

# 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
San Miguel Elementary Charter School	Patrick Eagle Principal	peagle@mwusd.org 707-524-2960

## Goal 1

Goal Description
<p><b>Create a positive, focused and safe learning environment and culture for all students.</b></p> <p>Physical facilities and safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided to meet the academic, physical, social, and emotional needs of all students.</p>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Annual Facilities Inspection Report	Facilities in "Good Repair" category.	Facilities in "Good Repair" category.	Annual Facilities Inspection Reports varied by school site. Riebli - Rated as "good" for systems, cleanliness, electrical, safety, and external. Rated "fair" for restrooms and fountains. Rated "poor" for interior and structural.	Annual Facilities Inspection Reports varied by school site. Riebli- Overall facility rating was fair. Mark West Elementary School received an overall facility rating of "Good". San Miguel Elementary received an overall facility	Maintain "Good Repair" status for all facilities.

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			<p>Comments include:  Interior - Permanent classrooms and buildings are eligible for modernization and the District is bringing forth a plan to the Board to remedy. Also, for Structural, the HVAC and roofing are eligible for modernization and the District is bringing forth a plan to the Board to remedy.  Mark West Elementary School - Rated as "good" for systems, interior, cleanliness, electrical, safety, structural, and external. A "fair" rating was obtained in restrooms and fountains. Overall rating was "good".  San Miguel Elementary - Rated as "good" for systems, cleanliness, electrical, safety, structural, and external. A "fair" rating was obtained in restrooms/fountains. Kitchens and bathrooms are eligible for modernization. A "poor" rating was obtained in the interior. Four classrooms, library, and MPR need to be modernized. Overall rating was "good".  Mark West Charter School- Rated as "good" in all areas. Overall rating was "exemplary".</p>	rating of "Good". Mark West Charter School received a facilitate rating of "Exemplary".	
Annual Declaration of Need and SARC	100% of district teachers are highly qualified.	100% of district teachers are highly qualified.	100% of district teachers are highly qualified, with	100% of district teachers are highly qualified, with	Maintain 100% highly qualified teachers in the

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			the exception of 2 teachers who are on a Provisional Intern Permit. These 2 teachers are enrolled in the North Coast School of Education and are mentored by district highly qualified teachers.	the exception of 1 teacher who is on a Provisional Intern Permit. This teacher is enrolled in the North Coast School of Education and is mentored by a district highly qualified teacher.	district as reported on SARC.
Human Resources Office Records	100% of new teachers were supported through BTSA.	100% of new teachers were supported through BTSA.	100% of new teachers were supported through Teacher Induction Program formerly known as BTSA.	100% of the new teachers working in our district were supported through Teacher Induction Program formerly known as BTSA.	Maintain BTSA to support 100% of new teachers.

#### 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 Revised Budget First Interim	Mid-Year Expenditures
1.1	<b>School facilities</b> School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in "good repair".	No	Partially Implemented	Each school facility was inspected and rated either poor, fair, or good. Further information is specified regarding repair and/or action needed when a poor rating was reported. The 8 systems evaluated are: systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external.	School Accountability Report Cards for John B. Riebli, Mark West Elementary School, San Miguel Elementary School, and Mark West Charter School (can be located on district website at mwusd.org)  Facilities Inspection Tool Reports in December 2023 MWUSD Board Agenda	\$0.00	\$0.00	\$0.00



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				<p>Riebli received good in all areas with the exception of a "fair" rating for restrooms/fountains, and "poor" for interior. The Permanent Classrooms and Buildings were eligible for modernization in 12/6/2015.</p> <p>Mark West Elementary received good in all areas with the exception of "fair" rating for restrooms/fountains.</p> <p>San Miguel Elementary received good in all areas with the exception of "fair" for restrooms/fountains. Kitchen and bathrooms were eligible for modernization on 10/17/2014. In addition, interiors received a "poor" due to four classrooms, library and a multi-purpose room (MPR) that are</p>				



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				due to be modernized.  Mark West Charter School received good in all areas.				
1.2	<b>Highly qualified teachers</b> The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no mis-assignments, with all teachers being certified with CLAD or BCLAD.	No	Fully Implemented	The District Human Resources Office and principals continue to monitor all MWUSD teachers. Currently, all new and continuing teachers are highly qualified and fully credentialed with no mis-assignments, except for 1 teacher at Mark West Charter School who is on a Provisional Intern Permit. This teacher is enrolled in the North Coast School of Education and is mentored by a district highly qualified teacher. All teachers are certified with CLAD, BCLAD, or SDAIE equivalent approved by the State of California.	Human Resource Office personnel records.	\$272,142.00	\$282,503.00	\$94,168.00

