



Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on May 14, 2021 at 4:54 PM PDT
Amended on May 18, 2021 at 10:45 PM PDT

Date and Time

Wednesday May 19, 2021 at 6:00 PM PDT

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://us02web.zoom.us/j/85121761696>

Participating by Telephone: 669-900-9128 Meeting ID: 85121761696

Public Comment: Members of the public who wish to comment about an agenda item please send an email to lromo@amethodschools.org with your name, email address, and your zoom name (if different) and the item under which you would like to comment before the item begins. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Peter Hanley	1 m
B. Roll Call		Luis Romo	3 m
C. Announcements		Peter Hanley	5 m
II. Report of the Nominating Committee			6:09 PM
A. Nomination of Guadalupe Nuno	Vote		5 m
B. Nomination of Diego Garcia	Vote		5 m
III. Closed Session (Government Code 5457.7)			6:19 PM
A. Disclosure of Items to be Discussed			
B. Public Comment on Closed Session			
C. Recess to Closed Session			
D. Public Employee Evaluation / Discussion, Position: Chief Executive Officer (Government Code Section 54957)	Discuss		25 m
E. CONFERENCE WITH LEGAL COUNSEL-- ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: One case	Discuss	Mitchell Boomer	20 m
F. Reconvene from Closed Session			

	Purpose	Presenter	Time
IV. Public/Board Comments			
V. Consent Agenda			7:04 PM
A. Approval of Board Meeting Minutes 4-21-2021	Vote	Luis Romo	
B. Approval of Suicide Prevention Policy	Vote		
C. Approval of 2021-2022 Wellness Policy	Vote		5 m
D. Approval of Student Freedom of Speech and Expression Policy	Vote		
E. Approval of Pacific Office Automation Contract	Vote		
F. Approval of School Plan for Student Achievement (SPSA) Plans One SPSA per site	Vote		
G. Approval of Renewal Contract with Better 4 You Meals	Vote		5 m
H. Approval of Science Curriculum for Benito Juarez Elementary	Vote		
VI. Business			7:14 PM
A. CEO Report	Discuss	Evelia Villa	10 m
B. Approval of AMPS Education Protection Account (EPA) Spending Resolution	Vote	Kelly Ellis	10 m
C. Instructional Update School Highlight: Downtown Charter Academy	Discuss	Claudia Lee, DCA Site Director	20 m
D. Approval of High School Math Curriculum Adoption	Vote	Felix Cabrera & John Shifton	15 m
E. Approval of High School Science Curriculum Adoption	Vote	Natalie Garcia, Ajanta De & Liam Dillow	15 m

	Purpose	Presenter	Time
F. Approval of Extended Learning Opportunity (ELO) Grant	Vote		
G. Public Hearing of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)	Discuss		10 m
H. Board Review of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)	Discuss	Evelia Villa	10 m
I. Update on Construction Project at 1450 Marina Way South	Discuss	Evelia Villa	10 m
VII. Closing Items			8:54 PM
A. Adjourn Meeting			

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. **REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.** The Governing Board’s presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. **SPECIAL PRESENTATIONS MAY BE MADE.** Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.** Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. **FOR MORE INFORMATION.** For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org

Coversheet

Nomination of Guadalupe Nuno

Section: II. Report of the Nominating Committee
Item: A. Nomination of Guadalupe Nuno
Purpose: Vote
Submitted by:
Related Material: Lupe Nuno Resume.pdf

GUADALUPE NUÑO

510-830-6881 *WWW.LINKEDIN.COM/IN/GUADALUPE-NUNO * GUADALUPE.NUNONUNEZ@GMAIL.COM

WORK EXPERIENCE

Education for Change, Oakland, CA

Family/Community Leadership and Development Coordinator, 07/16-07/2020

- Coached and supported Family Leadership Coordinators across the organization
- Formed and facilitated a Professional Learning Community for the Coordinators
- Facilitated organization wide Family Leadership Council
- Partnered with school leaders org wide in support of sustaining Family Leadership Councils
- Oversaw all Family Leadership development programming
- Established and maintained partnerships with foundations and community organizations
- Organized families and community for charter renewals

COX ACADEMY ELEMENTARY SCHOOL, Oakland, CA

Family Community Coordinator, 09/2013 – 06/2016

- Facilitated monthly Family Leadership Council meetings
- Cultivated school to home partnership
- Create relevant workshops for families
- Established and maintained parent/community volunteer database
- Served on the school site Climate and Culture Committee
- Coordinated community partnerships and programing
- Connected families to appropriate resources

