELA academic performance in the reading and comprehension strand, the school will provide teachers with programs for reading remediation. This may include IXL, reading eggs, Read Naturally, the instructional component of i-Ready and other research-based programs. In the 2023-24 school year, Science of Reading training will be provided.	Partially Implemented		$11,000.00	$7,700
3.10	**Independent Study Direct Instruction** To improve academic support for independent study students, require students below grade level to attend 2-3x per week direct instruction in ELA, math, and science. Create and instruct students in a 2-year paced Integrated I course and Math Foundations to improve math performance. Purchase curricular materials to support the creation of new math courses.	Partially Implemented		$2,000.00	$1050
3.11	**Paraeducators (Title 1)** Based on research, the school has determined that low-income pupils benefit from smaller class sizes;	Fully Implemented		$80,000.00	$40,000

	paraeducators provide a lower adult: student ratio to best support students with individualized attention. The school will employ one paraeducator for each classroom as well as at the independent study resource center. This action item specifically utilizes Title I funding for partially funding paraeducators. (See action 12 for balance of cost)				
3.12	**Paraeducators (S & C)** Based on research, the school has determined that low-income pupils benefit from smaller class sizes; paraeducators provide a lower adult: student ratio to best support students with individualized attention. The school will employ one paraeducator for each classroom as well as at the independent study resource center. This action item specifically utilizes Supplemental and Concentration revenue for partially funding paraeducators. (See action 11 for balance of cost)	Fully Implemented		$229,435.00	$115,000
3.13	**Special Programs Administrator-SWD** To improve academic performance for SWD, this portion of the Special Programs Administrator's assignment will be to provide oversight and support of the Special Education staff by monitoring to verify adequate progress at least monthly.	Fully Implemented		$10,000.00	$4,000
3.14	**Education Data Specialist and Multiple Measures** Recognizing the need to monitor student performance data, the school employs a staff member to analyze and report this data. The staff member is utilizing Parsec to analyze data, especially to track the performance of students that remain with the school.	Fully Implemented		$15,000.00	$7,500
3.15	**SPED Paraeducators** To improve academic performance for SWD, the school employs paraeducators dedicated to academic support for SWD.	Fully Implemented		$38,124.00	$20,000

Goal 4

Goal Description
All students will demonstrate increased levels of academic mastery and student agency resulting from a cohesive, highly engaging, and fully-implemented mastery-based learning program.

Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2023-24
Measure the number of projects for Project-based Learning in the school's standards-based courses. (Local Priority)	0	2	30
Measure the number of Modern Classroom Projects shared units developed. (Local Priority)	0	0	50
Using a survey in the winter, measure the percentage of students in grades 5-11 that are satisfied with receiving lessons that are engaging and having student agency over their own learning. (Local Priority)	Winter 2021-22 Results pending	Data not available until May 2024	Increase baseline scores by 5%
Percentage of students meeting or exceeding the standard in CAASPP ELA assessments (4A)	2018-19 All Students: 44.22% SWD: 32% SED:39.78%	Results from 2022-23 All Students: 31.92% SWD: 8.33% SED:25.85%	All students: 50% SWD: 40% SED: 45%
Percentage of students meeting or exceeding the standard in CAASPP math assessments (4A)	2018-19 All Students: 28.38% SWD: 24% SED:19.1%	Results from 2022-23 All Students: 16.31% SWD: 8.33% SED: 10.12%	All students: 35% SWD: 30% SED: 30%
Percentage of students meeting, exceeding, nearly meeting the standard, and total combined on the CST-Science assessments (4A)	All Students: Standard met or exceeded: 34.54% Standard nearly met: 56.36% Total combined: 90.9% All SWD Students: Standard met or exceeded: 27.27% Standard nearly met: 63.64% Total combined: 90.91% All SED Students: Standard met or exceeded: 33.34% Standard nearly met: 55.56% Total combined: 88.9% Grade 5: Standard met or exceeded: 41.67% Standard nearly met: 45.83% Total combined: 87.5% Grade 8: Standard met or exceeded: 18.75% Standard nearly met: 75% Total combined: 93.75% Grade 11: Standard met or exceeded: 35.71% Standard nearly met: 57.14% Total combined: 92.85	All Students: Met or exceeded: 36.84% Nearly met: 49.12% Total combined: 85.96% All SWD Students: No data provided to protect the confidentiality of individual students in this small student group. All SED Students: Met or exceeded: 22.23% Nearly met: 58.33%	Standard met or exceeded: 40% Standard nearly met: 53% Total combined: 93% All SWD Students: Standard met or exceeded: 35% Standard nearly met: 57% Total combined: 92% All SED Students: Standard met or exceeded: 38% Standard nearly met: 54% Total combined: 92% Grade 5: Standard met or exceeded: 46% Standard nearly met: 44% Total combined: 90% Grade 8: Standard met or exceeded: 25% Standard nearly met: 70% Total combined: 95% Grade 11:

		Total combined: 80.56% Grade 5: Met or exceeded: 23.81% Nearly met: 57.14% Total combined: 80.95% Grade 8: Met or exceeded: 42.86% Nearly met: 47.62% Total combined: 90.48% High School: Met or exceeded: 46.67% Nearly met: 40% Total combined: 86.67%	Standard met or exceeded: 41% Standard nearly met: 53% Total combined: 94%
State reflection tool weighted rubric score for CCSS Implementation included in teacher surveys in the spring. Measurement of rate of progress in making the instruction materials that are aligned to the adopted academic standards available in classroom/ resource centers. (Local Priority) Weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	2020-21. ELA:3.86 ELD: 3.5 Math: 3.86 NGSS: 3.36 HSS: 3.57	Data not available until May 2024	ELA:4 ELD: 4 Math: 4 NGSS: 4 HSS: 4
Using a weighted scale rubric on the spring survey, teachers measure rating of their instructional practice for Mastery-based Learning (Local Priority) Weighted scale: 1. I'm just beginning to learn and understand. 2. I've been using at least one element in my practice, but haven't been able to add others. 3. I've been adding multiple elements to my practice, but am not quite there yet. 4. I've got this! I've fully implemented all	2020-21 2.53	Data not available until May 2024	3.25

aspects of personalized, mastery-based learning			
Using a weighted scale rubric on the spring teacher survey, measure the degree of progress on power standards (Local Priority) Weighted scale: 1-no progress, I've heard it mentioned 2-beginning development 3-well developed	2020-21 Refinement of power standards: 2.67 Development of rubrics for each standard: 2.14 Development of assessments for each standard: 1.80 Identification of resources/assignments for each standard: 2.07 Standards pacing guide by month or LP: 1.87 Method for tracking mastery of each standard: 1.73	Data not available until May 2024	Refinement of power standards: 2.75 Development of rubrics for each standard: 2.75 Development of assessments for each standard: 2.75 Identification of resources/assignments for each standard: 2.75 Standards pacing guide by month or LP: 2.75 Method for tracking mastery of each standard: 2.75

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Implementation Level	Notes	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Mastery-Based Learning Training** To increase MBL knowledge and implementation, administrators will develop training materials including grading practices, assessing mastery, developing engaging assignments and student agency. In 2023-24, engage Dr. Fisher in providing teacher training.	Fully Implemented		$18,000.00	$18,000
4.2	**The Modern Classroom Project (TMCP) Training** Foundational and Integrated mathematics are the courses being provided through MCP. Work continues to refine the courses.	Partially Implemented		$5,000.00	$2,500
4.3	**Power (Essential) Standards** Survey data shows staff are requesting refinement of the standards. Staff will suggest edits and then seek feedback from teachers, students and families. Staff is identifying success criteria and benchmark standards for the essential standards	Partially Implemented		$10,000.00	$5,000
4.4	**4 Project Based Learning** In response to requests by instructional staff, students and parents, school staff and a consultant will identify at least one project per semester for each grade level aligned with power standards to embed in power standards courses; teachers will be required to utilize projects from this resource bank or develop their own to	Partially Implemented		$7,500.00	$1,100

	instruct in the 2nd semester to increase the frequency of highly engaging student work.				
4.5	Student-led Conferences and Goal Setting To improve student ownership of learning, train students using The Leader in Me (SEL materials) to set weekly academic and personal goals and then to present their progress to their teacher and parent. Classroom based students will also prepare and present a Power Point or Google Slides for parent conferences.	Fully Implemented		$2,500.00	$2,500
4.6	**Standards Mastery Tracking Tool** In addition to a standards checklist, staff have requested a tracking tool for their use and for students. This action will result in administrative staff developing and printing a visual appealing and practical tracker to encourage student ownership of learning.	Partially Implemented	On hold while standards are being updated.	$10,000.00	$2,000