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1.3	<b>Highly qualified teachers</b> The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.	No	Fully Implemented	<p>The annual Declaration of Need for the 2023-24 school year was submitted to the local governing board in May 2023. The areas of anticipated need for fully qualified teachers included 8 CLAD/BCLAD emergency permits and 2 RSP emergency permits.</p> <p>However, at this time, all of our teachers are certified with CLAD, BCLAD, or SDAIE equivalent and all of our RSP teachers serving special education students are highly qualified.</p>	<p>MWUSD Board Agenda (May 9, 2023) located on the district website at mwusd.org.</p> <p>Human Resource Office personnel records.</p>	\$0.00	\$0.00	\$0.00
1.4	<b>Highly qualified teachers</b> New teachers will continued to be supported through the BTSA program.	No	Fully Implemented	The district currently has 5 new teachers. All are being supported through the Teacher Induction Program, which involves being mentored by a highly qualified district teacher.	Human Resource Office personnel records.	\$0.00	\$0.00	\$0.00

## Goal 2

### Goal Description

Provide staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards. Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that all students have access to a Broad Course of Study and that Technology is integrated within the Common Core curriculum.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
District personnel records	One hundred percent of District teachers are properly credentialed and assigned.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment. Two teachers (equivalent to 1.4 full time equivalent or 18% of teachers on site) at Mark West Charter Middle School are on a Provisional Intern Permit. They are enrolled in the North Coast School of Education and are mentored by highly qualified teachers within the school district.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment. One teacher at Mark West Charter Middle School is on a Provisional Intern Permit. This teacher is enrolled in the North Coast School of Education and is being mentored by a highly qualified teacher within the school district.	Maintain 100% of District teachers are properly credentialed and assigned.
Site/District level professional development records	Eighty percent of District Teachers participated in District Professional Development.	District PD evaluation survey records indicate that 63% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 84% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 92% of the district teachers participated in District Professional Development offered so far during the 2023-24 school year.	Ninety five percent participation of District Teachers in District Professional Development
Annual Williams Report (Appropriate Curricular Materials)	The Annual Williams Report indicated that students are provided with standards-based curriculum materials.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2021. The report indicated that 100%	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2022. The report indicated that 100%	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2023. The report indicated that 100%	The Annual Williams Report will continue to indicate that students are provided with standards-based curricular materials.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	
Implementation of Standards Including EL access to ELD Standards	Standards-aligned lessons are developed and used by 100% of the District teachers.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Maintain the development and use of Common Core lessons by 100% of the District teachers.
Teacher lesson plans (Technology)	All teacher lesson plans indicated that technology is integrated into the curriculum.	Based on administrative review, teachers integrated technology into 85% of the curriculum.	Technology continues to be integrated into the curriculum, Teacher lesson plans and administrative observations show integrated technology use 90% of the time or more in classrooms.	Technology continues to be integrated into the curriculum and learning activities, Teacher lesson plans and administrative observations show integrated technology use over 90% of the instructional day.	Maintain all teacher lessons plans integrate technology into the curriculum.
Formative English Language Matrix and English Language Proficiency Assessments for California (ELPAC)	All teachers will implement the Formative English Language Assessment for EL Students. Baseline data indicates that 7% of EL students are re-designated as fully English proficient and 10% of EL students exhibit growth in English proficiency as measured by the formative assessments.	All teachers have implemented the Formative English Language Assessment for EL Students. Current data indicates that 10% of EL students were re-designated as fully English proficient during the 2021-22 school year and 45% of EL students exhibited growth in English proficiency as measured by the formative assessments, which is an increase of 35%.	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students. Current data indicates that 13% of EL students were re-designated as fully English proficient during the 2022-23 school year and 47% of EL students exhibited growth in English proficiency as measured by the formative assessments.	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students in the Fall and Winter. Current data indicates that approximately 17% of EL students will be re-designated and are going through the process of establishing fulfillment of the 4 criteria established for redesignated as a fully English proficient student during the 2023-24 school year. Mid year data for the Student Oral Language	Increase the percentage of EL students that are redesignated as fully English proficient to at least 10%; and, show a 20% increase in the percentage of total EL students exhibiting English proficiency growth over the course of the school year, as measured by the Student Oral Language Observation Matrix (SOLOM).



