



JCS LIVE

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

BROAD GOAL: Students achieve at high academic levels in ELA and Math.

Rationale

Based on our 2019 CAASPP/CAST data and our Fall 2019 and Fall 2020 MAP data as well as stakeholder input, we've determined that students need to continue working towards higher levels of achievement in Language Arts and Math to increase communication and critical thinking skills. These skills are the foundation for lifelong learning, the cornerstone of our school's mission. The identified metrics below will help us measure growth in these areas and will tell us if the actions/services identified are making an impact. MAP, CAASPP and EAP data combined with tracking the students who require Transitional Math in 9th grade will allow us to analyze student growth and areas of need. Tracking the % of students using standards-aligned curriculum will indicate that students have the basic materials/supports needed to be successful.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	% of students with CCSS materials	CCSS materials: 100%	CCSS materials: 100%	Maintain baseline
2	% of EL students with ELD materials	ELD materials: 100%	ELD materials: 100%	Maintain baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students at/above average in Reading on NWEA MAP	MAP Reading Fall 2020 ALL: 76% SwD: 48% LI: 93% Hispanic: 81% EL: 78%	MAP Reading Fall 2021 ALL: 77% SwD: 41% LI: 73% Hispanic: 74% EL: --	MAP Reading Fall 2023 ALL: 82% SwD: 58% LI: maintain baseline Hispanic: 84% EL: 83%
4	% of students at/above average in Math on NWEA MAP	MAP Math Fall 2020 ALL: 69% SwD: 48% LI: 79% Hispanic: 76% EL: 23%	MAP Math Fall 2021 ALL: 60% SwD: 29% LI: 57% Hispanic: 57% EL: --	MAP Math Fall 2023 ALL: 75% SwD: 58% LI: maintain baseline Hispanic: maintain baseline EL: 43%
4	% of Rtl students meeting growth targets on NWEA MAP	MAP ELA Growth met MAP Math Growth Fall met Baseline to be established Fall 21 - Spring 22		MAP ELA Growth met: 75% MAP Math Growth met: 75%
4	DFS for ELA (CAASPP)	DFS ELA Spring 2019 ALL: 8.7 points below SwD: -- LI: -- Hispanic: -- Baseline to be established if numbers for subgroups grow	DFS ELA Spring 2021 ALL: 39.6 points below SwD: 117.3 points below LI: 20.8 below Hispanic: --	DFS ELA Spring 2024 ALL: 7 points above SwD: 20 points growth over baseline LI: 15 points growth over baseline Hispanic: 15 points growth over baseline
4	DFS for Math (CAASPP)	DFS Math Spring 2019 ALL: 53.3 points below SwD: -- LI: -- Hispanic: --	DFS Math Spring 2021 ALL: 53.7 points below SwD: 142.8 points below LI: 59.0 below Hispanic: --	DFS Math Spring 2024 ALL: 38 points below SwD: 20 points growth over baseline LI: 15 points growth over baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Baseline to be established if numbers for subgroups grow		Hispanic: 15 points growth over baseline
4	% of Rtl students meeting growth targets on CAASPP (21+ points)	Growth ELA: Growth Math: Baseline to be established Spring 2022		Growth ELA Spring 2023: 6% over baseline Growth Math Spring 2023: 6% over baseline
7	% of students considered Conditionally Ready or Ready in ELA and Math on EAP	EAP ELA: Spring 2019 ALL: -- SwD: -- LI: -- Hispanic: -- EAP Math: Spring 2019 ALL: -- SwD: -- LI: -- Hispanic: -- Baseline to be established Spring 2022	EAP ELA: Spring 2021 ALL: -- SwD: -- LI: -- Hispanic: -- EAP Math: Spring 2021 ALL: -- SwD: -- LI: -- Hispanic: --	EAP ELA: Spring 2023 ALL: 1% over baseline SwD: 2% over baseline LI: 2% over baseline Hispanic: 2% over baseline EAP Math: Spring 2023 ALL: 1% over baseline SwD: 2% over baseline LI: 2% over baseline Hispanic: 2% over baseline
7	% of 9th graders enrolled in Transitional Math	9th Grd inTransitional Math: 90%	9th Grd inTransitional Math: 31%	9th Grd inTransitional Math: 75%
4	% of ELs who maintain or grow 1+ ELPI level	ELPI 1+: 50%	ELPI 1+ Spring 2021: 50%	ELPI 1+: 75%
4	% of ELs who reclassify (RFEP)	Reclassified ELs: 50%	Reclassified ELs Fall 2021: 0%	Reclassified ELs: 75%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	CCSS Curriculum & Materials	In process	Yes	LCFF \$25,000	LCFF \$40,000	\$65,000.00	\$47,053

