SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.2

Meeting Date: February 15, 2024

Subject: **2023-24 Local Control and Accountability Plan Mid-Year Review for Dependent Charter Schools**

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Deputy Superintendent's Office

Recommendation: This is an information item. No Board action is recommended.

Background/Rationale: The SCUSD School Board authorizes 5 locally funded or "dependent" charter schools. Each of these schools is their own LEA, with their own local steering committee that reviews use of public funds, but the SCUSD School Board is the ultimate governing body. The California Department of Education has required that all LEAs present a mid-year update on their LCAP by February 28. Each school has presented this information to their local steering committees and each committee has recommended to move forward with presentation to the SCUSD School Board.

Financial Considerations: There are no financial impacts.

LCAP Goal(s): Goal 8: Basic Services and Districtwide Operations/Supports

Documents Attached:

1. Mid-Year LCAP Report for Bowling Green
2. Steering Committee Review Agenda for Bowling Green Chacon
3. Steering Committee Review Agenda for Bowling Green McCoy
4. Mid-Year LCAP Report for New Joseph Bonnheim
5. Steering Committee Review Agenda for New Joseph Bonnheim
6. Mid-Year LCAP Report for George Washington Carver
7. Steering Committee Review Agenda for George Washington Carver
8. Mid-Year LCAP Report for Sacramento New Technology High School
9. Steering Committee Review Agenda for Sacramento New Technology High School
10. Mid-Year LCAP Report for the Met High School
11. Steering Committee Review Agenda for the Met High School

Estimated Time of Presentation: 5 minutes	
Submitted by:	Mary Hardin Young, Interim Deputy Superintendent
	Amanda Goldman, Director II, Innovative Schools
	Dr. Ed Eldridge, Executive Director of LCAP
Approved by:	Lisa Allen, Interim Superintendent

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bowling Green Charter School	Sylvia Silva-Torres & Dr. Elizabeth Villanueva Principals, Bowling Green Chacon & McCoy	sylvia-silva-torres@scusd.edu & Elizabeth-Villanueva@scusd.edu (916)395-5215 & (916)395-5210

Goal 1

Goal Description
A basic educational core will be provided in an environment that is safe, clean, and supportive.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Dashboard: Teachers, Instructional Materials, Facilities 2019	Standard Met	Standard Met	Standards Met	Standard Met
Dashboard: Implementation of Academic Standards 2019	Standard Met	Standard Met	Standards Met	Standard Met
Dashboard: Access to a Broad Course of Study 2019	Standard Met	Standard Met	Standards Met	Standard Met
SARC: Percent of Teachers with Full Credential 2021	100%	100%	100%	100%
SARC: School Facility Good Repair Status 2021	Good	Good	Good	Good

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.1	**Basic Operations Staffing for McCoy** Principal, Office Manager, Plant Manager, Custodian, substitute operations staff	No	Completed	Fully-staff		$420,872.00	113,304.19
	1.2	**Basic Teaching Staff for McCoy** 14 teachers and substitute funding	No	Completed	Fully-staff		$2,141,713.00	696733.39
	1.3	**Basic Operational Costs for McCoy** Supplies, copier rental, utilities, and reserve	No	Completed	on-track		$492,705.00	45247.60
	1.4	**District Costs for McCoy** SpEd Services,Oversight, district admin support, pro rata (facility use), utilities	No	Completed	on-track		$366,890.00	0
	1.5	**Basic Operations Staffing for Chacon** Principal, Office Manager, Clerk, Plant Manager, Custodian, substitute operations staff	No	Completed	completed		$495,550.00	247,833.79

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.6	**Basic Teaching Staff for Chacon** 10 teachers and head teacher, plus substitutes	No	In-Progress	working on hiring vacant position		$1,432,695.00	1229978.31
	1.7	**Basic Operational Costs for Chacon** Supplies, copier rental, utilities, and reserve	No	Completed	on-track		$419,434.00	101928.13
	1.8	**District Costs for Chacon** SpEd services, oversight, admin and instructional support, pro rata (facility rent)	No	Completed	on-track		$758,652.00	0

Goal 2

Goal Description
Promote the growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics for all students, particularly our underserved subpopulations, as demonstrated through local formative assessments and course grades.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Dashboard: Academic Indicator ELA 2019	iReady 2021 (all grades): Percent at or above grade level - 12.9% 2021/22 Dashboard not yet available	2022 Dashboard: 58 points below standard.	2023 Dashboard: 44.1 points below standard, increased 13.7 points	33.5 points below standard

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Dashboard: Academic Indicator ELA for Students with Disabilities 2019	iReady 2021 (all grades): Percent at or above grade level - 0% 2021/22 Dashboard not yet available	2022 Dashboard: 120 points below standard	2023 Dashboard: 94.7 points below standard, increased 24.9 points	80 points below standard
Dashboard: Academic Indicator Math 2019	iReady 2021 (all grades): Percent at or above grade level - 5.2% 2021/22 Dashboard not yet available	2022 Dashboard: 72 points below standard.	2023 Dashboard: 57.6 points below standard, increased 14.5 points	36.7 points below standard
Dashboard: Academic Indicator Math for Students with Disabilities 2019	iReady 2021 (all grades): Percent at or above grade level - 0% 2021/22 Dashboard not yet available	2022 Dashboard: 131 points below standard.	2023 Dashboard: 108.2 points below standard, increased 22.6 points	95 points below standard

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2.1	**Implement academic interventions and support in ELA and Math at McCoy** Instructional aides will provide targeted support in foundational ELA and Math skills in grades K-2. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades.	Yes	In-Progress			$77,967.00	27861.87

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2.2	**Class Size Reduction at McCoy (0007)** Class sizes in primary grades shall be reduced to 24 to 1 in order to provide increased opportunity for targeted intervention in ELA and MAthematics within those classrooms by the classroom teacher.	Yes	In-Progress			$657,083.00	236563.38
	2.3	**Encourage reading across the curriculum and at home (McCoy)** In addition to classroom libraries, students will have access to an expansive school library including books in both English and Spanish.	Yes	Not Yet Started	still trying to hire Library Media Tech.		$7,151.00	0
	2.4	**Implement academic interventions and support in ELA and Math at Chacon** Instructional aides will provide targeted support in foundational ELA and Math skills in all grades. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades	Yes	In-Progress			$215,716.00	73253.59

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2.5	**Class Size Reduction at Chacon** Class sizes in primary grades shall be reduced to 24 to 1 and 28 to 1 in the intermediate classes in order to provide increased opportunity for targeted intervention in ELA and Mathematics within those classrooms by the classroom teacher	Yes	In-Progress			$669,007.00	277143.98
	2.6	**Encourage reading across the curriculum and at home** In addition to classroom libraries, students will have access to an expansive school library including books in both English and Spanish. (Library Media Tech)	Yes	Not Yet Started	trying to hire a Library Media Tech		$26,737.00	0
	2.7	**Intervention at Chacon** Provide intervention to support academic supports to students that are performing below grade-level (Instructional Aide Extra Hours)	Yes	In-Progress			$0.00	0