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				Observation Matrix (SOLOM) is currently in process and will be reported in the LCAP annual update in spring of 2024.	
Access to a Broad Course of Study	The district and schools will maintain ongoing qualitative and quantitative review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies as measured by staff walkthroughs and teacher lesson plans. All students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	Maintain all students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i) to be measured by staff walkthroughs and teacher lesson plans
California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards.	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards.	In 2021-22, 40% of students with economic disadvantages met or exceeded grade level standards. Fourteen percent of students with disabilities met or exceeded grade level standards. Twenty-four percent of our English	In 2022-23, 39% of students with economic disadvantages met or exceeded grade level standards. Nine percent of students with disabilities met or exceeded grade level standards. Thirteen percent of our English Learners met or exceeded grade level standards.	Increase the percentage of students with economic disadvantages that meet or exceed grade level standards on CAASPP ELA to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		New data will be coming in the fall of 2022.	Learners met or exceeded grade level standards.  New data will be coming in the fall of 2023.	New data will be coming in the fall of 2024.	our English Learners that meet or exceed grade level standards to 22%.
California Assessment of Student Performance and Progress (CAASPP) in mathematics	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.  New data will be coming in the fall of 2022.	In 2021-22, 29% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Eleven percent of our English Learners met or exceeded grade level standards.  New data will be coming in the fall of 2023.	In 2022-23, 30% of students with economic disadvantages met or exceeded grade level standards. Nine percent of students with disabilities met or exceeded grade level standards. Eight percent of our English Learners met or exceeded grade level standards.  New data will be coming in the fall of 2024.	Increase the percentage of students with economic disadvantages that meet or exceed grade level standards on CAASPP math to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores	In 2018-19, 37% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2021-22, 62% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2022-23, when given the Beginning of the Year (BOY) measures, 58% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 62% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2023-24, when given the Beginning of the Year (BOY) measures, 59% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 65% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals by the end of the 2023-24 school year for their grade level.	Increase the percentage of students that performed at or above the benchmark to 70%.



## 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 Revised Budget First Interim	Mid-Year Expenditures
2.1	<b>Professional development</b> On-going support in the utilization of the CCSS will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Additionally, teachers will be trained in the implementation of the SIPPS program, as well as the effective utilization of a collaborative and sequential approach to reading.	No	Fully Implemented	<p>A participation rate of 97% was reached for the beginning of the year professional development day with topics focusing on instructional strategies to support reading and language comprehension. Certain certificated employees were also provided an opportunity to be trained on the use of SIPPS.</p> <p>Newly hired teachers received "onboarding" training in our district adopted English Language Arts CCSS curriculum.</p> <p>As of February 2024, teachers have received training and collaboration time during 3 district collaboration days. There will be a total of 6 days during the 2023-24 school year. So far, participation rate has been</p>	<p>Professional development sign in sheets for beginning of the year (SIPPS).</p> <p>Professional development sign in sheets for district collaboration days held on: September 27, 2023; October 25, 2023; and January 10, 2024.</p>	\$1,855,841.00	\$2,058,870.00	\$572,632.00

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				90%, 91%, and 88%. Learning focused around further implementation of CCSS through the use of Universal Design for Learning (UDL) and Science of Reading informed instructional strategies.				
2.2	<b>Common Core aligned instruction</b> The District's Curriculum Committee will continue to assist teachers with the development and implementation of Common Core lesson plans. Lesson plans will continue to be developed in Reading/Language Arts, Mathematics, History/Social Science and Science which will be shared with and utilized by all teachers. The committee will also focus on implementing a new Language Arts curriculum while supporting teachers as they develop effective techniques to fortify reading development and increase literacy skills for all students.	No	Partially Implemented	The District has fully implemented both the English/Language Arts and mathematics curriculum and support professional development and collaborative lesson planning in these areas. The district is beginning development in the areas of science and social studies/history.  With regard to the implementation of Next Generation Science Standards, our district created a science adoption committee during the 2022-23	California Dashboard 2023 (Implementation of Academic Standards)  Science adoption committee timeline	\$28,152.00	\$34,104.00	\$4,873.00

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				school year. Upon review of various Kindergarten through 8th grade state approved science curriculums, the district science adoption committee narrowed down science curriculum options and are piloting these programs during the current school year. The committee will come to consensus on a preferred science program and will make a recommendation to our school board in the spring of 2024.				
2.3	<b>Monitoring student learning</b> Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	No	Fully Implemented	Students with disabilities' progress is monitored at least annually during their plan review IEP meeting Progress on current IEP goals are report and new annual goals are proposed and agreed upon by the IEP team. IEP amendment		\$0.00	\$0.00	\$0.00



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				meetings are held in between plan review meetings if a goal needs to be modified.				
2.4	<b>Monitoring student progress</b> Benchmark assessments and teacher developed tests, both formal and informal, including DIBELS and Accelerated Reader, will be used to assess student growth.	No	Fully Implemented	<p>Benchmark assessments were administered at the beginning of the 2023-24 school year and upon completion of the first trimester. Of the students participating in STAR reading assessment, 62 % performed at or above their grade level at San Miguel Elementary School. On the STAR math assessment, 73% performed at or above their grade level at San Miguel Elementary School.</p> <p>Of the students participating in STAR reading assessment, 64 % performed at or above their grade level at Riebli Elementary School. On the STAR math assessment, 67% performed at or</p>	<p>District benchmark assessment calendars for Trimester 1, 2, and 3.</p> <p>DIBELS district wide data.</p> <p>STAR assessment data in reading and mathematics.</p>	\$5,288.00	\$2,712.00	\$0.00