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>Ensure all students are using CCSS-aligned curriculum by:</p> <ul style="list-style-type: none"> • Writing courses and curriculum that incorporate LIVE and independent study methods • Renewing appropriate online curriculums 								
1.2	<p>EL Curriculum & Materials Continue to replenish ELD curriculum to ensure English Learners are using designated ELD curriculum aligned to the ELD framework.</p>	Complete	Yes	LCFF	\$0	LCFF	\$2,000	\$2,000.00	\$332
1.3	<p>Internet & Instructional Materials Provide internet in home for LI/FHY along with copies of materials that need to be printed, as needed.</p>	Provided as needed	Yes			LCFF	\$2,000	\$2,000.00	\$1,385
1.4	<p>PD - Induction Program Ensure that any new teachers complete their school-funded Induction Program.</p>	In process - we are charged by the county 2nd semester	Yes	LCFF	\$0	LCFF	\$10,000	\$10,000.00	\$125
1.5	<p>Math Coach Provide Math Coach to:</p>	In place	Yes	LCFF	\$6,654			\$6,654.00	\$3,522

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • monitor use of adopted curriculum and assessments • assist in the creation of at least one workshop for home study parents on math instruction • assist teachers in analyzing data of common assessments implemented twice a year 						
1.6	<p>Professional Development Continue to support and grow effective staff by offering professional development and collaboration activities including, but not limited to:</p> <ul style="list-style-type: none"> • Identifying and closing learning gaps • Supporting low-performing learners • Virtual learning • Use of Edgenuity • MTSS and tiered supports • Developing and analyzing the annual STAR teacher rubric 	In process	Yes		LCFF \$10,000	\$10,000.00	\$812

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.7	Local Assessment Continue to identify students in need of Tier 1 and Tier 2 intervention by: <ul style="list-style-type: none"> administering current universal screeners (e.g. NWEA MAP) and local benchmark assessments identifying more precise virtual formative and summative assessments 	Fall admin - completed. Winter admin - in process. Spring admin - March-May	Yes		LCFF \$6,600	\$6,600.00	\$2,400
1.8	MTSS Continue to refine and expand the Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students ensuring access to available academic and socio-emotional supports, as needed, such as: tutoring & academic enrichment programs academic counseling positive behavior interventions and supports mental health services sports and other extracurricular activities.	In process	Yes	LCFF \$16,000	LCFF \$10,000	\$26,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.9	<p>EL Coordinator Provide EL coordinator to identify, track and coordinate related services such as:</p> <ul style="list-style-type: none"> • Develop Individualized Learning Plan (ILP) for each English learner • Coordinate daily designated ELD instruction for ELs online and supplemental oral language component with weekly groups led by a CLAD-credentialed teacher. • Monitor effectiveness of EL curriculum. • Coordinate professional development for designated and integrated ELD and the ELD framework. • Monitor progress of reclassified ELs for a minimum of 3 years. 	In place	Yes	LCFF	\$1,000	LCFF	\$1,000	\$2,000.00	\$981
1.10	FHY Liaison	In place	Yes	LCFF	\$500			\$500.00	\$579

