



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 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, 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%	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: 74% SwD: 45% LI: 82%	MAP Reading Fall 2021 ALL: 68% SwD: 39% LI: 57%	MAP Reading Fall 2023 ALL: 81% SwD: 61% LI: 85%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Hispanic: 90% African American: 64% EL: 68%	Hispanic: 67% African American: 67% EL: 33%	Hispanic: 90% African American: 70% EL: 74%
4	% of students at/above average in Math on NWEA MAP	MAP Math Fall 2020 ALL: 62% SwD: 47% LI: 72% Hispanic: 74% African American: 66% EL: 0%	MAP Math Fall 2021 ALL: 55% SwD: 27% LI: 39% Hispanic: 46% African American: 33% EL: 60%	MAP Math Fall 2023 ALL: 70% SwD: 55% LI: 75% Hispanic: 78% African American: 70% EL: 50%
4	DFS for ELA (CAASPP)	DFS ELA Spring 2019 ALL: 16.6 points above SwD: -- LI: -- Hispanic: -- African American: -- EL: -- Baseline to be established if numbers for subgroups grow	DFS ELA Spring 2021 ALL: 9.0 points below SwD: 65.8 points below LI: 25.7 below Hispanic: 6.9 below African American: -- EL: --	DFS ELA Spring 2023 ALL: 20 points above SwD: 15 points above baseline LI: 15 points above baseline Hispanic: 15 points above baseline African American: 15 points above baseline EL: 15 points above baseline
4	DFS for Math (CAASPP)	DFS Math Spring 2019 ALL: 34.8 points below SwD: -- LI: -- Hispanic: -- African American: -- EL: -- Baseline to be established if numbers for subgroups grow	DFS Math Spring 2021 ALL: 46.2 points below SwD: 103.5 below LI: 82.1 below Hispanic: 63.7 below African American: -- EL: --	DFS Math Spring 2023 ALL: 19 points below SwD: 24 points above baseline LI: 15 points above baseline Hispanic: 15 points above baseline African American: 15 points above baseline EL: 15 points above baseline
7	% of students considered Conditionally Ready or Ready in ELA and Math on EAP	EAP ELA: Spring 2019 ALL: 67% SwD: --	EAP ELA: Spring 2021 ALL: 57% SwD: --	EAP ELA: Spring 2023 ALL: 70% SwD: 6% above baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		LI: -- Hispanic: -- African American: -- EL: -- EAP Math: Spring 2019 ALL: 0% SwD: -- LI: -- Hispanic: -- African American: -- EL: -- Baseline to be established if numbers for subgroups grow	LI: -- Hispanic: -- African American: -- EL: -- EAP Math: Spring 2021 ALL: 29% SwD: -- LI: -- Hispanic: -- African American: -- EL: --	LI: 6% above baseline Hispanic: 6% above baseline African American: 6% above baseline EL: 6% above baseline EAP Math: Spring 2019 ALL: 10% SwD: 6% above baseline LI: 6% above baseline Hispanic: 6% above baseline African American: 6% above baseline EL: 6% above baseline
7	% of 9th graders who enrolled in Transitional Math	% of 9th graders who enrolled in Transitional Math: 44%	% of 9th graders who enrolled in Transitional Math: 55%	% of 9th graders who enrolled in Transitional Math: 38%

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.	Completed	Yes		LCFF \$10,000	\$10,000.00	\$17,490
1.2	Instructional devices Provide and replenish devices for all students to use to support learning.	Completed	Yes		LCFF \$12,500	\$12,500.00	\$7,203
1.3	EL Curriculum & Materials Continue to replenish ELD curriculum to ensure English Learners are using	Completed	Yes		LCFF \$2,000	\$2,000.00	\$1,637

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	designated ELD curriculum aligned to the ELD framework.						
1.4	Internet & Instructional Materials Provide internet in home for LI/FHY along with copies of materials that need to be printed, as needed.	Being offered as needed	Yes		Federal \$5,300	\$5,300.00	\$1,200
1.5	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"> • developing and analyzing the annual STAR teacher rubric • funding teacher-identified professional development goals • analyzing data to make informed decisions about instruction • interpreting reports to help students set goals 	In process	Yes		Federal \$6796	\$6,796.00	\$2,245

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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 data of common assessments implemented twice a year • coach teachers in math instruction 	In place	Yes	LCFF \$11,763		\$11,763.00	\$5,939
1.7	Parent Participation Recruit parents to the School Site Council via school newsletters, communication with parents, and school's website.	Parent communication goes out through ParentSquare and we've developed a focus group of parents and staff to ensure our website's information is accessible and clear.	No		LCFF \$1,500	\$1,500.00	\$4,184
1.8	PD - Induction Ensure that any new teachers complete their	In process - we are charged by	Yes		LCFF \$17,600	\$17,600.00	\$0