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				<p>above their grade level at Riebli Elementary School.</p> <p>Of the students participating in STAR reading assessment, 65 % performed at or above their grade level at Mark West Elementary School. On the STAR math assessment, 67% performed at or above their grade level at Mark West Elementary School.</p> <p>In 2023-24, when given the DIBELS Beginning of the Year (BOY) measures, 59% of students performed at or above the benchmark. When given the DIBELS Middle of the Year (MOY) measures, 65% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.</p>				

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2.5	<b>Monitoring student progress</b> The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced Assessments.	No	Fully Implemented	<p>The 2023 California Dashboard displays performance levels for student groups. Performance levels are assigned a color. The very highest performance is blue. Conversely, the very lowest performance is red.</p> <p>Overall our students, performed in the "high" performance level (green) in math and the "medium" performance level (yellow) in English/Language Arts (ELA). Students with disabilities performed in the very lowest (red) level in both ELA and mathematics.</p> <p>Performance levels in both ELA and mathematics vary by school site. Mark West Elementary School</p>	2023 California Dashboard	\$0.00	\$0.00	\$0.00



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				<p>students performed in the "high" performance level (green) in math and the "medium" performance level (yellow) in English/Language Arts (ELA). Riebli Elementary School students performed in the "low" performance level (orange) in math and the "low" performance level (yellow) in English/Language Arts (ELA). San Miguel Elementary School students performed in the "high" performance level (green) in math and the "high" performance level (green) in English/Language Arts (ELA). Mark West Charter School students performed in the "high" performance level (green) in math and the "medium" performance level (yellow) in English/Language Arts (ELA).</p>				

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2.6	<b>Academic support</b> Academic intervention program will be provided for underperforming students before, after and during the school day. Also, staff will be added to collapse combination classes in order to address learning loss and enable smaller class sizes.	Yes	Fully Implemented	All three elementary school sites and the MWCS each have an intervention program to support our underperforming students throughout the school day. There are no combination classes at any of our school sites including both elementary school sites and the Mark West Charter School (middle school).	MTSS Resource Maps  Blended Services schedules  MWCS class schedules	\$228,888.00	\$260,567.00	\$71,064.00
2.7	<b>Core curriculum</b> All staff will implement the following curriculum: Wonders, StudySync, Expressions, Writing by Design, and Project Based Learning units. The curriculum units will support students' growth on the Smarter Balanced assessments as evidenced by the performance indicators. Underperforming students will be supported with a academic intervention programs in order to increase basic skills in these areas.	No	Partially Implemented	All staff have implemented ELA/ELD curriculum (Wonders or StudySync), math curriculum (Expressions and Big Ideas). Most teachers have implemented Writing by Design. With the addition of new staff members, more Writing by Design training will need to be provided to	Intervention schedules  Teacher developed lesson plans	\$24,296.00	\$41,296.00	\$31,586.00

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				<p>fully implement this action.</p> <p>Underperforming students are supported at each school site through academic intervention programs that include pull-out and push-in small group and individualized instruction.</p>				
2.8	<b>English Learners</b> The District will continue to provide appropriate instruction for EL students that includes designated and integrated approaches using common core aligned ELD curriculum and grade level curriculum. Additional support will be provided beyond the core instructional minutes.	Yes	Fully Implemented	All District English Learners received high quality integrated ELD instruction from highly qualified (CLAD certified) teachers using the District's adopted ELA/ELD California Common Core State Standards aligned curriculum and grade level curriculum. In addition, designated ELD instruction is provided beyond the core instructional minutes.	Designated ELD schedules.	\$19,206.00	\$21,429.00	\$5,807.00
2.9	<b>Core curriculum</b> Low Income and Foster Youth students will be provided with	No	Fully Implemented	All Low Income and Foster Youth students are	District Certificated Database	\$0.00	\$0.00	\$0.00



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	effective classroom instruction in the core curriculum by highly qualified teachers providing students access to a standards-based curriculum. Teacher qualifications will be documented in the District Certificated Database.			provided with effective classroom instruction using core curriculum by highly qualified teachers. All Low Income and Foster Youth students have access to a standards-based curriculum.				