Goal 3

Goal Description
English Learners showing progress toward proficiency will increase from 50% to 55%.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Dashboard: English Learner Progress Metric 2019	2020/2021 Dashboard results not yet available Mid Year Report (Illuminate): McCoy 47.1% Chacon 34.5%	2022 Dashboard: 55.1% Making progress towards proficiency 93.5 pts below meeting standard	2023 Dashboard: 43.8% making progress towards proficiency Declined 11.3% 79.9 pts below meeting standard	55% Making progress toward English language proficiency

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3.1	**English language instruction and access to core content at McCoy** Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified students. Instructional aides support will be provided for older newcomer students.	Yes	In-Progress			$128,604.00	21702.62
	3.2	**Provide translation to increase parent involvement in education at McCoy** Offer translation services for meeting to increase the number of parents attending school meetings.	Yes	In-Progress			$3,000.00	0
	3.3	**Monitor academic progress at Chacon**	Yes	In-Progress	have completed round 1 of the Academic conferences		$5,977.00	48196.41

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		Academic Conferences to monitor academic progress (Sub costs to release teachers)						
	3.4	**Provide translation to increase parent involvement in education at Chacon** Offer translation services for meeting to increase the number of parents attending school meetings.	Yes	In-Progress			$0.00	0

Goal 4

Goal Description
Improve daily attendance and implement plans to improve chronic absenteeism rates, particularly among our African American students, students with disabilities, and socioeconomically disadvantaged students.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Dashboard: Chronic Absenteeism among African American students 2019	2020/2021 SARC: 31% 2022 Mid Year (Illuminate) McCoy: 72.5% Chacon: 46.2%	2022 Dashboard: 59.2% Chronic Absence	2023 Dashboard: 40.5% Chronic Absence declined 18.6%	20%
Dashboard: Chronic Absenteeism among students with disabilities 2019	2020/2021 SARC: 3.3.% 2022 Mid Year (Illuminate) McCoy: 54.3% Chacon: 20%	2022 Dashboard: 37.1% Chronic Absence	2023 Dashboard: 29.8% Chronic Absence declined 7.2%	10%

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Dashboard: Chronic Absenteeism among socioeconomically disadvantaged students 2019	2020/2021 SARC: 10.2% 2022 Mid Year (Illuminate) McCoy: 50.8% Chacon: 23.9%	2022 Dashboard: 32.5% Chronic Absence	2023 Dashboard: 28.1% Chronic Absence declined 4.4%	8%

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	4.1	**Attendance Tracking** Daily phone calls to verify absences, home visits, and programs to encourage engagement.	Yes	In-Progress			$0.00	0
	4.2	**Attendance Incentive Programs** Incentives for students with improved attendance, perfect attendance awards.	No	In-Progress			$0.00	0
	4.3	**Increased Attendance Staffing** Attendance Clerks for both schools	No	In-Progress	Chacon has attendance clerk, McCoy has a pending vacancy.			0

Goal 5

Goal Description
Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for our African American students.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Dashboard: Parent and Family Engagement 2019	2020/21 Dashboard results not yet available	21-22 Dashboard: Standard Met	2023 Dashboard: Standard Met	Standard Met
Dashboard: Suspension Rate Indicator 2019	2020/21 Dashboard results not yet available 2020/21 SARC:0% Mid Year Report (Illuminate) McCoy 0.2% Chacon 0%	21-22 Dashboard results: 0.1% suspended at least one day.	2023 Dashboard: 3.3% increased 3.1% SARC 2021-2022: 0.4% increased 0.4%	Maintain at 1.3 percent
Dashboard: School Climate Indicator 2019	2020/21 Dashboard results not yet available	21-22 Dashboard: Standard Met	2023 Dashboard: Standard Met	Standard Met
School Climate Survey Data for African American Students 2020	School Climate Survey 21-22: 64%			75%
School Climate Survey Data for All Students 2020	School Climate Survey 21-22: 73%	2021-22 School Climate Survey: 72%		80%

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	5.1	**Student Support/Parent Resource Center (McCoy)** Staff and supply a student support/parent resource center to support the social-emotional needs of students, connect families to community resources, provide family outreach, and	Yes	In-Progress	Social worker 1 FTE		$201,503.00	61544.80

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		actively develop school-community partnerships.						
	5.2	**Encourage Parent Involvement (McCoy)** Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee	Yes	In-Progress			$2,411.00	0
	5.3	**Build Stronger Peer Relationships (McCoy)** Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment. School Community Liaison to bridge the connections between school, student, and family.	Yes	In-Progress			$0.00	7205.65
	5.4	**Student Support/Parent Resource Center (Chacon)** Staff and supply a student support/parent resource center to support the social-emotional needs of students, connect families to community resources, provide family outreach, and actively develop school-community partnerships.	Yes	In-Progress			$147,569.00	48931.00

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	5.5	**Encourage Parent Involvement (Chacon)** Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee	Yes	In-Progress			$2,411.00	96
	5.6	**Build Stronger Peer Relationships (Chacon)** Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment.	Yes	In-Progress			$0.00	0

STEERING COMMITTEE AGENDA MEETING OF

Monday, January 29th, 2024

Principal: Sylvia Torres **Secretary**: **Estefania Vazquez**

Community Member: Chuck Snyder

Classified Member: Marlet Hilbert

Facilitator: Mary Cisneros

Primary: Alma Chavez

Intermediate: Zolaikha Ahmadzai

Parent Members: Rebecca Serrano, Ofelia Meza, Veruska aranda

Parent Alternate: Lisette Perez Piedra

Teacher Alternate: Isabel Mendoza

Facilitator Alternate: Ricardo Martinez

2:30 pm - 4:00 pm

<u>Monday, December 11th, 2023</u>

1. **Welcome-**
2. **Norms/Timekeeper-**
3. **Legal responsibilities of Chacon Steering Committee (CSC)**
    - **a.** Work as a team to develop a Single School Plan for Student Achievement Recommend the Single Plan to the local governing board for approval
    - b. Monitor implementation of the plan
    - c. Evaluates the effectiveness of the Single School Plan
    - d. Annually review and revise the plan and proposed expenditures of funds
    - e. Attend regularly scheduled CSC meetings
    - f. Coordinate the election process

4. **Approve/Review :** 1 st the agenda, then the minutes of our last Steering Committee Meeting (5 minutes). **A. Chavez motions to approve the agenda and M.Hilbert seconds. 6 yay, 0 nay, 0 abstain. V. Aranda motions to approve the minutes and A. Chavez seconds. 6 yay, 0 nay, 0 abstain.**
5. **Public Comment- 10 min max-**

6. **Suggestion Box- 5 min max-**

Winter show - sound system- parents had a hard time hearing**. -** Torres responded that for safety reasons they were placed in the back because students were sitting down in the front and students were going in and out.