Roots International Academy, Oakland, CA

Culture and Climate Consultant, 08/2012 – 06/2013

- Key member of the Culture Transformation Team; assisted in the planning, organizing and facilitating of staff professional development sessions
- Cultivated and maintained a positive and healthy school culture and environment
- Provided mediation processes between scholars
- Held and participated in Restorative Justices circles and practices
- Advocated on behalf of scholars best interests
- Counseled scholars ie.. navigation of academic journey, home life, street/neighborhood survival.
- Collaborated with principal, vice principal and fellow deans in student centered re-integration processes after suspension, expulsion and detention in juvenile justice center
- Facilitated parent/teacher conferences

Youth Empowerment School (YES); Oakland Unified School District, Oakland, CA

Assistant Attendance Clerk, 02/2011 – 06/2011

- Processed SART/SARB cases
- Supported attendance clerk and office staff
- Communicated with students and parents
- Looked into possible resources and support around school attendance
- Entered student data into AERIES and tracked and met with at risk students

YOUTH ALIVE!, Oakland , CA

Intervention Specialist for Caught in the Crossfire Program, 02/2009 – 08/2009

- Case managed at risk youth referred by Highland Hospital, who were victims of violent crimes.
- Conducted hospital intake and assessment
- Assisted with paperwork

- Facilitated transition to school, work, home
- Offered relevant resources to support victims and their families
- Served as a mentor to youth victim
- Attended court hearings and served as an advocate

Technical Skills

-Microsoft Office
-Google Workplace (GSuite)
Student Information systems:
-Illuminate
-Special Education Information System (SEIS)
-CALPADS
-Infinite Campus
-AERIES

BOARD MEMBERSHIPS

THE PEOPLE'S LITERACY FUND, OAKLAND, CA
Board Member. 2020 – Present

CALIFORNIA YOUTH OUTREACH, OAKLAND, CA
Board Member. 2012 – 2016

KIDS FIRST INITIATIVE (MEASURE K): CITY OF OAKLAND
Board Member. 1997 – 1998

LEADERSHIP DEVELOPMENT

INNOVATE PUBLIC SCHOOLS
Participant in 12-month community organizer training program. 2016-2017

OAKLAND COMMUNITY ORGANIZATION (OCO), OAKLAND, CA
Community Leader spanning over ten years. Participated in PICO organizing retreats, Actions and Local Organizing Committee (St. Anthony's Church) 1994 – 2004

EDUCATION

UNIVERSITY OF SAN FRANCISCO, San Francisco, CA
Bachelors in Spanish Studies, May 2012

PACIFIC OAKS COLLEGE, Pasadena, CA
Child Development Certification, May 2001

LANEY COLLEGE, Oakland, CA
General Education, May 2000

Coversheet

Nomination of Diego Garcia

Section: II. Report of the Nominating Committee
Item: B. Nomination of Diego Garcia
Purpose: Vote
Submitted by:
Related Material: 2017-18 bio.docx

Diego Garcia was born September 26, 1975 in Nezahualcoyotl Mexico City, Mexico. Mr. Garcia is the fourth youngest of 13 siblings. Mr. Garcia's with his family immigrated to Richmond, CA. in October 1978.

When Mr. Garcia was 9 years old, he got involved with the neighborhood street gang. His involvement with the gang almost got him killed; in 1993 Mr. Garcia was shot in the chest with a 45 caliber pistol, after a difficult recovery and three months in the Hospital Mr. Garcia came back to the streets seeking peace instead of revenge.

In 1995 Mr. Garcia started his own grass root organization in Easter Hill, one of the toughest neighborhoods in Richmond, CA. The organization Telpochcalli (Home of the youth), provided violence prevention awareness, life skills, Mexican History and educational field trips.

In 1995 Mr. Garcia was hired by the Communities In Peace program in North Richmond which was funded by California Wellness Foundation. As part of that program Mr. Garcia worked with underprivileged students in middle and high schools.

In 1998 Mr. Garcia was contracted by Richmond Police Department as the Crime Prevention Specialist to coordinate and implement the Safe Passage Home project. Mr. Garcia coordinated with nonprofit organizations and school officials to developed plans that provided safe routes for kids to and from school.

In 2001, Mr. Garcia was employed by the WCCUSD to direct the Healthy Start Program and the 21st Century After School Program to provide an extended program for kids who didn't have a safe place to go after school.

In 2003 Mr. Garcia founded Richmond SOL Soccer Club and Violence Prevention Program that provides sports, educational outings and leadership and life skills to 300 kids and adults. Mr. Garcia believes that we need to be involved in our community in order to see the change. RSOL not only produces skillful soccer players but also gives back with community service hours. In 2006, Richmond Sol was recognize with a proclamation award by the Mayor for their outstanding program and community service.

Mr. Garcia has dedicated countless hours of trainings and presentations to helped increase the peace in many communities across California. With the help and support of other community leaders Mr. Garcia was responsible for organizing two of the biggest political civil rights movements in the Bay Area. In 2004, Mr. Garcia organized a political march that help mobilized and start the movement to help immigrants obtain their drivers license in the State of California. In 2006 Mr. Garcia join the May 1 national immigration rights political movement where he mobilizes more than 8,000 people in Richmond.