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	school-funded Induction Program.	the county 2nd semester					
1.9	Learning Center Offer weekly learning center classes focused on Literacy, Math and STEM for K-8 students.	We started hosting Friday Field Trips on January 21, and will use the money set aside for staff toward paying for the field trips.	Yes	Federal \$24,000		\$24,000.00	\$0

Goal 2

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

Rationale

JCS-Manzanita 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 RtI students meeting growth targets on NWEA MAP	NWEA MAP RtI TBD Spring 2022 Reading: Math:	MAP data will be based on Fall 2021 to Spring 2022 growth	NWEA MAP RtI Reading: 10% over baseline Math: 10% over baseline
4	% of students meeting growth targets on CAASPP (21+ points)	CAASPP TBD Spring 2022 ELA: Math:	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	CAASPP ELA: 10% over baseline Math: 10% over baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			acceptable growth targets based on the current CAASPP model. This data will be available some time in Fall 2022.	
4	% of students in Tier 3 on HSA	HSA Tier 3: 26%	HSA Tier 3: 20%	HSA Tier 3: 20%
4	% of ELs who maintain or grow 1+ ELPI level	ELPI Spring 2020: 67%	ELPI Spring 2021: 50%	ELPI Spring 2023: 75%
4	% of ELs who reclassify (RFEP)	RFEP Fall 2020: 40%	RFEP Fall 2021: 23%	ELPI Fall 2023: 50%
5	Chronic Absenteeism Rate	Chronic Absenteeism Rate: 11.3%	Chronic Absenteeism Rate: 18.6%	Chronic Absenteeism Rate: 5%

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 \$3,240	\$3,240.00	\$3,240
2.2	HSA Administer Holistic Student Assessment annually and use data to inform tiered levels of SEL support.	Fall admin - completed. Spring admin - March-May	Yes		LCFF \$1,500	\$1,500.00	\$1,337
2.3	Kickboard Utilize Kickboard as a monitoring and communication system for PBIS and SEL interventions.	In process	Yes		LCFF \$3,000	\$3,000.00	\$3,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.4	Online Intervention Purchase online intervention and support tools in Math and English Language Arts.	In process	Yes			LCFF	\$9,000	\$9,000.00	\$5,991
2.5	Intervention Coordinator Provide Intervention Coordinator to: <ul style="list-style-type: none"> consult with teachers re: Tier 1 strategies conduct Student Study Teams implement Tier 2 Intervention track and monitor student progress provide professional development support Learning Loss Program (ELO Plan) 	Due to budget constraints we could keep a full time intervention coordinator. Our academy coordinator is overseeing Rtl.	Yes	LCFF	\$76,000			\$76,000.00	\$32,832
2.6	Intervention Aide Provide Intervention Aide to support Coordinator in: <ul style="list-style-type: none"> Implement Tier 2 interventions Track and monitor student progress Support Learning Loss Program (ELO) 	In place	Yes	Federal	\$24,572	Federal	\$2,000	\$26,572.00	\$4,219

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.7	SEL Counselor Provide a school counselor to: <ul style="list-style-type: none"> • provide ongoing social-emotional learning for K-12 students • train staff on trauma informed practices, conflict resolution, restorative practices and intrinsic motivation • oversee implementation of SEL curriculum and tiered strategies to address SEL needs • collaborate with staff to develop positive behavior intervention and supports • use HSA and Securly data to screen students for any mental health needs 	SEL is provided by one of our school psychologists at 50%. Budget constraints did not allow us to hire someone full time.	Yes	LCFF \$61,000		\$61,000.00	\$4,163
2.8	EL Coordinator Provide EL coordinator to identify, track and coordinate related services such as: <ul style="list-style-type: none"> • Develop Individualized 	We allocated 25% of a teacher to support Claire and will transition this role over	Yes	LCFF \$3,500		\$3,500.00	\$1,551

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>Learning Plan (ILP) for each English learner</p> <ul style="list-style-type: none"> • 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. 	fully next year. The cost is being covered by Pine Hills.							
2.9	<p>FHY Liaison Provide Foster/Homeless Youth Liaison who will:</p> <ul style="list-style-type: none"> • Identify and support F/HY, including the development and implementation of an Individualized 	In place	Yes	LCFF	\$2,000	Federal \$250	\$2,250.00	\$1,551	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Learning Plan (ILP). <ul style="list-style-type: none"> Provide resources/training to all staff as needed 						
2.10	Parent Participation Provide focus groups/surveys for EL and SwD parent involvement and feedback.	2nd semester	Yes		LCFF \$0	\$0.00	\$0
2.11	PD - Tiered Intervention Provide ongoing professional development to staff in MTSS, tiered supports, identifying gaps in learning.	In process	Yes		LCFF \$4,000	\$4,000.00	\$2,419
2.12	Special Education Teacher Hire additional special education teacher to reduce caseload numbers and provide additional support to target learning loss.	In place	No	Federal \$65,124		\$65,124.00	\$18,185
2.13	Collaboration w SELPA Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services.	In process	No		LCFF \$0	\$0.00	\$0