7. **Cooking Club**- Anna Ramirez 5**min.**

We have a lot of ELOP funds. Kids who are at grade level or higher than grade level do not go for tutoring. Ramirez feels like those students would like to do something like tutoring so she found the cooking club. Ramirez and Rincon would start in late February for 10 Fridays. The boxes cover educational items such as Geology, oceanology, etc. It would be roughly about $6,500. It would be for boxes in class and also one that they can take home. Plus $100 for Perishable food and the cost of teachers - Rincon and Ramirez- roughly $800. It would cover 14 second graders. Preference to the students that don't need tutoring and if she has spots she will open them to the students who were her previous second graders but are now third graders.
Clarifying questions- A. Chavez- are you going to use the cafeteria?- No, because she will purchase a toaster oven and Torres will let her borrow a toaster oven and it will be in the classroom. R. Martinez- have you shared this with other grade levels?- No but teachers can look into it.

1. **Pass the Task**-Sylvia**- 5 min**

Pass the task- it is 10 lessons the students will do. Before the students take the assessment they recommend using the program closer to the dates that they will take the test. Amie Choi looked at and she thought it was okay. We thought there was something like that from the district but there is not. The funds would come out from 007 (free and reduced LCFF). It's available for $275 for each class which would be around 2,329. At the state level, they are practice tests but they are very easy, and usually is more about how to use the tools.
Clarifying questions- Can we use it for the future? Torres- She doesn't know because it is the first time and they might get it and not see a difference or we could see a difference. M. Hilbert- is this different from the ELPAC? Yes, ELPAC is for the English language performance test and this is for the SBAC in reading and math performance test.

S. Torres- motions to approve Pass the Task for 2,329 from 007 funds. A. Chavez seconds motions. 5 yay, 0 nay, 0 abstain

8. **LCAP-Mid-Year Review-** Sylvia Torres- **min**

LCAP in conjunction with McCoy and we have 5 goals in combination. We have met the standards we do have a core educational setting. Our goal starts at 1.5 for CHACON- we budgeted for $495,550 and at this point, we have used $247,883.79 We are still in the process of finishing the year. For 1.6 we had allotted 1.4 million and we have spent 1.2 and we are going to have to tap into something else since we had raises for everyone. We are pushing for the district to cover the costs. We want the district to cover the retro and

we will cover the increases.1.7- We budgeted $419,434.00 and we have used 101,928. 1.8- SPED services and oversight and we have budgeted $758, 652 and we haven't spent anything its because we don't pay the district until the end. Goal 2- ELA dashboard 2022- 58 points below and 2023 44.1. points below and increased by 13.7 and we had said we wanted to be at least 33.5 points below standard and this is based on SBAC. ELA- students with disabilities 2022 - dashboard 120 points below standard and we had said no more than 80 points standard and we were at 94.7 points. Math 2022- 72 points, 2023 57.6 points and increased 14.5 and we are at 36.7 points. For math students with disabilities, we are at 108.2 points and our desired outcome was 95 points we are very close. 2.4- intervention- we lost two years of instruction because of COVID we are trying to put in teachers that are doing SIPPS and a good number of teachers are doing after-school tutoring and we have aides and we are trying to support the students and we budgeted for 215,716.00 and we have spend 73,253.59. 2.5 class reduction across the board and we have classrooms that are sitting below class sizes and we have budgeted for 669,007 and we have spent 277,143.93. We are yet to hire a library tech and we have budgeted $26,737.00 we haven't spent anything and next year we will extend the hours. 2.7- intervention- we have aides that stay extra hours and they started after this report. ELPAC is 55%, making progress right now we are having 43% progress towards proficiency and hoping language learners are making some progress. We are going to schedule the second round of academic progress. Translation services and only a handful of teachers that need support and we do offer translation for them. Chronic absenteeism- with African American- McCoy has a bigger population and we don't have that big of subgroups. With disabilities, we did improve by 7.2%. We are a Title 1 school - disadvantaged students and we went down to 4.4 %. We do have a clerk who makes calls every day when students are absent and we allow parents to call up to 9:30. We do ask teachers to call if absent more than 3 days Students who are absent 18 days they are already absent 10% of the school year. Tardies are also a big one. The social worker did give out free kids meals and certificates for trimester 1 for students that are here on time and present. Mccoy doesn't have a clerk. Families and supporting communities and we do have a full-time social worker and we budgeted $147,569 and we have spent $48,937 and the social worker is newer to the district. For 5.5 we cover the cost of the fingerprinting and we provide snacks and do ELAC and steering we have budgeted $2,4111 and we have spent $96. This is the last time we look at this LPAC. Where do we want to put our money moving forward? LCAP dictates what we spend our money.

Charter oversight-Slide Deck Amanda Goldman**- min**

Amanda Goldman is the district charter oversight person at the district level and liaison between the charter and the district. This is a response to the question of what is our reserve. Dependent - closer relationship with the authorizer and we have 6 schools in the

district, charter staff are employees of SCUSD, and they have a local steering committee. Locally funded- how many students do you have (ADA). District places all funds allocated to the school in an account and pays the schools costs out of that account; District board approves budgets and accountability plans. The school and local steering committee create accountability plans and make spending decisions for the school based on annual allocation and total fund balance. School district is basically the bank account. The costs Staff Salary and Benefits, Instructional Materials, Facility "Lease" and Utilities, Special Ed. Contribution, District Oversight (1%), and other selected Services. Those schools pay the district through invoices. All of the money goes to the bank account. Locally funded are responsible for their funds and the district still approves from the local steering committee. Moving forward and priorities "Ensure that fund balance / reserves are correctly allocated and visible in charter budgets by May 2024
Ensure that 24-25 budgets are set up correctly, including all grants and allocations by september 2024.Establish an MOU that clarifies and codifies how the fiscal relationship between charter and district (processes, calculations, fees for service) by june 2025
Train on, Communicate, and Refine those Processes and Calculations (including budget development, budget adoption, LCAP development, and board approvals) by 2025-2026"
The goal is to be transparent. It's just not us that have questions about the reserve and it is probably all our dependent charters and she is trying to keep us on the same page and there is work to be done

9. **End of year ordering-** Sylvia Torres-10 min.
   Every year our teachers get 1,000 to get supplemental orders- teachers can use it for science and replace the books that they use for reading groups. We have a little bit more of 007 we have more money so the teachers can use $2,000 it would be around $30,000, Teachers usually order from school especially, lakeshore, and scholastic. We are getting a new building in the future. We don't want to upgrade desks and bookshelves and hoping that we can upgrade our stuff then. I don't know how much would it be to replace broken stuff. I know we have to replace broken stuff and some teachers need to replace their computers and replace Chromebooks.
   S. Torres motions to increase the teacher's end-of-the-year supplemental orders to 2K and broken classroom equipment (anything that makes the classrooms sustainable) and spend no more than $100,000 using ESSER funds. C.Snyder seconds and 6 yay, 0 nay, 0 abstain

10. **Constituent Feedback- (10 min)**

11. **OTHER**

12. **Date of Next Meeting: Monday, March 4th**

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Steering Committee Agenda
Monday, January 29, 2024

- Approval of minutes from previous meeting - 2 min
- Committee updates - no update
- ELAC -no update
- School Wide Assemblies - 2 min
  - Feb 16 Lunar New Year parade
- Facilities Update (School Modernization) - 5 min
  - SPED discussion for space
- Staffing- 5 min
  Library Tech: listed as 2 jobs, closed?
- LCAP - 15 minutes
  - Share data from California dashboard.
- New Business 30 min
  * Creating Bylaws: as a group go through Article 1 and 2 * If time moves onto article 3.
  Do we add the PTA president as part of our committee?
- Old Business
  After school Music Science - update