In 2005, Mr. Garcia started a food drive that has grown to an annual Thanksgiving event that feed over 400 families.

In 2007, Mr. Garcia was appointed to the City Recreation and Parks Commission where he served for 9 years. During his time Mr. Garcia was very instrumental in the remodeling of new parks including 2 Futsal courts at Lukas Park and Belding Garcia Park. Mr. Garcia also organize 2 of the biggest Car Shows and Festivals to raise fund for the Commission.

In 2008 Mr. Garcia and Felix Vargas raised over \$3,000.00 for children hospital (Cancer research center) a couple years later Mr. Vargas passed away due to cancer. (Rest in Peace)

In 2009 Mr. Garcia was certified by the Contra Costa and Solano County as a Gang expert to assist with youth who were involved with criminal cases. Mr. Garcia has worked with the public defender's office and private investigators to assist youth who were wrongfully incarcerated.

In 2016, Mr. Garcia visited a small town in Mexico (Santiago Tangamandapio) and with a small personal budget he renovated a soccer field and new soccer goals for kids to have a safe and fun place to play. During his visit Mr. Garcia conducted a two day life skills training and emphasis the importance to get involved in their children's education. After the training he organize a group of over 60 parents to do a major renovation and clean up at the school.

In January 2017, Mr. Garcia was appointed to the Citizens Police Review Commission.

In 2017 Mr. Garcia was invited to Mexico City to give a presentation and training to Valle De Chalco Mexico regarding the massive deportations and how the Mexican communities can prepare to assist the youths and adults who are deported to a new world for them.

Mr. Garcia is a well recognized Community Leader and Violence Prevention Specialist who has dedicated countless hours to the Richmond Community for over 20 years. His commitment to this community has earned him many recognitions and awards.

Mr. Garcia's unquestionable tract record and dedication to his community and other Richmond, Mr. Garcia has been ask numerous times to run for City Council. In August of 2017 Mr. Garcia officially announced his candidacy for City council in 2018.

In 2018 Mr. Garcia was invited to Callao Peru City Hall to present to the Police department in the importance in getting involve with the community and local agencies to bridge the gap between law enforcement and the community.

In 2019 Mr. Garcia Visited Chavinda Michoacan to train adult volunteers to start a youth soccer league. He conducted a life skill training and collaborated with a foundation to organize a health fair to provide FREE health checkups and Eye vision exams with FREE eyeglasses.

Awards and Recognitions

1996 "Peacemaker of the year" awarded by the Contra Costa Conflict Resolution Panel,
1997 "Peacemaker " award presented by the Mayor (Rose M.Cobin), City of Richmond.
1997 "Community Service Award" Presented by the Mayor (Rose M.Cobin) City of Richmond.
1998 "Peace Warrior Award" California Wellness foundation, Gary L. Yates President C.E.O
2002 "Peacemaker of the year" award presented by Keep Kids Street Safe, City of Oakland CA.
2002 " Community Service Award Mayor (Irma Anderson) City of Richmond
2004 "Medalla al Merito" Presented by Tony Lopez Univision Channel 14
2006 " Vale la Pena Award" Presented by the National Boy Scouts of America
2008 " The Manny Hershel Volunteer Award of the year Presented by the AYSO Area 2C
2010" California State Senate, Recognition Kindness and Philanthropy Hero Award"
2011" Members of Congress 7th district- Certificate of Special Congressional Recognition.
2012 " Home Town Heroes award, presented by Comcast.
2017 " Fiel Mexico A.C. Valley de Chalco
2017 "Latino leader Award Presented by Mayor (Tom Butt) City of Richmond

Coversheet

Approval of Suicide Prevention Policy

Section: V. Consent Agenda
Item: B. Approval of Suicide Prevention Policy
Purpose: Vote
Submitted by:
Related Material: Suicide Prevention Policy.docx
Suicide Prevention Policy Redline.docx

AMPS

HONOR HARD WORK

SUICIDE PREVENTION POLICY

Board Policy #: 5700

Adopted/Ratified: 2017

Revision Date: May 16, 2021

The Board of Directors of Amethod Public Schools (“AMPS” or “Charter School”), a nonprofit benefit corporation which operates Oakland Charter Academy, Oakland Charter High School, Downtown Charter Academy, Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The policy has been developed in consultation with Charter School and community stakeholders, Charter School-employed mental health professionals, (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating AMPS’s strategies for suicide prevention and intervention. AMPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources and address procedures relating to suicide prevention, intervention, and postvention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AMPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for AMPS. The suicide prevention point of contact for AMPS and the Site Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Site Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, Charter School’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or Charter School and community resources that can help youth in crisis.

