



**NEW JOSEPH BONNHEIM
COMMUNITY CHARTER SCHOOL**
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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome 22-23	Year 3 Outcome	Desired Outcome for 2023-24
ELPAC	2019 - 55% making progress	Data not available yet			2023-24 - 85% making progress
District Common Assessment Benchmark	Baseline coming out in October 2021	Did not complete due collective bargaining agreements			2023-24 - 85% making progress
SIPPS and Foundational Skills BPST/CORE/PASS Assessments	Baseline coming out in October 2021	Did not complete due collective bargaining agreements			2023-24 - 85% making progress

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitor and implement ELA/EL and Math Curriculum (Supplemental) Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)	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)	\$56,000.00	No
1.2	SIPPS and GLAD Professional Development and	Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.	\$31,000.00	Yes

Instructional Program for EL's (LCFF EL)			
Action #	Title	Description	Contributing
1.3	Progress Monitoring ELD Strategies and Supports	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.	Yes
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
1.5	Resource Teacher	Hire a resource teacher to serve the EL population with push in and out.	Yes
1.6	2 Bilingual aids	Hire 2 bilingual aids to support resource teacher to serve the EL population with push in and out.	Yes
		Total Funds	\$59,000.00
			\$2,500.00
			\$200,000.00
			\$28,992.00

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We did not hire the Resource Teacher and aids this year due to budgeting and approval. We now have that sorted out and will do so for the 22-23 year. GLAD trainings did also not happen due to the COVID pandemic but will pick up for the 22-23 year.

150,000 was not spent on bilingual resource teacher and 2 aides due to budgetary issues for 21-22 year. Will have for 22-23 year.

An explanation of how effective the specific actions were in making progress toward the goal.

We lost several staff members and did not have subs take care of the classes this pandemic year. We would like them to be more effective and we now have a ELPAC Coordinator, Amelia Villanueva, who led our ELAC parent meetings. She will be in charge for the 22-23 year and so forth.

We will plan out the coordinator role with the Resource Teacher for the 22-23 year, more carefully to ensure we have testing done, educate those about the role of ELAC and GLAD strategies training for all as we had new members to the team. Resource Teacher and two aids will be hired for the 22-23 academic year.

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 RFEF 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.

Goals and Actions

Goal

Goal #	Description
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

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome 22-23	Year 3 Outcome	Desired Outcome for 2023-24
Chronic Absenteeism - Whole Site	10.2% year 2020- 2021	Due to COVID and unforeseen cases, our absenteeism went up to 52%.			6%

School Climate Survey Data positive responses - Whole site	83% year 2020-2021	School Climate was positive, however we saw cases of trauma in families, and other pandemic issues that have engaged in NJB to look at restorative justice and trauma in scholars.	Took the Kelvin Survey On 2/17/23	97%	
Chronic Absenteeism - African American Students	23.5% year 2020-2021	Due too COVID and unforeseen cases, our absenteeism went up to 60%.		10%	

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	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.		Yes
Action #	Title	Description	Total Funds	Contributing
	school culture and climate.			

2.2	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.	\$113,591.00	Yes	
2.3	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	\$12,000.00	Yes	
2.4	There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every	\$39,600.00	Yes	
Action #	Title	Description	Total Funds	Contributing
	scholar at grade level readiness.			

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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. However, we saw new cases of trauma, social media influences, and poverty. Last fall that 22 percent of the children in the NJB attendance live at or below poverty level. American Graduate defines poverty as a family of four with an annual income level of \$23,050 or lower. Some estimates put poverty levels for public school students at 25% in the not-so-distant future. Students living at or below poverty level tend to have the highest dropout rates. Studies show that students who do not get enough food or sleep are less likely to perform at their full academic potential. Schools know these truths firsthand, and despite efforts to provide students with basic essentials, teachers, administrators and lawmakers know there is simply not enough to go around. Homelessness has also increased at NJB. Another increase from the pandemic was bullying. Bullying is not a new problem, but it is one that has a profound impact on the learning aptitude of many students today. Technology has given bullies even more avenues to torment their victims – through social networking, texting and other virtual interactions. Cyber-bullying has become a major issue for schools, as evidenced by the number of suicides that can be directly traced to bullying events. The fact that laws are still fuzzy regarding cyber-bullying adds to the challenge – since parents, teachers and administrators are unsure of how to legally handle such issues. We found this to be a big problem along with student attitudes. NJB teachers also cite student attitudes, such as apathy and disrespect for teachers, as a major problem facing schools today. Problems like apathy, tardiness, disrespect and absenteeism posed significant challenges for teachers. These issues were seen more frequently at the intermediate level, rather than the primary grades. But absenteeism was increased in sibling groups and those with COVID like cases.
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. Family factors also play a role in a teacher's ability to teach students. Principals and teachers agree that what is going on at home will impact a student's propensity to learn. Divorce, single parents, poverty, violence and many other issues are all challenges a student brings to school every day. While some teachers and administrators try to work with children in less than ideal family environments. Home visits bridge that gap.