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Provide Foster/Homeless Youth Liaison who will: <ul style="list-style-type: none"> • Identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP). • Provide resources/training to all staff as needed 								
1.11	Parent Participation Provide focus groups/surveys for EL and SwD parent involvement and feedback.	2nd semester	Yes	LCFF	\$0	LCFF	\$0	\$0.00	\$333
1.12	Collaboration w SELPA Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services.	In process	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0
1.13	PD - SwD Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to:	Some SELPA-sponsored PD has been attended by our staff. The SPED dept is keeping a	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.) Response to Intervention Instructional strategies Serving students in independent study Performance Indicator Process 	record of the PD attended.					

Goal 2

FOCUS GOAL: Develop partnerships with community organizations and parents to address learners' social and emotional needs (SEL)

Rationale

JCS LIVE believes strongly in personalized learning and addressing the needs of the whole child. We have begun to implement a multi-tiered system of support and will use HSA data to target social-emotional needs. Currently 25% of students are identified as needing Tier 3 support based on our HSA data. Students and families who have identified needs will be given access to community supports. This goal will be accomplished in the 21-22 school year.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students in Tier 3 on HSA	% in Tier 3: 25%	% in Tier 3 Fall 2021: 14%	% in Tier 3: 18%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	Social Emotional Needs Identify and address students' SEL needs by: <ul style="list-style-type: none"> administering the Holistic Student Assessment (HSA) and use data to inform tiered levels of SEL support for all students training staff to address SEL for all students training staff on Trauma Informed Practices using Securly data to screen students for any mental health needs 	Fall admin - completed. Spring admin - March-May	Yes	LCFF	\$0	LCFF	\$5,000	\$5,000.00	\$105
2.2	SEL Counselor Hire part-time school counselor to provide tiered strategies addressing SEL needs	In process	Yes	LCFF	\$5,000	LCFF	\$0	\$5,000.00	\$5,783
2.3	Community Resources Provide access to community resources for learners and families by: <ul style="list-style-type: none"> connecting with community organizations to 	In process	Yes	LCFF	\$0	LCFF	\$0	\$0.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	acquire SEL resources <ul style="list-style-type: none"> centralizing an SEL resource directory 						

Goal 3

FOCUS GOAL: All students are prepared for the world of work.

Rationale

On the CA School Dashboard, College and Career Readiness is measured using multiple avenues. Based on stakeholder feedback and our local data, we've determined that the areas we want to focus on center around career readiness: 1) developing CTE pathways and internships for high school; 2) increasing the graduation rate for all students and significant subgroups; and 3) developing financial literacy and career interests in TK-8. By focusing specifically on these areas over the next two years we feel confident we can make significant improvement towards preparing our students for College and Career Pathways. In Spring 2020 32% of high school students met a-g requirements and 0% completed CTE pathways although the majority of our high school students completed CTE courses online. For the next two years we will only focus a desired outcome for these two areas, although we will continue to measure AP, and a-g requirements as well.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students meeting a-g requirements	a-g Spring 2020: 38%	a-g Spring 2021: 13.6%	a-g Spring 2023: 43%
4	% of students completing college credit course	College Credit Course Spring 2020: 8%	College Credit Course Spring 2021: 4.5%	College Credit Course Spring 2023: 12%
4	% of students completing CTE	CTE Completers Spring 2020: 0%	CTE Completers Spring 2021: 0%	CTE Completers Spring 2023: 50%
4	% of students meeting a-g and CTE combined	a-g and CTE Combined Spring 2020: 0%	a-g and CTE Combined Spring 2021: 0%	a-g and CTE Combined Spring 2023: 30%
4	% of students scoring 3+ on AP	AP Spring 2020: 0%	AP Spring 2021: 0%	AP Spring 2023: 0%
5	high school graduation rate	High School Graduation Rate 2020: 68%	High School Graduation Rate 2021: 89.5%	High School Graduation Rate 2023: 80%
5	high school dropout rate	Dropout Rate 2020: 21%	Dropout Rate 2021: 10.5%	Dropout Rate 2023: 10%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	CTE Increase student access to CTE pathways by: <ul style="list-style-type: none"> providing Career Technical Education curriculum through Edgenuity with their qualified instructors supporting cost for current staff who would like to get CTE certification 	In process	No	LCFF \$0	LCFF \$16,000	\$16,000.00	\$0
3.2	Community Partnerships Expand community partnerships by: <ul style="list-style-type: none"> establishing an internship program for grades 11-12 providing guest speakers, field trips and college tours 	2nd semester	No		LCFF \$2,000	\$2,000.00	\$0
3.3	College/Career Plans Increase graduation rate by: <ul style="list-style-type: none"> creating career and college readiness plans for each 6-12 learner, to 	Completed	No		LCFF \$6,000	\$6,000.00	\$7,887