### Goal 3

#### Goal Description

Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Annual Counseling Data & Board Report	The Climate Survey, aligned with the BEST program and the Parent Survey, developed by the School Site Councils, indicate that students increased access to needed support, which has improved school climate. Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 85.9% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 90% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 71% show improvement.	Data for this goal will be reported in April 2024. Our counselors see students individually or in small groups. Some of our younger learners, those in TK through third grade, participate in friendship circles. Our counselors and interns facilitate an eight to ten week counseling group sessions which addresses the areas of friendship development, friendship skills, emotional understanding, peer and teacher interaction, conflict resolution, situational	Based on the Counselor progress report data, the percentage of students showing improvement in social-emotional functioning as a result of participating in counseling will increase to 90% of counseled students.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>awareness and perspective taking, school safety and ways one can get help when needed. Students in 4th and 5th grade work on social skills or friendships in groups. One of the goals behind the social skills group is that students will practice and implement ways to handle stressful situations and work through challenges that might be currently happening or might come up in the future. Some of our middle school age students in grades 6th through 8th may participate in eight to ten week counseling group sessions which focus on such things as middle school transition.</p> <p>Educationally Related Mental Health Services (ERMHS) are provided by our counselors to some of our students receiving special education services with Individualized Education Plans (IEPs). These services are provided when students have significant social, emotional and/or behavioral needs that impede their ability to benefit from their special education services, supports, and placement.</p>	
Discipline referrals to elementary school office	In the most recent in-person instruction school	In the most recent in-person instruction school	In the most recent in-person instruction school	Discipline records indicate that there were a total of	Through consistent implementation and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
as maintained in school student information system	year (2019/20), there were a total of 301 student discipline referrals to the elementary school offices/principals.	year (2021-22), to date, there were a total of 139 student discipline referrals to the elementary school offices/principals.	year (2022-23), to date, there were a total of 310 student discipline referrals to the elementary school offices/principals.	244 student discipline referrals to the elementary schools and middle school offices/principals as of February 6, 2024.	reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, disciplinary office referrals to the elementary school offices/principals will be reduced by 25% overall at the elementary level, as measured by end of year total of referrals in the student information system.
Suspension & expulsion rates maintained by District Office	There were no student expulsions. The suspension rate increased by 5% to 13 suspensions at the school site.	There were no student expulsions. The suspension rate decreased by approximately 1% to 11 suspensions at the school site.	There were 0 student expulsions. The suspension rate decreased by approximately 31% compared to the baseline in 20-21. During the 22-23 school year, there have been an average of 9 suspensions at the elementary level to date. The suspension rate for 2022 was 3.5%.	For the 2023-24 school year, there have been an average of 8 suspensions at the elementary level to date. There were 0 student expulsions. For the 2023-24 school year, there have been an average of 8 suspensions at the elementary level to date. For the 2023-24 school year, there have been 4 suspensions at the middle school to date.	Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, school suspensions will be reduced by 25% overall at the elementary level and there will be no expulsions, as measured by the suspension & expulsion data maintained by the district office.
School attendance rates maintained by District Office in the student information system.	The school/district attendance rates were 96%. Chronic Absenteeism was 11.14%	The school/district attendance rates for the 2021-22 school year to date is 92.3%. The district Chronic Absenteeism rate is 7.7%.	The school/district attendance rates for 2022 was 92.7%. The district chronic absenteeism rate is 21.1%.	As of this mid-year report, the district chronic absenteeism rate has decreased to 13.4 %. San Miguel Elementary school has a chronic absenteeism rate of 13.2 %. Mark West Elementary School has a chronic absenteeism rate of 13.3 %, Riebli Elementary School has a chronic absenteeism rate of 13.6 %.	Through positive school climate efforts, parent education, and student support, the chronic absenteeism rate will be reduced to below 10%, as measured by the school's student information system.
Middle School Attendance Rates	N/A	N/A	N/A	As of this mid-year report, the district chronic absenteeism rate has decreased to 13.9 %.	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
High School- % of students a-g	N/A	N/A	N/A	N/A	N/A
High School- % of students CTE completion	N/A	N/A	N/A	N/A	N/A
High School-% of students either a-g or CTE completion	N/A	N.A	N/A	N/A	N/A
High School- % of students demonstrating college preparedness	N/A	N/A	N/A	N/A	N/A
High School- % of students passed an AP exam	N/A	N/A	N/A	N/A	N/A
High School- graduation rate	N/A	N/A	N/A	N/A	N/A
High School- dropout rate	N/A	N/A	N/A	N/A	N/A
Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness			Based on the results of the LEA's YouthTruth survey, 27% of elementary school students surveyed feel like an important part of their school community. Forty-one percent of middle school students feel like a part of their school community. Sixty-eight percent of elementary parents/guardians surveyed feel engaged with their school, and 81% of middle school parents/guardians surveyed feel engaged with school. Eighty-six percent of elementary school staff, including teachers, reported their school creates a positive work environment and 87% of middle school staff, including teachers, reported their school creates a positive work environment.	Youth Truth Data for the 2023-24 school year will be available in March of 2024. Data related to school safety and connectedness will be reported in the Annual Update in spring of 2024.	Using local measures, the sense of student connectedness will increase by 10% as measured by the YouthTruth elementary student and middle school student surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Regarding school safety, the following data was reported in our YouthTruth Survey. Sixty-one percent of our elementary school students feel safe at school as compared to 63% of our middle school students reporting they feel safe at school. Our elementary and middle school staff, including teachers, both reported that 87% feel safe from harm while at their school. Lastly, 81% of parents/guardians of elementary school students reported they feel their child's learning environment is safe, and 90% of middle school parents/guardians feel their child's learning environment is safe.		