- Suggestion Box

Next meeting is on:
Wednesday, February 28, 2024

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Joseph Bonnheim Community Charter	Dianne Wiley Principal	Dianne-Wiley@scusd.edu (916)395-5240

Goal 1

Goal Description

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% (43 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, Haggerty model,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.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
ELPAC	Data not available yet	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.	44 Students EL EL Progress: California Dashboard 22-23 65.9% Making Progress Improved 22% Student English Language Acquisition Results Summative ELPAC: 63.6% Improved at least one ELPI level	2023-24 - 85% making progress
District Common Assessment Benchmark	Did not complete due collective bargaining agreements	We have training our staff on district benchmark and testing has been done at NJB with 63% making progress with grade 3-6.	California Dashboard ELA 22-23 42.8 points below standard Increased 8.7 Points Number of Students: 135	2023-24 - 85% making progress

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
SIPPS and Foundational Skills BPST/CORE/PASS Assessments	Did not complete due collective bargaining agreements	We provided 4 sessions of training of Phonemic Awareness to staff using the Haggerty model and Benchmark. Grades K-2 have had a 75% progress.	Data not available due to inconsistent assessment of students	2023-24 - 85% making progress

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.1	**Monitor and implement ELA/EL and Math Curriculum (Supplimental)Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)** Purchase Core ELA/EL and Math Curriculum using the LCFF ELO and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL); Plus two instructional aides	No	In-Progress			$109,395.00	19431.92
	1.2	**Haggery and GLAD Professional Development and Instructional Program for EL's (LCFF EL)** Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.	Yes	In-Progress			$31,000.00	40,000

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.3	**Progress Montoring 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	In-Progress			$359,000.00	277623.68
	1.4	**Provide training to all ELD parents, and increase EL parental invovement.** 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	In-Progress			$2,500.00	788.93
	1.5	**Resource Teacher** Hire a resource teacher to serve the EL population with push in and out.	Yes	Completed			$200,000.00	125,565.60

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.6	**2 Bilingual aids** Hire 2 bilingual aids to support resource teacher to serve the EL population with push in and out.	Yes	Completed			$0.00	0

Goal 2

Goal Description
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. Participating in California Agriculture Conference in Sept 2023** **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** **5. Provide training to staff regarding race and poverty, vocabulary, and attendance.**

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Whole Site	Due too COVID and unforeseen cases, our absenteeism went up to 52%.	8.2 % year 2022-23	33.6% chronically absent Declined 21.4% Number of Students: 253	6%

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
School Climate Survey Data positive responses - Whole site	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.	87% on Kelvin Survey		97%
Chronic Absenteeism - African American Students	Due too COVID and unforeseen cases, our absenteeism went up to 60%.	17.4% year 2022-23	38.9% chronically absent Declined 19.2% Number of Students: 36	10%
Provide Trainings through Black Parallel School Board, And Dr. Sarroky Hollie on closing the achievement gap in AA Students.	n/a	n/a	not completed	To have a better understanding of race, povery, and culture of AA students at NJB.
Adding a counselor to address the gaps and social emotional needs of AA Students.	n/a	n/a	Hired Counselor	Will hire for in Spring 23

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 school culture and climate.** 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	No Yes	In-Progress			$10,700.00	0

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		belonging at school which will lead to increases in attendance and achievement. Leader in Me training and curriculum to build student outcomes, positive 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.** 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.	Yes	In-Progress			$1,105,007.00	0
	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** Train SC members on inclusionary practices and understanding biases and racism.	Yes	Not Yet Started			$12,000.00	350

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		Provide Culturally Resposive Training to SC and parents, with follow-up Weeklong institute for Charter Leadership.						
	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 scholar at grade level readiness.** Reduce class sizes in TK,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.	Yes	In-Progress			$39,600.00	0
	2.5	**There is a need for a counselor to address trauma, reinforce education, prevention, early identification and intervention, elementary school counselors**	Yes	Completed			$137,600.00	55647.57

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		help their students achieve academic success, develop an understanding of career opportunities and develop social/ emotional skills in response to issues they face. Have counselor to address trauma, reinforce education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/ emotional skills in response to issues they face.						
	2.6	**Ca Ag in Classroom Training Sept:23** Have staff and Steering Committee members go to training to bring Agriculture back in classrooms. To implement science and agriculture in classrooms.		Not Yet Started			$1,750.00	0

Goal 3

Goal Description
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 democracy for all in our world.**

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year 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 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	Continued with development of overall low depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.	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.	AG is not the central focus of the curriculum. Rather the AG is a garden but not all students are provided the consistent opportunity to participate.	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	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.	No data yet, waiting on SBAC results.	ELA California Dashboard 22-23 42.8 points below standard Increased 8.7 Points Number of Students: 135 Hispanic 39.3 points below standard Increased 9.5 Points Number of Students: 80 Low Income 45.3 points below standard Increased 15.6 Points Number of Students: 123	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 ELA. Will be used in the afterscool Enhanced Learning and Enrichment programs.	Due to pandemic and learning loss, 62.04% (78 scholars out of 157 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.	NJB still identified a need to address early literacy and foundational reading skills in grades K-3rd. Overall 3rd grade performance on Foundational Skills: 3703% (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 & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 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.	Yes	In-Progress			$87,000.00	2800
	3.2	**School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve**	Yes	Not Yet Started			$21,846.00	0

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		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.						
	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.	Yes	Not Yet Started			$26,562.00	0
	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 paper explaining the importance and meaning of**	Yes	Not Yet Started			$30,000.00	0

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		Lincoln's words. (6th grade students) 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.						

Goal 4

Goal Description
Improve attendance and engagement in 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.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
COVID-19 Attendance	Spring 2021 - 62% attendance	Spring attendance improved by 93% attendance.	Winter 24 94% Attendance Overall 22-23 Attendance33.6% chronically absent Declined 21.4% Number of Students: 253	23-24 school year 98% attendance
COVID-19 Attendance and Engagement	COVID-19 Attendance and Engagement procedures in place. Continue to monitor the changing scope of the pandemic.	COVID-19 Attendance and Engagement strategies and procedures	1/2024 Attendance Challenges put in place using Attendance HERO Attendance Clerk reaching out to absent students and their families	20-21 - 95% engagement in distance learning

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	4.1	**Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to 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)	Yes	In-Progress			$8,000.00	4188.99
	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.	Yes	Not Yet Started			$3,000.00	0

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	4.3	**Maintain Atendance Clerk and office Manager** Maintain and train Attendance Clerk and Office manager	No	Completed			$79,050.00	71027.28
	4.4	**Provide finger print services for parents** Provide finger print services to parents to be able to volunteer at the school, provide support on field trips, and classroom support.	No	Completed			$1,000.00	0

Goal 5

Goal Description
Children with special needs **Certainly some children have developmental issues that may require different teaching strategies because of biological differences (such as having Autisism or because of life experiences (such as living with toxic stress) or both. They need teachers with special skills to recognize and meet their needs. Other children—the vast majority—are typically developing and need a genuine opportunity to learn the foundational skills and knowledge expected by schools. During the preschool years, children need to be assessed for biological and social difficulties, with interventions provided as needed. However, all children—whether they have special needs or not—need to be fully engaged so they become enthusiastic learners of their schools' curricula.**

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Hire a full RSP teacher 1.0 with training of Special Needs under the SELPA act, scheduling with IEP minutes, understanding and educating those that have Sp ed children at home and in class.	Hired an intern teacher who thoroughly trained, educates staff and parents for spec. ed Serves all IEP minutes w/scholars with pull out and push in. Left to other job assignment.	Hired a teacher who thoroughly trained, educates staff and parents for spec. ed Serves all IEP minutes w/scholars with pull out and push in.	RSP position is not filled	Maintained a teacher who thoroughly trained, educates staff and parents for spec. ed Serves all IEP minutes w/scholars with pull out and push in.

