



2022-23 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

- 1. Create the foundation to support high quality teaching and learning in supporting EL's. We will increase the number of students approaching proficiency in English Language Arts and Mathematics, particularly our underserved subgroups. NJB serves 54.7% English learners. Everything we do academically must be done with that context in mind. Our English learners will not make adequate progress without specific attention to their academic and social-emotional strengths and needs. At NJB, English Learners at 41.03% (36 EL scholars) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 and Trimester 3 report card. NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd.**
- 2. There is a need for integrated curriculum to support EL's in both ELA and Math. Supplemental foundational skills in the SIPPS program and EL leveled texts are used along with instructional invention to support EL's to meet and exceed grade level standards and mastery of skills. Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified students. (Certificated Staff) add details on curriculum supports texts.... readers....**
- 3. Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.**
- 4. Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning.**

Rationale

Integrated ELD in all content areas is not consistently occurring. Students lack effective ELD instruction, intervention opportunities for supporting student foundational skills are limited and inconsistent. A lack of professional knowledge, of ELA/EL Foundational standards, strategies and implementation. To monitor this we do the following:

1. ELPAC 2021-22 - 60% making progress
2. District Common Assessments Benchmark- 80% of ELs increase proficiency
3. SIPPS and Foundational Skills BPST/CORE/PASS Assessments- 80% of ELs increase proficiency

Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)

SIPPS Professional Development and Instructional Program for EL's (LCFF EL). All purchased in December 2020 and 3 year adoption. Teachers will be trained to implement. Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents, and finally, increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.)

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 2 Mid-Year Progress	Desired Outcome for 2023-24
	ELPAC	2019 - 55% making progress	Where are we at with this goal? For 22-23, we have hired Amelia Villanueva as the ELD teacher, and two aids. We have held monthly ELAC meetings, and have made the following findings: 1. 6 scholars are RFEP out 2. we have tested Kinder levels for initial ELPAC and are currently (February/March) testing for the ELAC scores, with 3 more initial ELPAC. 3. We have provided PD around phonemic awareness using the Haggerty Model with ELD strategies. 4. Parent trainings on Infinite Campus Portal, ELPAC, and reclassification with guest speakers.	2023-24 - 85% making progress
	District Common Assessment Benchmark	Baseline coming out in October 2021	We have training our staff on district benchmark and testing has been done at NJB with 63% making progress with grade 3-6.	2023-24 - 85% making progress
	SIPPS and Foundational Skills BPST/CORE/PASS Assessments	Baseline coming out in October 2021	We provided 4 sessions of training of Phonemic Awareness to staff using the	2023-24 - 85% making progress

Priority	Metric	Baseline	Year 2 Mid-Year Progress	Desired Outcome for 2023-24
			Haggerty model and Benchmark. Grades K-2 have had a 75% progress.	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Monitor and implement ELA/EL and Math Curriculum (Supplemental) Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)</p> <p>Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)</p>	Purchased	No	LCFF 32000	LCFF 24000	\$56,000.00	All curriculum purchased.
1.2	<p>SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)</p> <p>Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.</p>		Yes	LCFF 24000	LCFF 7000	\$31,000.00	Haggerty Purchased with training from district. GLAD training to begin in Summer 2023- due to pandemic.
1.3	<p>Progress Monitoring ELD Strategies and Supports</p>		Yes	LCFF 24000	LCFF 35000	\$59,000.00	Hired ELD Resource teacher to progress

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	Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents.						monitor and test with ELPAC. Provided ELD pullout with all EL scholars.
1.4	Provide training to all ELD parents, and increase EL parental involvement. Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning. Increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.)		Yes		LCFF 2500	\$2,500.00	Parent trainings on Infinite Campus Portal, ELPAC, and reclassification with guest speakers.
1.5	Resource Teacher Hire a resource teacher to serve the EL population with push in and out.		Yes	LCFF 200,000.00	LCFF 200,000.00	\$200,000.00	Hired ELD Resource teacher to progress monitor and test with ELPAC. Provided ELD

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									pullout with all EL scholars.
1.6	2 Bilingual aids Hire 2 bilingual aids to support resource teacher to serve the EL population with push in and out.		Yes	LCFF	28992	LCFF	28992	\$28,992.00	Hired two aids to support in ELA/ELD.

Goal 2

There is a need to create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus.