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	include high school graduation and a-g requirements. <ul style="list-style-type: none"> routinizing credit recovery for graduation and college eligibility. 						
3.4	Elementary Programs Provide financial learning and career programs (e.g. Junior Achievement) to the elementary grades.	In process	No		LCFF \$1,000	\$1,000.00	\$1,000

Goal 4

MAINTENANCE GOAL: Students continue to have access to an engaging, safe, clean, and healthy learning environment.

Rationale

Feedback from stakeholders shows that overall our students and parents feel connected to and supported by their teachers, and that the school provides a safe and nurturing environment. While we pride ourselves on connecting to each individual student, we will continue to monitor and maintain student engagement through the actions/services below.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	FIT Tool	FIT tool: All facilities In Good Repair	FIT tool: All facilities In Good Repair	Maintain baseline
1	% of appropriately assigned teachers	Teachers appropriately assigned:100%	Teachers appropriately assigned:100%	Maintain baseline
5	School attendance rate	School Attendance Rate 2020: 90%	School Attendance Rate 2021: Not available	Maintain baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Chronic absenteeism rate	Chronic Absenteeism Rate 2019: 5%	Chronic Absenteeism Rate 2021: 19.3%	Maintain baseline
6	Suspension rate	Suspension Rate 2020: 0%	Suspension Rate 2021: 0%	Maintain baseline
6	Expulsion rate	Expulsion Rate 2020: 0%	Expulsion Rate 2021: 0%	Maintain baseline
5	Middle school dropout rate	Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%	Maintain baseline

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Safety Maintain a safe, clean, functional school climate by: <ul style="list-style-type: none"> Continuing to purchase Securly for Chromebooks Continuing annual trainings for staff (mandated reporter, etc.) 	Annual trainings are in process, will have a completion rate at the end of the year.	No	LCFF \$0	LCFF \$5,000	\$5,000.00	\$1,434
4.2	Stakeholder Surveys Continue to administer annual surveys regarding school climate and effectiveness to all stakeholders.	In process	No	LCFF \$0	LCFF \$0	\$0.00	\$0
4.3	Family Engagement Provide parents and students with numerous opportunities to be involved at the school including Parent/Teacher	Parent communication goes out through ParentSquare and we've developed a	No	LCFF \$0	LCFF \$500	\$500.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Organizations and schoolwide events.	focus group of parents and staff to ensure our website's information is accessible and clear.							
4.4	Highly Qualified Teachers Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	In process	Yes	LCFF	\$2,000	LCFF	\$0	\$2,000.00	\$2,143
4.5	CLAD Certification Continue to screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.	In process	Yes	LCFF	\$0	LCFF	\$0	\$0.00	\$0
4.6	Maintenance of Data Continue to review data to maintain or improve current rates for all student groups: <ul style="list-style-type: none"> • Chronic Absenteeism • Suspension & Expulsion Rate • Middle School Dropout Rate • Attendance Rate 	We are evaluating current data we've collected internally and from ParsecGO to adjust for the 22-23 LCAP	Yes	LCFF	\$1,000	LCFF	\$0	\$1,000.00	\$1,631