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. Because the pandemic reach a new height, training was not available for the committee to engage. 22-23 will carry on that plan, as it is vital.

Due to pandemic restrictions, and lack of teachers due to illness, our agriculture program suffered, practices in positive discipline, and continued development 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

We feel this is an area that we want to focus on as we see it affecting of children from the pandemic, poverty, high increases in economy, and other factors. Staff, SC committee members were surveyed in these areas.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are looking at restorative practices in a school wide focus that looks at the following: Restorative practices are increasingly implemented in schools internationally. Current focus on discipline and behavior outcomes, perceptions of implementation.

Scholars on social development can contribute to restorative justice. Restoration may be a prosocial outlet for youth “rebellion” against unjust systems. We are vetting Eric Jensen's work around poverty. In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students.

Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character.

Drawing from research, experience, and real data from our families' stories, we have revealed:

- * What poverty is and how it affects students in school;
- * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain);
- * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and
- * How to engage the resources necessary to make change happen

Where are we at with this goal?

1. We have held many Multi-Cultural events (African-American Career Day, Multi-cultural Harvest Festival, Chinese New Year) to have scholars feel included
2. Attendance has maintained high status of 92% from low status 63%. We have been working with the SCUSD CARES program, and Estaban Baul. We have part-time clerk, who works on attendance.
3. Attendance Partnership with CARES/SCUSD
3. Counselor 1 FTE is budgeted, it is in approval status by SCUSD.
4. Maintained small class size in all grade levels.
5. We have offered resources to families such as counseling from La Familia, Asian Center and Black Parallel School Board, Wi-Fi hubs, housing assistance. We still are improving this service.
6. Offered an ELOP program of enhanced learning and enrichment to bring kids back to the school environment. Programs of tutoring, sports, the arts, photography, and robotics has increased our attendance and academics and social emotional interaction.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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	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	Continued with development of overall low depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.	22-23		All students will have depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.

Assessments (district, Metric)	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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					
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	Due to pandemic and learning loss, Overall 4th-6th grade performance on reading comprehension skills: 45.09% (76 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.			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.

Use the CCI beta tool and district common assessments/benchmarks to measure grade level readiness in	NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd.	Due to pandemic and learning loss, 62.04% (78 scholars out of 157 Kinder- 3rd grades are not			Increase percent of K-3rd grade students who are on grade level on-track in ELA (reading) in
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
ELA. Will be used in the after-school Enhanced Learning and Enrichment programs.	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	meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card.			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

Action #	Title	Description	Total Funds	Contributing
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	Under the above mentioned the funding listed below will support training, conferences and 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.	\$116,000.00	Yes

rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to				
Action #	Title	Description	Total Funds	Contributing
	support 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.	\$21,846.00	Yes
3.3	Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.	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.	\$26,562.00	Yes

3.4	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	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 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.	\$30,000.00	Yes
Action #	Title	Description	Total Funds	Contributing
	paper explaining the importance and meaning of Lincoln's words. (6th grade students)			

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the pandemic, we put a hold on the agriculture farm for part of the 21-22 year. We are bringing back in 22-23 year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We are still developing our units are around 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.

An explanation of how effective the specific actions were in making progress toward the goal.

Under the above mentioned the funding listed below will support training, conferences and 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.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Where are we at with this goal?

1. Benchmark, Go- Math and SEL 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 and thematic units will expand and promote English proficiency in our EL scholars in all ELD standards. We are continuing are development around UBD, Benchmark and Go Math purchased with COVID monies.
2. We are still developing our UBD lessons and units of study to have better flow. Staff collaboration will reflect that.
3. UC Davis training will begin in April and May. To get ready for the farm.
4. Farm schedule was delayed because of Weather and still is. We have had some weather damage to the farm and we are currently looking at revising cleaning schedule for March 25 or April 1(Saturday)

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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 struggles 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
COVID-19 Attendance	Spring 2020 - 89% attendance	Spring 2021 - 62% 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 procedures in place. Continue to monitor the changing scope of the pandemic.			20-21 - 95% engagement in distance learning

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide Tiered re-engagement supports	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.	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)		
4.2	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.	\$3,000.00	Yes
4.3	Maintain Attendance Clerk and office Manager	Maintain and train Attendance Clerk and Office manager	\$79,050.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Clerk and Office manager were a new team that had to train.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No changes

An explanation of how effective the specific actions were in making progress toward the goal.

We provided a Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provided supplies to students for at-home learning activities, and 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 were set 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)
We also worked with MTSS to create a plan to get attendance up to a 95%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes, continued supports.

Where are we at with this goal?

1, We have continued to improve our attendance rate which is still a challenge post Covid.

2. Parent Academy: Feb: IC for Parents

March: How to support Parents and ELAC

April: SBAC Testing

May: Building a better school/ LCAP