1. All students will be provided access to a responsive school community as well as case- management, mental-health services, with particular attention paid to African American and Hispanic/Latino students and families.
2. There is a need for highly trained teachers to support the charter and getting every child to grade level readiness and support social-emotional growth within the charter's tenets and agricultural focus in science that supports children of color, cultural and language diversity to be ready for the 21st Century college and careers in science. Agriculture is shifting from rural to urban areas in the United States. By providing an educational program unique to NJB, such as the school and community farm, bio-diversity environments, 4-H programs and other science agricultural programs such as sustainability, we are closing the gap in achievement, promoting critical thinking and learning, and providing more hands on, inclusionary programs in science to engage our scholars.
3. Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.
4. Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity

Rationale

In look at our goal "There is a need to have highly trained teachers in body brain compatible learning, Leader In Me and culturally responsive teaching and learning to address the learning gaps in African-American and Hispanic students, by creating a school-wide culture that is inclusionary in practices, through our data collection", NJB noticed that the gap for our African American and Hispanic students cuts across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American and Hispanic students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American and Hispanic students and families. While much of the needs assessment/baseline used Dashboard data, the dashboard has been eliminated for this school year. Some metrics will have to move to local data.

We see a consistent discrepancy across different types of data (academics, attendance, and behavior), showing that our African American students are not benefiting from our school services in the same way as other demographic groups in our unique agricultural programs.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 2 Mid-Year Progress	Desired Outcome for 2023-24
	Chronic Absenteeism - Whole Site	10.2% year 2020-2021	8.2 % year 2022-23	6%
	School Climate Survey Data positive responses - Whole site	83% year 2020-2021	87% on Kelvin Survey	97%
	Chronic Absenteeism - African American Students	23.5% year 2020-2021	17.4% year 2022-23	10%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.</p> <p>Train teachers on culturally responsive teaching and learning, race and gender bias, and understanding and changing systems. If we provide consistent school communication and highly trained staffing focused on removing barriers to school success, students and families will have a stronger sense of belonging at school which will lead to increases in attendance and achievement.</p>		Yes				All teachers participated on PTHV project.
2.2	Maintain highly trained teachers in developing and integrating science		Yes	LCFF 107791.00	LCFF 5800	\$113,591.00	Maintained teachers and provided training with Soil Borne, 4-H,

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	<p>and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs.</p> <p>Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs, in delivering the tenets of the charter's program and closing the achievement gap in AA and H/L students. All teachers are to be progress monitored and coached in charter.</p>						reworked curriculum maps,
2.3	<p>Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity</p> <p>Train SC members on inclusionary practices and understanding biases and racism. Provide Leader In Me Training to SC and parents.</p>		Yes		LCFF 12000	\$12,000.00	We provided training with Jim Scneible on the Charter Renewal, The Brown Act, and writing Bylawas.
2.4	<p>There is a need for smaller class sizes for each grade level to</p>		Yes	LCFF 2600 Federal 16000	LCFF 21000	\$39,600.00	Small classrooms were provided for scholars. We used

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	<p>support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every scholar at grade level readiness. Reduce class sizes in K-6 to 24 to 1 in order to develop meaningful relationships, provide more targeted instructional time for students working below grade-level. Differentiated model to include academic tutoring, small group instruction, computer adaptive programs such as I-Ready, and collecting meaningful data to spiral in the standards. Offered to all students, but targeted at low income students, African-American, Hispanic/Latino, and EL's. (I-Ready, 16,000 Title Funds to be used) the remaining funds are used to support class size reduction.</p>						<p>ELOP monies for tutoring in addition to classroom instruction.</p>

Goal 3

- Increasing the percentage of scholars demonstrating:**
- a) Mastery of state standards;**
 - b) college and career orientation;**
 - c) knowledge of how American democratic institutions work; and**
 - d) the ability to recite the Gettysburg Address and discuss it orally and in writing.**

Rationale

in our charter, the significance of the Gettysburg Address is the very center of NJB’s mission in developing citizens to be proactive in democracy, by creating a community charter and school of excellence that is truly for the people, by the people. In that we use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics, Go Math, Benchmark I-ready, and ESGI software to support data capture and analysis of student work. We will continue working with a Multi-tier system (MTSS) and improvement science utilized to measure academic growth in 2022-23.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 2 Mid-Year Progress	Desired Outcome for 2023-24
	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth	A pre-test shows overall low depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study. year 2020-2021	A pre-test shows overall low depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study. year 2022-23.	All students will have depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.
	Use the CCI beta tool and SBAC Summative to measure grade level readiness in ELA	NJB has identified a need to address literacy and reading skills in grades 4th-6th. Overall 4th-6th grade performance on reading comprehension skills: 45.09% (62 scholars out of 159) are not meeting Reading Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card. year 2020-2021	No data yet, waiting on SBAC results.	Increase percent of 4th-6th grade students who are on grade level on-track in ELA (reading) in understanding genre specific text from 42.6% to 80% as measured on the CCI tool EOY and SBAC administered in May 2023.