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	5.1	**Hire a full RSP teacher 1.0 with training of Special Needs under the SELPA act, scheduling with IEP minutes, understanding and educating those that have Sp ed children at home and in class.**		In-Progress			$6,100.00	0

Our Mission: *To develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.*

OUR DECISIONS ARE TO BE: Mission Driven, Data Driven, and Student Driven.

NJB Steering Committee Meeting Protocols

1. Speak to the topic 2. One speaker at a time 3. Not personal 4. Support the majority 5. Respect the minority

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New Joseph Bonnheim Community Charter School.

Steering Committee Meeting

February 6, 2024

3:30 to 5:30 PM

Room 26

7300 Marin Avenue Sacramento, CA 95820

A G E N D A – Operational & Educational Focus

1. President call to order and roll call (1 minute)
2. Approval of Agenda (1 minute)
3. Pledge of Allegiance (1 minute)
4. Standing Committee Reports and Suggestion Box (PTA, Social Committee, Farm Committee, ELAC/SSC See Handout 8 minutes)
5. Constituent Feedback on Steering Committee Items (20 minutes total, 2 minutes for each member)
6. Approval of Minutes from Prior Regular Steering Committee Meeting, August 8., 2023 (2 minute)

Total Minutes: 33 mins

NEW BUSINESS

7. Discussion/Action Items related to SC operation: Mrs. Wiley (20 minutes total: 10 presentation and 10 minutes discussion)

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A. Discussion of Rules and Responsibilities
B. LCAP Mid-year review update
C. Cal-OSHA update

8. Discussion/Action Items: Mrs. Wiley, (8 minutes total: 5 minutes presentation and 3 minutes discussion)
   a. Library
   b. Parents on campus/ First Friday of every month
   c. Attendance

Total Minutes: 28

STANDING BUSINESS

9. Informational -Mrs. Wiley (8 minutes total: 4 minutes presentation and 4 minutes discussion)
    a. RSP/ELD
    b. CASPP

10. Budget and Facilities: Informational/ Item: Mrs. Wiley and Mrs. Cardenas (10 minutes total: 6 minute presentation and 4 minutes discussion)
    a. Budget Updates (Mrs. Wiley)(4 minutes)
    b. List of Work Order- Mrs. Martinez has requested the following work orders for NJB: (Mrs. Cardenas)(2 minutes)
        1. Asphalt has a big pothole in the entrance of the main parking lot.
        2. Front counter in the office needs to be painted.
        3. Roofer needs to replace ceiling tiles in room 9.

11. Informational – Other Educational Updates: Mrs. Wiley (2 minutes total)
    a. Open position for RSP
    b. Open position for cafeteria manager
    c. Open position for plant manager
    d. Hiring of a yard duty

12. Future Agenda Items: (6 minutes total) Please feel free to let us know if you would like an item to be put on our next agenda.
    A. Special meeting to clarify bylaws and approve bylaws with amendments.

13. Public Comment: (5 minutes)

14. SC Members Announcements – (22 minutes total: 2 minutes per member)

15. Next meeting date and time: The next regular SC meeting will be held Tuesday, March 5, 2024, 3:30 PM to 5:30 PM (1 minute)

16. Adjournment (1 minute)

Total Minutes:55
Grand Total: 116

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NJB Steering Committee Meeting Protocols

1. Speak to the topic 2. One speaker at a time 3. Not personal 4. Support the majority 5. Respect the minority

Name	Role
Name	**Role**
Dianne Wiley Dianne-Wiley@scusd.edu	Member---NJBCC School Principal
Marcela Cardenas Ballarta4@gmail.com	Member--- Steering CommitteePresident and Facilitator/Parent Community Member
Ian Johnson Ian-Johnson@scusd.edu	Member--- Steering Committee minute/notetaker /PrimaryTeacher
Lavida Edmondson Lavida-Edmondson@scusd.edu	Member--- Intermediate Teacher
Amelia Villanueva Amelia-Villanueva@scusd.edu	Member--- ELD Teacher/After-School Enrichment Lead
Mike DiSantis Mike-Disantis@scusd.edu	Member--- Primary Teacher
Heather O' Brien Hlc22222@gmail.com	Member--- Parent/ Community
Elizabeth Moreno Mselizabethforever@icloud.com	Member--- Parent/Community
Diana Martinez Diana-martinez2@scusd.edu	Member--- Classified Staff
Arthur Aleman Arthuraleman916@gmail.com	Member--- Community Member
Rose Ramos Rramos64@comcast.net	Member--- Community Member
Open	Member---Intermediate Teacher
Open	Member---Classified Member

If you have any questions, concerns, or suggestions we encourage you to contact the Principal, the President and or any member of the Steering Committee. We look forward to hearing from you.

1st Tuesday of each month 3:30 PM – 5:30 PM – Regular Steering Committee Meetings

The first meeting of the month: focuses on both student outcomes and the business side of operating NJB. The intent is for the Steering Committee to "inspect what is expected" as stated in the Charter in regard to student learning and also to review the business side of operating NJB. Topics include revenue, expenditures, site policies and new or supplemental programs that support the core program.

Next Meeting Dates for 23-24:
February 6th, 2024
March 5th, 2024
April 9th, 2024
May 7th, 2024
June 4th, 2024

GEORGE WASHINGTON CARVER
SCHOOL OF ARTS & SCIENCE

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
George Washington Carver School of Arts and Science	LaNiecia Kobelt Principal	LaNiecia-Kobelt@scusd.edu 916-395-5566

Goal 1

Goal Description
BROAD: College and Career Readiness BROAD: Every student will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, and other student groups with gaps in outcomes until gaps are eliminated. We are committed to increasing student success and removing barriers to success, with special attention to racist practices.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Number of students on track for a-g coursework completion	26% of seniors are on track a-g completion 2021-22	46.34% of seniors on track a-g completion 2021-22	Mid-year data not available	100% of seniors graduate with a-g courses
Number of College applications	30% of seniors apply to 4 year colleges 2021-22		% of seniors apply to 4 year colleges	80% of seniors apply to 4 year colleges
Number of students enrolled in ACE classes	30% of 11th and 12th 2021-22	49.5% of 11th and 12th graders applied for ACE classes in 2021-22		75% of students in 11th and 12th grades apply for CE classes
Number of Students earning Ds and Fs	31% of students earn Ds or Fs 2021-22	30% of students earn D's and F's 2021 -22		No students earn Ds or Fs
CA Data Dashboard College/Career 2019		2022 N/A	2023 Low	Blue
CA Data Dashboard Graduation Rate 2019		2022 High	2023 Orange	Blue