#### 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 Revised Budget First Interim	Mid-Year Expenditures
3.1	<b>School climate</b> Established Behavioral Goals through the BEST program will be maintained at the each school.	No	Partially Implemented	While the BEST program is fully implemented and being maintained at the each school site, the district goal of standardizing behavioral procedures and data collection is	Guide to Building Effective Schools Together (BEST) program on school website	\$0.00	\$0.00	\$0.00



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
				still in the development phase. This standardization will allow for more consistency among practices including defining behavior, supporting positive behavior, and analyzing patterns and trends in discipline data to utilize in the creation of appropriate behavioral goals for the district and individual school sites.				
3.2	<b>School climate</b> The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC, and suspensions of students with disabilities will be monitored in accordance with the SEP.	No	Fully Implemented	The suspension rates, expulsion rates and school attendance rates were reported in the SARC, and suspensions of students with disabilities are being monitored in accordance with the Specialized Education Plan (SEP). These rates are also continually monitored through our student information system to allow "just in time" intervention and support.	School SARCs on district website at mwusd.org	\$0.00	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
3.3	<b>School climate</b> Positive school-wide behavior support systems emphasizing counseling services will continue to be implemented to promote a safe school environment with emphasis on specific student groups.	Yes	Fully Implemented	Positive school-wide behavior support systems that include counseling services have been fully implemented to promote a safe school environment with emphasis on specific student groups. Specific student groups vary at each site based on individual school subgroup data and unique needs.	Guide to Building Effective Schools Together (BEST) program on school websites	\$73,742.00	\$84,434.00	\$22,909.00
3.4	<b>School climate</b> BEST, Second Step and Tool Box will continue to be implemented at 100% of the district schools by all staff.	No	Fully Implemented	BEST, Second Step and/or Tool Box will continue to be implemented by 100% of the district schools by all staff. Schools have establish opportunities to learn and practice the BEST program school-wide expectations through out the school year. Counselors continue to fully implement both Toolbox Strategies and Second Step programs throughout the district.	Guide to Building Effective Schools Together (BEST) on school websites  Second Step Lesson Plans  Toolbox for Learning presentations, posters, and tool icons on lanyards.	\$0.00	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
3.5	<b>School climate</b> Zones of Regulation will continue to be used in all special education classes.	No	Fully Implemented	Zones of Regulation is fully implemented and continues to be used in all special education classes throughout each of the elementary school sites.	Evidenced in classrooms through posters, posted classroom routines, and observational data	\$0.00	\$0.00	\$0.00
3.6	<b>School nutrition</b> The District will continue to support the National School Lunch Program as documented in the Nutri-Kids system.	Yes	Fully Implemented	The District continues to support the National School Lunch Program as documented in Mosaic, which has replaced the Nutri-Kids system. The district offers both breakfast/snack and lunch to our students daily.	Mosaic Point of Service and Meal Eligibility System	\$0.00	\$0.00	\$0.00
3.7	<b>Academic support</b> Students at Mark West and San Miguel will be supported by a full time Title I reading teacher.	Yes	Fully Implemented	Students at Mark West and San Miguel Elementary Schools are supported by a full time Title I reading teacher.	Payroll department records	\$0.00	\$0.00	\$0.00
3.8	<b>Academic support</b> Riebli students will be supported by a .50 FTE District funded reading teacher.	Yes	Fully Implemented	Riebli Elementary School students are supported by a .80 FTE District funded reading teacher.	Payroll department records	\$0.00	\$0.00	\$0.00
3.9	<b>Academic support</b> Low Income and Foster Youth students will be given priority	Yes	Partially Implemented	The district highly prioritizes our students that are	Blended Services/Interv	\$43,827.00	\$26,662.00	\$0.00