Priority	Metric	Baseline	Year 2 Mid-Year Progress	Desired Outcome for 2023-24
	Use the CCI beta tool and district common assessments/benchmarks to measure grade level readiness in ELA. Will be used in the afterschool Enhanced Learning and Enrichment programs.	NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd. Overall 3rd grade performance on Foundational Skills: 41.03% (53 scholars out of 165) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card. year 2020-2021	NJB still identified a need to address early literacy and foundational reading skills in grades K-3rd. Overall 3rd grade performance on Foundational Skills: 37.03% (47 scholars out of 165) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card. year 2022-23	Increase percent of K-3rd grade students who are on grade level on-track in ELA (reading) in foundational reading skills from 41.03% to 80% as measured on the district common assessments, CCI tool EOY, and SBAC 3rd grade administered in May 2023.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth. Under the above mentioned the funding listed below will support training, conferences and		Yes	LCFF 29000 Federal 29000	LCFF 58000	\$116,000.00	We have seen a growth in pre -SBAC testing to show growth, we are awaiting 23 SBAC to demonstrate growth. all data and curriculum was used school wide: HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI software to support

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	professional development in these area: Highly Effective Teaching and Learning with Kovalik Associates, Agricultural Conference at Soil Born and Urbano Farms, 4-H Academy at UC Davis, and SCUSD trainings for academic and social-emotional needs. These programs support EL's and low-income students to provide career and college of choice opportunities and pathways, 21st century skills for jobs that are not even yet created or conceptualized.						data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.
3.2	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community. School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community. Following the UBD approach.		Yes		LCFF 8000 Federal 13846	\$21,846.00	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community. Following the UBD approach.
3.3	Surveys and scholar portfolio to show college and career readiness using the descriptors as		Yes		LCFF 26562	\$26,562.00	Surveys and scholar portfolios were demonstrated to show college and career

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>a guideline and establishing a college presentation room during Celebrations of Learning Nights.</p> <p>School will have College Fridays each month for awareness. Each scholar will create a Leadership Notebook and use the Leader in Me program to support academics and social-emotional growth within the 7 Habits. Each scholar will develop a project based in science and agriculture in our college and career readiness day.</p>						<p>readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. We had a College and Career Day in Feb, with speakers.</p>
3.4	<p>Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)</p> <p>Provide Instructional support and curriculum, texts, being there experiences for grades K-6 on agricultural and cultural projects that aligns to the charter mission and supports EL's and all learners. CLOSE Analytical training for teachers to implement with enriched text dependent questions</p>		Yes		LCFF 30000.	\$30,000.00	<p>Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students) WILL BE CHANGED TO 5th GRADE as units in Benchmark and standards are better served.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and thematic units will expand and promote English proficiency in our EL scholars in all ELD standards. Continue with Academic Olympic challenge to support middle school readiness.						

Goal 4

Improve attendance and engagement during Distance Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure a safe learning environment.

Rationale

In the Spring of 2020, distance learning attendance and engagement was much lower than in-person instruction. There is a need for hot spots and technology needs for families that cannot access learning. Based on experience in Jump start to Spring of 2022, many students did not progress academically and many families struggle to engage meaningfully in the academic work. Additionally, the district's return to health plan outlines an increased need for custodial services, we had problems with staffing and substitutes for the year 2021-22 due to Covid and personnel. There is also a need to continue developing our office staff and provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 2 Mid-Year Progress	Desired Outcome for 2023-24
	COVID-19 Attendance	Spring 2020 - 89% attendance	Spring attendance improved by 93% attendance.	23-24 school year 98% attendance
	COVID-19 Attendance and Engagement	COVID-19 Attendance and Engagement strategies and procedures.	COVID-19 Attendance and Engagement strategies and procedures	20-21 - 95% engagement in distance learning

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to		Yes		LCFF 4000 Federal 4000	\$8,000.00	We aligned with district CARES attendance. We had a clerk, and CARES team member to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students for at-home learning activities. Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities. Provide adequate technology for teachers to teach at home and students to engage in learning at home. Tools and programs such as Standards Plus, I-ready computer adaptive learning programs, Class Dojo and other programs promote and support distance learning and grade level readiness. Hot spots for low income scholars in need that cannot access curriculum and instruction.(Title I-funds of 4,000 will be used for the hot spots)</p>						provide attendance, and other needs of families.
4.2	<p>Launch Parent Academy There is a need to inform and support parents with remote learning tools to improve academics, social emotional growth, attendance and engagement. A parent academy will be created to support families with tools.</p>		Yes		LCFF 3000	\$3,000.00	Parent academy will be launched Fall 23.
4.3	<p>Maintain Attendance Clerk and office Manager</p>		No	LCFF 63000. Federal 16050.		\$79,050.00	Maintained Attendance Clerk and office Manager

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Maintain and train Attendance Clerk and Office manager						

Goal 5

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Rationale

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Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 2 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report