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.1	**Grading Policy** Review grading policy and calibrate grading system. Ensure that grading policies and practices are equitable and removing barriers for students.	No	In-Progress			0	0
	1.2	**Academic Intervention** Regular review of progress and final grades to offer targeted support for students to provide ongoing, sustained intervention	Yes	In-Progress			$89,849.00	29306.50

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		for all students who are struggling.						
	1.3	**ACE and College Applications** Through the support of a college adviser and teaches of 11th and 12th grade classes, continue to promote, enroll and support students taking college classes on campus through the ACE program at Sac State. Support students so more are applying to 4 year colleges.	No	Completed				
	1.4	**Integrating Waldorf Methods** Ensuring that all classes integrate the arts, offer hands on projects, make connections to the community will offer students more creative ways to show their learning and to pass classes with a C or higher.	Yes	In-Progress			$80,274.00	48806.46

Goal 2

Goal Description
School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, LGBTQ+, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth. We are exploring behaviors and restorative ways to address both the harmed and the perpetrator. We are also in need of supports for student attendance, which contributes to student success and appropriate behaviors related to attendance. Our goal is to keep students at school learning, understanding

barriers to behaviors and attendance to increase student success. This goal is essential to Carver's development as a social and environmental justice school, committed to addressing white dominant culture in the school system. it is important that we build in supports for all learners, review policies that act as barriers to success and increase the graduation rate to 100%. We also want to enhance and invigorate the holistic portfolio review and our graduate profile to better support all student learning and demonstrating learning.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Suspension Rate	8.6% suspension rate 2021-22 between white, African American and Students with Disabilities.	7.2% suspension rate 2021-22 between white, African American and Students with Disabilities.	2023 2.7% suspension rate	No suspensions
CA Data Dashboard Suspension Rate		7.2% suspension rate 2021-22	2.7% Suspension rate	Blue
Attendance Monitoring	94.4% in 2021	overall attendance 95.06%		Attendance rate at 99%

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2.1	**Restorative Practice Training** Teachers will engage annually in Restorative Practice Training to address their curriculum and classroom practices for optimal equity. Trainings will be available to parents and student as well.	Yes				$20,000.00	99,855.10
	2.2	**Attendance/Office technician** Create an FTE for Attendance/Office technician to monitor and support attendance more carefully	No				$53,157.00	37726.62
	2.3	**Campus Monitor/Community Liaison** Create an FTE for Campus Monitor/Community Liaison to increase student safety,	No					

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		connectedness and support the MTSS						
	2.4	**Safe Zone and Crisis Prevention Training** Teachers will engage annually in Safe Zone & Crisis Prevention Training to address their curriculum and classroom practices for optimal equity. Trainings may be available to parents and student as well.	No					
	2.5	**Social Worker** Social worker will provide crisis intervention for our disproportionate (29%) numbers of students needing social and emotional support. The social worker will be able to provide follow up with interventions.	No					

February 7, 2023 Guild Meeting Agenda

6:00 pm on Zoom

~ Welcome, introductions: Lysa (5 minutes)

22-23 Guild Meetings Sign In - please use tab for current meeting

Having trouble? Email gwcguild@gmail.com

~ Treasurer's Report- Trang (5 minutes)

- Financial Reports
- Carver Paypal Giving Donation Link
- https://www.paypal.com/us/fundraiser/charity/1359609?fbclid=IwAR3cYExjL3YhDtKW9jc8wFlKUBHQZY6SjDveIba_tL7mOOsNtBQ2jiwh8k0

~ Updates from Mrs. Kobelt (15 minutes)

- LCAP
- Recruitment (Grow Carver)

~ Guild Marketing to increase student count -Lysa (15 minutes)

~ Updates from teachers (10 minutes)

~ Campus Beautification - Mrs, Kobelt &Teachers

~New Business - Any new business to discuss?

Real Time Updates & News

Guild Facebook Page - GW Carver Parent Guild

gwcguild@gmail.com

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento New Technology High School	Jessica Martin Principal	jessica-martin@scusd.edu 916 395 5254

Goal 1

Goal Description
Increased achievement in mathematics

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Assessment Data	CAASPP Assessment Results will not be available until Fall of 2022. Due to the Pandemic,	CAASSPP Assessment Scores for 2022 - 8% "Standard Met",	CAASPP Assessment Scores for 2023 - 9% "Standard Met",	40% or more students will meet the Standard for math.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
	Assessment results are not available for the previous year.	16% "Nearly Met", 76% "Not Met"	26% "Nearly Met", 64% "Not Met"	
Number of D's and F's in Math I	34% of students enrolled in Math I this year, received a D. Zero students received an F.	10% of the students enrolled in Math I this year, received a D. Zero students received an F.	Data not available	10% or less of students enrolled in Math I will receive a D or F

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.1	**All students will take the Math Benchmark Assessments** All New Tech students who are enrolled in Math I, Math II or Math III will take the SCUSD Benchmark Assessments in accordance with the districts assessment windows. The math department will analyze those assessments and create plans to increase achievement in math based on indicated student weaknesses.	No	In-Progress			$0.00	0
	1.2	**After School Tutoring provided (Discontinued)** Students will receive after school tutoring from peer tutors and teachers, 1-2 days per week. - The school was unable to hire afterschool staff at the hourly rate due to staff not being interested in participating in this program.	No Yes				$0.00	
	1.4	**Instructional Assistant Support provided for EL and High Risk Students**	Yes	Not Yet Started			$15,000.00	0

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		2 part time instructional aides will be assigned to assist EL and High Risk Students in class and after school in Math achievement.						
	1.5	**Increase Counselor Position from .5 to .8** Increasing the counselor position to a .8 will allow the school counselor to provide more intensive support and services to our ELL students. The school counselor will help track progress of EL students, communicate with parents through interventions and SSTs, and meet with students to create academic plans to help them be more successful in all of their academic classes.	Yes	Completed			$34,194.00	10591.40

Goal 2

Goal Description
English Language Learner Achievement and Re-designation

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
ELPAC	6 Students scored an Overall score of Level 4 and are eligible for reclassification	6 ELL students were reclassified this year.	1 Student has been Reclassified so far this year.	5 or more students Reclassified each year
Benchmark Assessments	Scores for CAASPP will not be available until the Fall of 2022. Due to the Pandemic, the CAASPP was not given to student in the prior year.	The subgroup EL in the 11th grade is not a large enough group to qualify the data.	Data Not Available	EL students will score 60% correct or above on both ELA and Math District Benchmark Assessments