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.14	<p>PD - SwD Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to:</p> <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	\$0.00	\$0
2.15	<p>EEPs Provide access to educational enrichment partners for math and ELA tutoring support for home study.</p>	In process - we'll generate the funding report at the end of the year			Federal \$20,000	\$20,000.00	\$0

Goal 3

FOCUS GOAL: Significantly increase the number of students meeting 5 or 6 standards on the HFZ to improve students' physical health and wellness.

Rationale

Stakeholder feedback in our LCAP survey indicated a need for a greater emphasis on physical fitness and wellness. The pandemic has had a detrimental effect on our students' physical health due to the lack of being out and active. We want to address both physical activity and healthy lifestyle, including nutrition.

PFT was suspended in 2020 due to the pandemic and has since been suspended indefinitely. Scores from 2019 show that only 10 of our 5th, 7th and 9th graders combined met 5 or 6 standards on the Healthy Fitness Zone. Although the PFT has been suspended we will continue to administer it and maintain our data locally to measure student growth in physical fitness. This is a focus goal and all actions will be completed in the next year.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
2	# of students meeting 5 or 6 standards on the HFZ	PFT 2019 Grade 5: 4 Grade 7: 0 Grade 9: 6	PFT in progress this month.	Grade 5: 10 Grade 7: 6 Grade 9: 12

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Heart Rate Monitors Purchase classroom set of heart rate monitors and system for physical and emotional health.	2nd semester	No		LCFF \$5,000	\$5,000.00	\$0
3.2	Transportation Establish chartered transportation to the park twice each week for P.E. classes.	No longer needed	No		LCFF \$10,000	\$10,000.00	\$0
3.3	PE Equipment Purchase playground and P.E. equipment to be used in recreation and physical fitness activities.	2nd semester	No		LCFF \$1,000	\$1,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.4	Meal Program Maintain meal program and research options for outside agency to provide a second meal.	2nd semester for 2nd meal	Yes		LCFF \$20,000	\$20,000.00	\$1,494
3.5	Health & Wellness Coordinator Provide Health and Wellness Coordinator to: <ul style="list-style-type: none"> • Oversee Physical Education courses in both home study and academy. • Teach P.E.classes at Learning Center and encourage home study student participation. • Organize, promote and oversee the Physical Education program at both academies. • Track and encourage greater participation in physical fitness. • Design and implement wellness breaks for 6-8 academy students throughout the school day. • Provide Hands Only CPR 	In place	No	LCFF \$62,625		\$62,625.00	\$21,829

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	training for all high school seniors to meet graduation requirements.						

Goal 4

FOCUS GOAL: Increase the % of students who meet a-g requirements and/or complete college credit courses over the next two years to better prepare students for college and career pathways.

Rationale

On the CA School Dashboard, College and Career Readiness is measured using multiple avenues. Stakeholder feedback has identified college/career readiness as an area of need, and the one particular focus our families want is college credit courses. While we only have a small population of high school students (~25) we've determined that the areas that we want to focus on and grow quickly are: 1) increasing percent of high school students who have met a-g requirements and 2) increasing the percent of high school students who complete college credit courses. By focusing specifically on these two areas over the next two years we feel confident we can make significant improvement towards preparing our students for College and Career Pathways. We are not currently offering AP courses, although students are offered AP exams each year; students do not consistently take these exams and our stakeholders haven't expressed interest in them. We are also not currently offering CTE courses as our stakeholders have expressed greater interest in the college course credit.

JCS-Manzanita did not have high school students in 18-19 and the Dashboard was suspended for 19-20 no data is available from the Dashboard but we were able to gather the data from our student information system and from Data Quest. In Spring 2020 12% of high school students met a-g requirements and 8% completed college course credit. We have established a partnership with Grossmont College for college course credit, which will be a catalyst for improvement. For the next two years we will only focus a desired outcome for these two areas, although we will continue to measure AP and CTE completers as well.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students meeting a-g requirements	a-g: 12%	a-g: 20%	a-g: 20%
4	% of students completing college credit course	college credit course: 8%	college credit course: 10%	college credit course: 40%
4	% of students scoring 3+ on AP	3+ AP: 0%	3+ AP: 0%	3+ AP: 0%
4	% of students completing CTE	CTE completers: 0	CTE completers: 0	CTE completers: 0

