



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 will achieve at high academic levels in Language Arts and Math.

Rationale

Based on our 2019 CAASPP 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 and CAASPP data will allow us to analyze student growth and areas of need. Tracking the % of students using standards-aligned curriculum and % of teachers with CLAD 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%	CCSS materials: 100%
2	% of EL students with ELD materials	ELD materials: 100%	ELD materials: 100%	ELD materials: 100%
4	% of students at/above average in Reading on NWEA MAP	MAP Reading Fall 2020 ALL: 87% SwD: 62% LI: 87% EL: 60%	MAP Reading Fall 2021 ALL: 86% SwD: 56% LI: 81% EL: %	MAP Reading ALL: 81% SwD: 51% LI: 89% EL: 60%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students at/above average in Math on NWEA MAP	MAP Math Fall 2020 ALL: 83% SwD: 46% LI: 88% EL: 71%	MAP Math Fall 2021 ALL: 82% SwD: 47% LI: 65% EL: --	MAP Math ALL: 75% SwD: 35% LI: 81% EL: 66%
4	DFS for ELA (CAASPP)	DFS ELA Spring 2019 ALL: 53.8 points above SwD: 44.1 below LI: 53 above Hispanic: 24 above	DFS ELA Spring 2021 ALL: 70.6 points above SwD: 1.5 points above LI: 45.7 above Hispanic: 53.4 above	DFS ELA ALL: maintain SwD: 35 below LI: maintain Hispanic: 27 above
4	DFS for Math (CAASPP)	DFS Math Spring 2019 ALL: 43.6 above SwD: 58.9 below LI: 31.4 above Hispanic: 5 below	DFS Math Spring 2021 ALL: 36.5 points above SwD: 41.7 points below LI: 11.1 above Hispanic: 17.4 above	DFS Math ALL: maintain SwD: 50 below LI: 37 above Hispanic: 5 above
1	% of teachers with CLAD	Teachers with CLAD: 93%	Teachers with CLAD: 100%	Teachers with CLAD: 100%

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 Ensure all students are using CCSS-aligned curriculum by replenishing ELA and math curriculums as needed.	In process	Yes	LCFF \$0	LCFF \$10,000	\$10,000.00	\$6,156
1.2	ELD Curriculum & Materials Continue to replenish ELD curriculum to ensure English Learners are using designated ELD curriculum	Complete	Yes	LCFF \$0	LCFF \$250	\$250.00	\$663

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	aligned to the ELD framework.								
1.3	Internet & Instructional Materials Provide Chromebooks and internet in home for LI/FHY along with copies of materials that need to be printed, as needed.	Made available ass needed	Yes	LCFF	\$0	LCFF	\$1000	\$1,000.00	\$6,240
1.4	CLAD Certification Fund teacher to complete CLAD. Continue to screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.	Complete	Yes	LCFF	\$0	LCFF	\$5000	\$5,000.00	\$0
1.5	PD - Induction Program Ensure that any new teachers complete their school-funded Induction Program.	In process - we are charged by the county 2nd semester	No	LCFF	\$	LCFF	\$8000	\$8,000.00	\$0
1.6	Math Coach Provide Math Coach to: <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 	In place	Yes	LCFF	\$13,708			\$13,708.00	\$6,305

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	data of common assessments implemented twice a year								
1.7	Professional Development Continue to support and grow effective staff by offering professional development and collaboration activities including, but not limited to: <ul style="list-style-type: none"> • providing constructive feedback specifically in writing • vertical collaboration in regards to writing and scoring writing based on schoolwide shared rubrics • use of Red Ink curriculum in grades 3-8 • Georgia Numeracy • Cognitively Guided Instruction with SDSU fellows • ongoing GATE training • Create time for Principals to observe and debrief with teachers as part 	In process	Yes	LCFF	\$0	LCFF	\$5,000	\$5,000.00	\$4,504

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	of ongoing CGI training. Consider recording small group lessons/math talks and using them for discussion across grade levels <ul style="list-style-type: none"> Identifying and closing learning gaps Supporting low-performing learners MTSS and tiered supports 						

Goal 2

BROAD GOAL: Students grow and thrive through a multi-tiered system of support.

Rationale

JCS-Mountain Oaks 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 both CAASPP and MAP to measure targeted student growth for our students with the greatest needs, academically as well as HSA data to target social-emotional needs.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of Rtl students meeting growth targets on NWEA MAP	NWEA MAP Rtl Reading: 20% Math: 71%	NWEA MAP Rtl Reading: Math:	NWEA MAP Rtl Reading: 26% Math: 71%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students meeting growth targets on CAASPP (21+ points)	CAASPP ELA: TBD Spring 2022 Math: TBD Spring 2022	This data is based on growth from Spring 2021 to Spring 2022. Students who improve their scale score by 21+ points are considered to have met acceptable growth targets based on the current CAASPP model. This data will be available some time in Fall 2022.	CAASPP ELA: 50% Math: 50%
4	% of students in Tier 3 on HSA	HSA Tier 3: 17%	HSA Tier 3: 11%	HSA Tier 3: 8%
4	% of ELs who maintain or grow 1+ ELPI level	ELPI Spring 2020: 100%	ELPI Spring 2020: --	ELPI: 100%
4	% of ELs who reclassify (RFEP)	RFEP Fall 2020: 50%	RFEP Fall 2020: --	RFEP: 67%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Local Assessments Administer universal screeners (e.g. NWEA MAP) and local benchmark assessments to identify students in need of Tier 1 and Tier 2 intervention.	Fall admin - completed. Winter admin - in process. Spring admin - March-May	Yes	LCFF \$0	LCFF \$3,360	\$3,360.00	\$3,360
2.2	Social Emotional Needs Identify and address students' SEL needs by: <ul style="list-style-type: none"> administering the Holistic Student Assessment (HSA) and using data to inform tiered levels of SEL support for all students using Securly data to screen 	HSA Fall admin - completed. Spring admin - March-May. Sanford Harmony in process	Yes	LCFF \$25,000	LCFF \$1,540	\$26,540.00	\$1,491