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
	for instructional support programs, such as the math intervention program and Literacy Boot Camp. Student support will also include student tutorials before and after school, and a summer enrichment academy, as documented in student attendance logs. Low Income and Foster Youth students will be given priority for reading teacher support and blended services during the school day.			Foster Youth and/or socioeconomically disadvantaged (low income). These students are offered additional supports to include: instructional support programs such as Blended Services, Summer Enrichment Academy, small group reading instruction provided by a reading specialist. Summer Enrichment Academy will be offered in 2024 with these student subgroups receiving priority when sending invitations and enrolling in this program.	ention schedules  Summer Enrichment Academy 2023 invitations and class attendance logs			
3.10	<b>Academic support</b> During Blended Services (RTI – Response To Intervention) time, all classroom teachers will provide 30 minutes of targeted instruction to support the academic growth of unduplicated students 4 days per week (~5.3% of time). Instructional Assistants will continue to provide support in the Blended Services (RTI) model.	No	Fully Implemented	Through the data-based decision making process, targeted interventions are designed to meet student needs. During Blended Services time, all classroom teachers as well as para-educators are providing at	Blended Services/Intervention schedules	\$131,910.00	\$147,274.00	\$40,967.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
				least 30 minutes of highly focused, skill specific differentiated instruction to support the academic growth of our unduplicated students 4 days per week.				
3.11	<b>Academic support</b> An additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will be used to provide instruction to unduplicated students outside of individual IEP's. Summer Enrichment Academy will also be provided.	No	Partially Implemented	Additional second blocks of 30 minutes 4 days a week of targeted instruction are being provided district wide with priority given to our unduplicated students. In this block, other staff (including the RSP teacher, Speech Teacher, and RSP Instructional Assistant) are being used to provide instruction to unduplicated students outside of individual student IEP's. Summer Enrichment Academy was offered during the Summer of 2023 and will also be offered during the Summer of 2024 to our unduplicated students.	Blended Services/Intervention schedules  Summer Enrichment Academy 2023 invitations and class attendance logs	\$226,005.00	\$233,588.00	\$63,810.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
3.12	<b>Student well-being</b> The Counseling program will provide additional intervention support for individual and group counseling sessions, as well as parental consultations, as documented by Counselor caseloads and service notes.	Yes	Fully Implemented	The district currently employs 3 FTE counselors that provide additional intervention support that includes group counseling, individual counseling, crisis counseling as necessary, and other interventions such as safety assessments. Each counselor also provides parent consultation establishing a home-school connection when appropriate to support our students' social emotional well being.	Counselor schedules, caseload documents, and service notes	\$0.00	\$0.00	\$0.00
3.13	<b>Academic support</b> The District will continue to provide an additional .4 FTE Psychologist support as documented in the payroll department.	No	Fully Implemented	The district continues to utilize a 1.0 FTE school psychologist to support the evaluation of students with a suspected disability or needs that require more individualized support.	Payroll department records	\$49,841.00	\$57,862.00	\$15,781.00



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
3.14	<b>Student well-being</b> An increase of .2 FTE in School Nurse time, as documented in the payroll department, will be maintained to serve unduplicated students in order to work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of these students.	No	Fully Implemented	Our district employs a .6 FTE School Nurse that provides ongoing health and wellness assessment and resources for our students and families. When appropriate, the district nurse provides individual families with support and information to access related resources. In addition, the school nurse trains staff and parents on various physical and emotional well-being related topics.	Payroll department records	\$18,582.00	\$20,545.00	\$5,603.00
3.15	<b>Academic support</b> ELL and RFEP students will be given priority for instructional support programs, including student tutorials, support from para-educators, before and after school, and reading teacher support, summer school and Blended Services (RTI) during the school day, as documented by student attendance logs	Yes	Fully Implemented	ELL and RFEP students have been given priority when developing, implementing, and evaluating district instructional support programs, including student tutorials, support from para-educators, before and after school programs, and reading teacher support, summer school and	Intervention schedules  EL paraeducator schedules  Quantitative data: CAASPP results and other benchmark data including STAR and DIBELS.	\$118,668.00	\$137,519.00	\$35,435.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
				Blended Services (RTI) during the school day, RFEP students are monitored to ensure adequate progress towards grade level standards. In addition, our EL students receive differentiated support and integrated ELD core instruction with para-educators as well as other intervention support as necessary.	Qualitative data: Teacher, EL para-educator, and parent/guardian input.			
3.16	<b>Academic support</b> Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained at all sites to ensure full access to a Common Core Standards based curriculum, as documented by school and class schedules.	No	Fully Implemented	Based on student success rates, programs have been added and/or revised to better meet our students' academic needs. These programs include blended services to support reading/literacy needs across our district. In addition, our intervention programs revises the content and instruction to support math needs specific to each grade level and growth areas	Quantitative data: CAASPP results and other benchmark data including STAR and DIBELS.	\$0.00	\$0.00	\$0.00



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
				as indicated by both summative, benchmark, and formative assessments.				

## Goal 4

### Goal Description

Each school will establish parent training and informational events and/or activities as well as seek parental input to be utilized in decision making.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School maintained logs of parental participation.	School logs indicated that 80% of parents participated in at least one of the 3 major activities (Back To School Night , Open House, and Science Fair) during the 2019-20 school year.	Parental participation rate for Back to School Night was approximately 73%. Due to the pandemic, this activity was held virtually due to adherence to CDPH guidelines in place at the time.	Parental participation rate for Back to School Night was approximately 77%. Overall participation in Open House was approximately 80%. The district has not held an in person science fair since the pandemic and will resume this event during the 2023-24 school year.	Parental participation rate for Back to School Night in was approximately 70% district wide. Riebli Elementary School had 79% participation. San Miguel Elementary School had 77% participation. Mark West Elementary School had 62% participation. Mark West Charter School had 61% participation.	Parental participation rate in at least one of the 3 major activities (Back to School Night, Open House, and Science Fair) will increase to 90%, as measured per parent participation logs maintained by the school.
Parent surveys and participation in parent meetings, trainings/education.	Parental surveys (school, DELAC) in English and Spanish seeking input related to programs for unduplicated and students with exceptional needs were collected. Parent trainings/education supports student academic growth and family social-emotional development. Survey input is utilized by	Parent survey completion rate for the 2021-22 school year show that approximately 13% of parents completed surveys  Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate was a	Families, staff and students participated in the YouthTruth Survey. The participation rate was 72%.  Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate was an average of 17	Families, staff, and students participated in the 2023-24 YouthTruth Survey. The participation rate for families district wide was 67%. Riebli Elementary School had 72% participation. San Miguel Elementary School had 68% participation. Mark West Elementary School had 66%	Parent survey completion rate will increase to 35% minimum, per survey event.  Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate will increase to a minimum of