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students meeting a-g requirements and CTE (combined)	a-g and CTE completers combined: 0	a-g and CTE completers combined: 0	a-g and CTE completers combined: 0
5	Graduation Rate	Graduation Rate: 86%	Graduation Rate: 80%	Graduation Rate: 92%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Foreign Language Provide UC approved foreign language course for all high school students.	In place - will pay for PH teacher	No	LCFF \$6,180		\$6,180.00	\$0
4.2	a-g courses Continue to purchase materials/online subscriptions for a-g courses	In process	No		LCFF \$6,000	\$6,000.00	\$1,473
4.3	College Credit Course Access Increase student access to college credit course access by: <ul style="list-style-type: none"> • Providing one dual enrollment course per semester through Grossmont Community College • Paying for the cost of the class and materials • Supporting students through the registration process 	In process	No	LCFF \$7,100	LCFF \$6,000	\$13,100.00	\$1,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Providing student support systems and collaboration through the coursework 						

Goal 5

FOCUS GOAL: Increase the % of middle schoolers who meet/exceed standard to better prepare them for high school and beyond.

Rationale

Our MAP data from Fall 2020 shows that our students in grades 6-8 perform lowest across the grade spans, particularly our 8th graders, in both ELA and Math. In Math they average 44% and in Reading 61%, approximately 15% below all students. To ensure our middle school students are prepared for the rigors of high school, we will target their academic skills, study skills and critical thinking over the next two years. Tracking their MAP performance and growth will be an indicator of success.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of middle schoolers who meet/exceed standard on NWEA MAP	MAP Fall 2020 Reading 6th: 67% 7th: 66% 8th: 49% Math 6th: 67% 7th: 45% 8th: 21%	MAP Fall 2021 Reading 6th: 83% 7th: 65% 8th: 65% Math 6th: 52% 7th: 60% 8th: 33%	MAP Fall 2023 Reading 6th: 73% 7th: 72% 8th: 64% Math 6th: 73% 7th: 60% 8th: 41%
4	% of middle schoolers who met growth targets on NWEA MAP	MAP Fall 2020 Reading 6th: 62% 7th: 38% 8th: 64% Math 6th: 41% 7th: 35% 8th: 36%	MAP Fall 2021 Reading 6th: 25% 7th: 67% 8th: 24% Math 6th: 42% 7th: 61% 8th: 33%	MAP Fall 2023 Reading 6th: 68% 7th: 53% 8th: 70% Math 6th: 56% 7th: 55% 8th: 56%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	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, we have not been charged yet	No		LCFF \$400	\$400.00	\$0
5.2	Middle School Accelerated Learning Implement a series of self-directed learning classes, mentor meetings, and community time used to develop habits of success, and critical thinking in coordination with the ELOP.	In process	No		LCFF \$0	\$0.00	\$0

Goal 6

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 5

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
1	CLAD Certification	CLAD: 100%	CLAD: 100%	Maintain baseline
5	School Attendance Rate	School Attendance Rate: 99%	School Attendance Rate: Not available	Maintain baseline
6	Suspension Rate	Suspension Rate: 0%	Suspension Rate: 0%	Maintain baseline
6	Expulsion Rate	Expulsion Rate: 0%	Expulsion Rate: 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
6.1	Safety Maintain a safe, clean, functional school climate by: Continuing to purchase Securly for Chromebooks Continuing annual trainings for staff (mandated reporter, active shooter training, drills, etc.) Continuing and acting on yearly facilities inspection	In process. Annual trainings are in process, will have a completion rate at the end of the year.	No		LCFF \$3,800	\$3,800.00	\$3,472

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
6.2	Stakeholder surveys Continue to administer annual surveys regarding school climate and effectiveness to all stakeholders.	In process	No		LCFF \$0	\$0.00	\$0
6.3	Family Engagement Provide parents and students with numerous opportunities to be involved at the school including Parent/Teacher Organizations and schoolwide events, such as field trips and beginning and end of year picnics.	In process	No		LCFF \$2,000	\$2,000.00	\$0
6.4	Highly Qualified Teachers Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	Done	Yes	LCFF \$4,000		\$4,000.00	\$5,032
6.5	CLAD Certification Continue to screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.	Done	Yes		LCFF \$0	\$0.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
6.6	Maintenance of Data Continue to review data to maintain or improve current rates for all student groups: <ul style="list-style-type: none"> • School Attendance Rate • Suspension & Expulsion Rate • Middle School Dropout Rate 	We are evaluating current data we've collected internally and from ParsecGO to adjust for the 22-23 LCAP	Yes	LCFF \$8,000		\$8,000.00	\$2,059