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	students for any mental health needs in conjunction with ELO Plan <ul style="list-style-type: none"> • hiring a campus counselor to train staff in SEL growth and to provide tiered strategies • addressing SEL needs in conjunction with ELO Plan • continuing use of Sanford Harmony curriculum for all learners • exploring implementation of responsive classroom/morning meetings for K-5 								
2.3	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: <ul style="list-style-type: none"> • tutoring & academic enrichment 	In process	Yes	LCFF	\$0	LCFF	\$0		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	programs/curriculums <ul style="list-style-type: none"> • academic counseling • positive behavior interventions and supports • mental health services • other extracurricular activities. 						
2.4	EL Coordinator Provide EL coordinator to identify, track and coordinate related services such as: <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 	In place	Yes	LCFF \$5,000		\$5,000.00	\$1,932

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	integrated ELD and the ELD framework. <ul style="list-style-type: none"> Monitor progress of reclassified ELs for a minimum of 3 years. 								
2.5	FHY Liaison 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 	In place	Yes	LCFF	\$2,000	\$2,000.00	\$1,658		
2.6	Parent Participation Provide focus groups/surveys for EL and SwD parent involvement and feedback.	2nd semester	Yes	LCFF	\$0	LCFF \$0	\$0.00	\$3,000	
2.7	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	

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.8	Professional Development - SwD Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to: <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 	Some SELPA-sponsored PD has been attended by our staff. The SPED dept is keeping a record of the PD attended.	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0

Goal 3

FOCUS GOAL: Prepare students for high school and beyond by increasing high school and college readiness activities.

Rationale

On the CA School Dashboard, College and Career Readiness is measured using multiple avenues. While JCS-Mountain Oaks does not have a high school program, we do have a culture of high academic standards and college-oriented families. Based on stakeholder feedback, we've identified the need to make our middle school students more aware of high school requirements that will prepare them for entrance into CA colleges and universities. In Fall 2019 82% of our 8th graders took PSAT

while only 64% took it in Fall 2020. This is almost surely due to the pandemic. However, we don't have reliable data on how many students created a College Board account since this was to be done at home. For the next year two years we will focus on increasing and improving the actions that will meet this goal.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students completing PSAT	PSAT Fall 2020: 64%	PSAT Fall 2021: 82%	PSAT: 95%
4	% of students creating an SAT Prep Plan	SAT Prep Plan: TBD Fall 2021	SAT Prep Plan:	SAT Prep Plan: 95%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	PSAT Fund PSAT for all 8th grade students and help them create a personalized SAT prep plan through College Board and Khan Academy.	In process	No	LCFF	\$0	LCFF	\$500	\$500.00	\$0
3.2	College Field Trips Provide field trips to local junior colleges, state universities and/or UC schools.	2nd semester	No	LCFF	\$0	LCFF	\$2,000	\$2,000.00	\$0
3.3	a-g Readiness Post A-G requirements in classroom or publish in planner. Connect current to future coursework.	In process	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0
3.4	Advisory period Implement CPR/Advisory period with grades 6-8.	In process	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0

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: 100%	School Attendance Rate: Not Available	Maintain baseline
5	Chronic Absenteeism Rate	Chronic Absenteeism Rate 2019: 0.6%	Chronic Absenteeism Rate 2021: 1.0%	Maintain baseline
5	Suspension Rate	Suspension Rate 2020: 0%	Suspension Rate 2021: 0%	Maintain baseline
5	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 	Annual trainings are in process, will have a completion rate at the end of the year.	No	LCFF \$0	LCFF \$3,100	\$3,100.00	\$3,601

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>reporter, active shooter training, drills, etc.)</p> <ul style="list-style-type: none"> Continuing and acting on yearly facilities inspection 								
4.2	<p>Stakeholder surveys Continue to administer annual surveys regarding school climate and effectiveness to all stakeholders.</p>	In process	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0
4.3	<p>Family engagement Continue to provide parents and students with numerous opportunities to be involved at the school including Parent/Teacher Organizations and schoolwide events.</p>	In process	No	LCFF	\$0	LCFF	\$500	\$500.00	\$0
4.4	<p>Highly Qualified Teachers Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.</p>	In process	No	LCFF	\$6,500	LCFF	\$0	\$6,500.00	\$3,596
4.5	<p>Student Engagement Continue to maintain current rates for all student groups by monitoring data and re-evaluating programs and systems as needed:</p>	We are evaluating current data we've collected internally and	Yes	LCFF	\$10,000			\$10,000.00	\$2,063

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • Chronic Absenteeism • Suspension & Expulsion Rate • Middle School Dropout Rate 	from ParsecGO to adjust for the 22-23 LCAP					