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2.1	**Instructional Assistant provided for ELL Support** 2 instructional assistants will be assigned to support ELL students in math and English in their classes.	Yes	Not Yet Started			$15,000.00	0
	2.2	**After School Tutoring made available to students (Discontinue)** ELL students will be able to access a computer lab/learning center that is staffed by at least one teacher and 1 instructional assistant for support in Math and English. (We were not able to host an after school program due to lack of staff interest)	Yes				$0.00	
	2.3	**Professional Development in PBL/PrBL and Student Centered Learning** All staff will participate in Project-Based/Problem-Based Learning with a specific emphasis on supporting ELL students through this method of teaching and learning. Professional Development will be provided by site administration, district EL Instructional Coach, and New Tech Network.	Yes	In-Progress			$0.00	0

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2.4	**Parent Training Opportunities provided in English and Spanish** Parents of ELL students will be given opportunities and workshop offerings on how to effectively use ECHO, an understanding of the 5 learning outcomes and how they can support their student's proficiency in them, how to support students at home, and knowledge of post secondary options so they can better support their students academically. The Parent Advisor will help coordinate these training and provide translation to Spanish Speaking families.	Yes	In-Progress			$40,463.00	18239.03
	2.5	**Increase FTE from .5 to .8 Counselor** Increasing the counselor position to a .8 will allow the school counselor to provide more intensive support and services to our ELL students. The school counselor will help track progress of EL students, communicate with parents through interventions and SSTs, and meet with students to create academic plans to help them be more successful in all of their academic classes.	Yes	Completed			$34,194.00	10,591.40

Goal 3

Goal Description

College and Career Readiness

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	81% of the graduating students completed 1 or more CTE Pathways	90% of the graduating students completed 1 or more CTE pathways.	Data Not Available	100% completion in 1 or more CTE Pathways
Enrollment in College Courses	98% of the graduating students completed at least one college course prior to graduating high school	100% of the graduating students completed at least one college course prior to graduating high school	Data Not Available	100% of the graduating students will complete at least one college course prior to graduating high school
A-G Completion	70% of the graduating students completed the A-G requirements	28% of the graduating students completed A-G requirements.	Data Not Available	85% of all 12th graders will complete A-G requirement

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3.1	**Counseling and guidance in CTE Pathways and Programs** Students will complete 1 or both of the 2 CTE pathways at new Tech. Computer Science, Media & Film Production. The school counselor and administrator will inform, guide, and schedule students in a way that will make pathway completion supported and possible.	Yes	In-Progress			$17,097.00	5295.70
	3.2	**Counseling and Guidance for Enrollment in College Courses** Every student student will enroll in at least one community college course through the Advance Learning program before they are able to graduate from New Tech. The school counselor will guide students through this process from beginning to end. Completing the college	No	In-Progress			$17,097.00	5,295.70

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
		application, navigating the online college system, and obtaining a transcript to turn in to the high school registrar.						
	3.3	**Highly Qualified and fully credentialed teachers provide content in A-G Courses** Students will complete all course work with a grade of C or higher in order to meet the A-G completion requirements. The school counselor, faculty, administration, and support staff will assist students in this area through the MTSS system of support. Highly qualified, fully credentialed teachers will provide content and support for students.	Yes	In-Progress			$290,411.00	356,026.15

Sac New Tech Steering Committee Agenda
1/22/24

Steering Members: Jessica Martin (Principal), Zac Jereb (Teacher), Alisa Melendez (Parent), Gina Kay (Parent), Zara Carver-Alvarado (Parent), Ilyana Melendez-Collier (Student)

Agenda

1. New Tech Budget 2024-25
2. Staff/Program Changes
    a. 0.5 to 1.0 Registrar
    b. 0.8 Counselor to 1.0 Counselor
3. Dashboard Data
4. LCAP Goals and Brainstorm - based on data

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

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(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Met Sacramento High School	Eracleo Guevara Principal	Eracleo-Guevara@scusd.edu (916)395-5417

Goal 1

Goal Description
Promote academic success for all students.

Provide rigorous standards-aligned curriculum, intervention and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent leaners, values collaboration among stakeholders, and is centered is centered on data-driven decision making (MTSS).

Increase student success in ELA and math by organizing the database that houses Met curriculum. Over the course of the existence of The Met curriculum and documents were created and placed into a database. Due to the large value of documents collected over the 20 years it has become difficult to access these files. To better access the information, the database will be cleaned out and re-organized in different categories to allow easier access to curriculum materials per content area.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11	Dashboard data for 2020-21 was not available.	Dashboard data for 2021-22 shows students at the Met scored an average of 24.9 points above standard, an increase of 18 points. The Dashboard did not report percent of class meeting standard for this year.	2022-23 40% of students Met or Exceeded Standards on CAASP Assessment	85% of students meeting 'Standard Met' for ELA
Math State Assessment Average Distance from 'Standard Met' on Math Smarter Balanced Summative Assessment for grade	Dashboard data for 2020-21 was not available.	Dashboard data for 2021-22 shows students at the Met scored an average of 69.3 points below standard. This is an increase of 17 points. The Dashboard did not report percent of class meeting standard for this year.	2022-23 16% of students Met or Exceeded Standards on CAASP Assessment	60% of students meeting 'Standard Met' for Math.
Database clean-up Documents organized by content area in folders	On our google drive we created a new shared drive that is called 'new Met database'. Folders have been created and populated with updated documents for the 21-22 school year.	New Met database is in use.	Complete	Database that contains recognizable folders that are easily accessible by staff.
Appropriately assigned and credentialed teachers	100% teachers are appropriately assigned and credentialed	100% teachers are appropriately assigned and credentialed	100% of teachers are teaching in their appropriately assigned credential area.	100% teachers appropriately assigned and credentialed

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair.	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100% considered to be in GOOD condition	Facility will be maintained as exemplary
Implementation of state standards for all students.	Standards are being implemented as accessed by regular classroom walk-throughs and completed teacher observations.	Standards are being implemented as accessed by regular classroom walk-throughs and completed teacher observations.	Standards are being implemented as accessed by regular classroom walk-throughs and completed teacher observations.	Standards will be fully implemented as verified by data collection obtained through routine classroom walk throughs.

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.1	**Staffing** Provide core staff, including administrative, teaching, counseling, and classified.	No	Completed			$1,376,822.00	597,778.60
	1.2	**Professional development and collaboration** Provide weekly one hour of time per week for teachers to collaborate with peer approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to	No	Completed				
	1.3	**Greater implementation of state standards for all students in ELA & Math** Improve students' academic outcomes and close achievement gaps in ELA and Math.	Yes	In-Progress			$298,741.00	84,059.70

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description
To re-establish the importance and emphasis of exhibitions/gateways and place greater emphasis on increasing the rigor of exhibitions/gateways. Standards and rubrics will be developed to greater align exhibitions/gateways across the campus and across grade levels in order to create a much more rigorous four year exhibition skills plan.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Create a four-year set of guidelines and rubrics by grade level for project work	Completed items: • Reading reflections have been created for all grade levels. • Health and Wellness rubrics are completed. • 4 year project plan for advisory classes is complete	Completed Items: • Updated general rubric for exhibition presentations Items from Year 1 in use across campus.	Completed	Completed guidelines and rubrics for each grade level
Divide the project skills between advisory and English workshops.	9th grade students are completing writing assignments to align Who Am I exhibitions. Other grade levels still developing.	Clear advisory expectations by month for 9th and 10th grade advisory.	Completed	Clear expectations by month for advisory and English workshops for all grade levels
Create exhibition expectations based on project work expectations	All staff are utilizing the same template and each grade level is in agreement of projects.	Staff have further defined the grade level specific expectations for exhibitions.	Completed	Exhibition expectations created for all grade levels
Students will have internships	85% of students have internships.	82% of students have internships.	94%	95% of students will have internships