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	the District in decision-making regarding the topics for parent education, parent training, and development of family resilience. 2019-20 surveys show that approximately 15% of parents completed surveys. The parent meetings, trainings, education yielded between 6-19 parent participants, as indicated by parent sign-in logs.	<p>minimum of 15 at the school level and 35 at the district level.</p> <p>Feedback from our parent community included a need for more support in building trust between teachers and students as well as antibullying and nutrition education.</p>	<p>attendees at the district level.</p> <p>Feedback from our parent community included a need for more support in school safety and stronger extracurricular programs.</p>	<p>participation. Mark West Charter School had 62% participation.</p> <p>Data and survey feedback from the YouthTruth Survey will be available in spring of 2024 and included in the annual update.</p> <p>Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate ranges from 12-17 attendees in English and 2-4 attendees to the Spanish workshops.</p> <p>DELAC meetings have been held in person with approximately 15% of our English Learners having a family member attend and participate according to sign in sheets.</p>	25 at the school level and 40 at the district level.

#### 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 Revised Budget First Interim	Mid-Year Expenditures
4.1	<b>Parent/community involvement</b> After school and evening parent meetings and training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand	No	Partially Implemented	Parent workshops/trainings and meetings have been conducted by District staff and other qualified individuals based	Parent workshop flyers in English and Spanish.  Participation data from Zoom meetings	\$0.00	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
	the educational needs, including exceptional needs, of their children.			on parent preferences solicited in a parent feedback survey sent out in September 2024. The district will continue to provide opportunities through out the remainder of the school year and support parents to better understand the educational needs of their children. Topics this year include: social emotional learning, positive behavior interventions and supports	Recording of workshop on district website			
4.2	<b>Parent/community communication</b> Parent/community outreach will be maintained through websites, social media platforms and other means of communication in English and Spanish.	Yes	Fully Implemented	Our district has fully implemented our plans for parent/community outreach through our district and school websites, social media platforms, and other means of communication including school newsletters, classroom newsletters, district messengers in English and Spanish to alert	District Website: mwusd.org (Parent Resources Tab)  District Social Media Platforms: Facebook and Instagram  District Messengers in English and Spanish	\$0.00	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-year Revised Budget First Interim	Mid-Year Expenditures
				parents to upcoming school events and other important information. The district reaches out to various subgroups including our families of English Learners and Title I families as well.				
4.3	<b>Parent input in decision making</b> Parental input will be sought and utilized when making decisions by sending out parent surveys and soliciting input during meetings attended by parents such as SSC, PTA, and board meetings.	No	Partially Implemented	Parent feedback survey was used to determine preferred topics for parent workshops. The top preferences were focused on social emotional learning and behavior support.	Parent feedback surveys  YouthTruth Survey  LCAP Educational Partner Input Forms	\$0.00	\$0.00	\$0.00



## San Miguel Elementary Charter School

### Mid-Year Update to the Budget Overview for Parents

#### Impact of 2024 Budget Act on 2023-24 Budget

Budget Item	Projected 2023-24 Adopted Budget Amount	Revised 2023-24 Budget Amount (as of First Interim)	Difference
Total LCFF Funds	\$ 4,587,383.00	\$ 4,465,061.00	\$ (122,322.00)
LCFF Supplemental & Concentration Grants	\$ 376,232.00	\$ 366,804.00	\$ (9,428.00)
All Other State Funds	\$ 450,489.00	\$ 456,285.00	\$ 5,796.00
All Local Funds	\$ -	\$ -	\$ -
All Federal Funds	\$ -	\$ -	\$ -
<b>Total Projected Revenue</b>	<b>\$ 5,037,872.00</b>	<b>\$ 4,921,346.00</b>	<b>\$ (116,526.00)</b>
Total Budgeted General Fund Expenditures	\$ 4,624,817.00	\$ 5,247,338.00	\$ 622,521.00
Total Budgeted Expenditures in the LCAP	\$ 3,096,387.00	\$ 3,409,365.00	\$ 312,978.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 530,197.00	\$ 361,484.00	\$ (168,713.00)
<b>Expenditures Not in the LCAP</b>	<b>\$ 1,528,430.00</b>	<b>\$ 1,837,973.00</b>	<b>\$ 309,543.00</b>