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	2.1	**Improve and realign project work for advisory** Additional staffing to work to align project skills between advisory grade levels, develop rubrics for grade level exhibitions/gateways.	No	Completed			$5,000.00	963.77

Goal 3

Goal Description
Students and families are engaged and empowered to partner with The Met to achieve academic success.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
% of parents involved in school activities (Exhibitions and academic planning meetings)	70% of families attended exhibitions. This data was collected from sign in sheets from the office.	75% of families attended exhibitions based on principal observation and sign-in sheets.		We would like to see out Family participation rate grow to 90%
Increase parental participation from parents of EL students at school events (Back-to School-Night)	Back to School was virtual and we had 23% of families attend via zoom.	Back to School night was in-person and at similar levels to pre-COVID19.	Exceeded 60% parent participation of EL students	60% participation from parents of EL students
Suspension rate	Data not available	4% 2022 CA Dashboard Data	8.5%	<1 %
Expulsion rate	0%	0%	0%	0%
Parent involvement in decision making) School Site Council and School advisory Board	We did not increase the number of parents, community members attending our SAB meetings.	A greater number of parents (12) requested to be part of the advisory board. We continued to have an adequate number of attendees each meeting.	Two new members added this year	We would like to see the number of parents attending SCC and SAB meetings grow to more than the required numbers for each.
Graduation Rate	20 - 21 86%	2021-22; 96.7%	83.3%	95%

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
Student School Climate Survey	Climate survey - students from The Met did not participate in the 20-21 survey	The Met participated in the district-wide climate survey but 0% of students participated. The Met administered an online survey student survey in Spring 2021, to measure perceptions of school safety and connectedness. The following are the findings of the 89 students in grades 9-12 who participated in the Spring 2021 survey: 89% agree/strongly agree they feel welcomed, or connected, at The Met. 84% agree/strongly agree feel that the school offers a safe atmosphere. These percentages are among the highest in the District. 95% agree/strongly agree that benefit from their internship experience.	Data Not Currently Available	90% positive

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3.1	**Attendance** Parent notification on student absences through phone and email messaging. Intervention conferences with students who are not achieving expected attendance & achievement levels. Written notification to parents for students with excessive absences.	No	Not Yet Started				
	3.2	**School Advisory Board (SAB)** Increase parent involvement at SAB meeting to increase decision making with stakeholders	No	Completed				

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3.3	**Parent Teacher Home Visits** Continue to build the Parent Teacher Home Visit program. This program helps to facilitate home visit experiences that engage, families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals.	No	Not Yet Started				
	3.4	**Schoology Training** Host sessions to train parents (English and Spanish) on how to use Schoology	No	Completed				
	3.5	**Recruitment** Increase recruitment and informational activities to improve recruitment numbers	No	Completed				

Goal 4

Goal Description
Prepare students to be College and Career Ready.

Metric	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
CA Dashboard College and Career Readiness	CA Dashboard did not report this data for College and Career Readiness for 2020-21	CA Dashboard did not report this data for College and Career Readiness for 2021-22	37.5%	70% of students on track for college and career readiness
Enroll 10th grade students HCD 116 & 330	54% of 10th grade students enrolled in HCD 330 81% of 10th grade students enrolled in HCD 116	163 students were enrolled in at least one community college course.	Check with Linda	95% of 10th graders will complete HCD 116 & 330.

Actions & Measuring and Reporting Results

District Level Owner	Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	4.1	**College and Career Readiness** Increase graduation rate and college acceptance	No	In-Progress			$24,471.00	18,555.40
	4.2	**Counseling** Students are encouraged to begin preparation for their post secondary lives. Our counselor meets with all students to review colleges, fill out FAFSA and she holds workshops to help students in preparing for college or technical school after graduation	No	Completed			$24,471.00	18,555.40
	4.3	**Sacramento City College** Sacramento City counselor will work with Met students to develop Educational Plans, and ensure students are on track to meet A-G requirements.	No	Completed				

SAB 2.6.2024

Attendees: Gema, Eracleo, Xico, Becky, Alyssa
Notetaker: Xico

Principal's Report:

Internships:

- 90% with LTI
- 18 no LTI (3 with shadow days)

Enrollment

- 54 9th
- 54 10th
- 39 11th
- 36 12th

Eráccleo spoke to Mary HY about the possibility of losing students due to culture change

WASC
Utilizing staff meeting to compiling information

SAB
$600 to buy bike collective equipment
9th grader in Latham's is leading it

IEP
37 students
T/TH IEP meetings
7 to complete by Diana
9 to complete by Becky

504s
3 past due
3 new requests
Completed 12 and 7 were closed (left the Met or have an IEP)

Small schools playing at large high schools
31 students
Wrong information for the Met

Panther Pipeline
2 SCC students need a book

$232 for two books
Aly motions for the SAB to pay for books through the Principal's Discretionary Funds
Xico seconds
Motion carries
Gema will purchase books

SAB New Member
Miriam won the election

LCAP Mid Year Review
Erácleo read the goals set by Denise
See Erácleo's notes for what has been met or not met

- ELA was 85% (currently at 40%): Not met.
- 16% met Math standards. Goal was 60%. Not met.
- Database organized: Goal met.
- Teachers assigned by credential: Goal met.
- Facilities in good repair: Goal met.
- Implementation of standards: Goal met.
- Rigor of exhibitions/gateways: Goal met.
- Divide projects b/ Advisory and English: Goal met.
- Exhibition expectations: Goal met.
- Students will have LTIs: Goal in progress.Ω
- Students and families are engaged by 90%. At 69%. Not Met.
- Participation of ELL parents by 60%. 100% met.
- Suspension rate at 1%. Currently at 8%. Not met.
- Expulsion at 0%. Met.
- SAB participation. 2 new members, but not met.
- Graduation rate by 95%. Last year 83.3%. Not Met.
- Student climate survey. Data not available.
- Prepared students for college at 70%. Goal not met 37.5%.
- To enroll 10th grade students in HCD by 95%. Currently 56%. Not met.

Important info for charter renewal. Set attainable goals in the future.

Aly motions to continue working on these goals.
Becky seconds.
Discussion to track participation. Gather data at events and create participation expectations.
Use all the tools available to publicize events.
Discussion on HCD.
Discussion on testing.
Goals are good and attainable.
Cultural shift happening. Work in progress.
Motion passes.

Treasurer Report
Cutting checks at SAB meetings?
We should not expect for students and families to front money for Met approved and recurring events.
Xico motions that Jailah Spratling gets a $500 check for the Black History Month Celebration.
Aly seconds.
Motion passes.

Approving Last Months Minutes
Xico motions to approve.
Becky seconds.
Motion passes.

Xico motions to adjourn at 6:36pm.
Becky seconds.
Motion passes.