AMPS

HONOR HARD WORK

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, Charter School resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide.

AMPS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

AMPS

HONOR HARD WORK

3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.
 - ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
 - vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).
 - f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on AMPS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on AMPS guidelines.

AMPS

HONOR HARD WORK

- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the AMPS Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a student about thoughts of suicide.
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AMPS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with AMPS and is characterized by caring staff and harmonious interrelationships among students.

AMPS

HONOR HARD WORK

AMPS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

AMPS's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
 - a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding AMPS's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

AMPS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention and Emergency Procedures

AMPS designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Psychologist
2. Site Director

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Site Director or designee. The Site Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at Charter School or in the community.

AMPS

HONOR HARD WORK

The suicide prevention liaison shall immediately notify the Site Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at AMPS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred;
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, AMPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the

AMPS

HONOR HARD WORK

student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, AMPS may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Site Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Site Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in Charter School activities to **notify** a teacher, Site Director, another Charter School administrator, psychologist, Charter School counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

In the event a suicide occurs or is attempted on the AMPS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in AMPS's safety plan. After consultation with the Site Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Site Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. AMPS staff may receive assistance from AMPS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the AMPS campus and unrelated to school activities, the Site Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like AMPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

AMPS

HONOR HARD WORK

4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in AMPS activities to notify a teacher, the Site Director, another AMPS administrator, psychologist, AMPS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. AMPS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AMPS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Site Director to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and that which you have permission to disclose.

AMPS

HONOR HARD WORK

3. Prepare staff to respond to needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment.
 - b. Talking points for staff to notify students.
 - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. AMPS will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

Charter School Employees Acting Within Scope

Charter School shall ensure that employees act only within the authorization and scope of the employee's credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide. Nothing in this Policy shall be construed as authorizing or encouraging a Charter School employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

SUICIDE PREVENTION POLICY

Board Policy #: [INSERT]
Adopted/Ratified: 2017
Revision Date: [INSERT]

The Board of Directors of Amethod Public Schools (“AMPS” or “Charter School”), a nonprofit benefit corporation which operates Oakland Charter Academy, Oakland Charter High School, Downtown Charter Academy, Richmond Charter Academy, Benito Juarez Elementary, and John Henry High School (“Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The policy has been developed in consultation with Charter School and community stakeholders, Charter School-employed mental health professionals, (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating AMPS’s strategies for suicide prevention and intervention. AMPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AMPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for AMPS. The suicide prevention point of contact for AMPS and the Site Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Site Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, Charter School’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or Charter School and community resources that can help youth in crisis.

The Charter School’s instructional curriculum may include information about suicide prevention, as

Commented [MB1]: Education Code (EC) 215 requires that Charters who serve students in grades 7-12 adopt a policy on pupil suicide prevention. Pursuant to AB 1767, EC 215(a)(2)(A) requires Charters who serve pupils in grades K-6 to also adopt a policy on pupil suicide prevention. Policies must be age appropriate. This policy has been drafted using broad language so to apply to all grade levels; however, please ensure all material used are age-appropriate.

Please note, this policy is based on the CDE’s model policy. As of February 15, 2018, the CDE’s model policy has not been revised since it was originally posted on May 2017.

Commented [MB2]: Education Code (EC) 215 requires that Charters who serve students in grades 7-12 adopt a policy on pupil suicide prevention. Pursuant to AB 1767, EC 215(a)(2)(A) requires Charters who serve pupils in grades K-6 to also adopt a policy on pupil suicide prevention. Policies must be age appropriate. This policy has been drafted using broad language so to apply to all grade levels; however, please ensure all material used are age-appropriate.

Please note, this policy is based on the CDE’s model policy. As of February 15, 2018, the CDE’s model policy has not been revised since it was originally posted on May 2017.

Commented [MB3]: CDE recommends a suicide prevention liaison. This is not legally required and may be omitted if the School does not have such an individual. However, we advise designating one or more individuals to respond to emergencies. Accordingly, we have included the language regarding a liaison.

Commented [MB4]: Please ensure this aligns with you preferred administrative designee.

Commented [MB5]: Per AB 1767, the suicide prevention policy for pupils in kindergarten and grades 1 to 6, inclusive, shall be written to ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary. We recommend that the suicide prevention point of contact and the Site Director be responsible for ensuring this coordination and consultation occurs.

Commented [MB6]: As of April 2020, EC 215 states that the governing board or must review, at minimum every 5th year, this policy and, if necessary, update the policy. While the Education Code requires that the Charter review the policy at least every 5 years, the CDE’s model policy continues to recommend that the policy be reviewed at least annually. Accordingly, we have included that this policy will be reviewed at least annually.

appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, Charter School resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide. The training may be offered under the discretion of the Site Director and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

AMPS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and

postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors.
- b. How to talk with a student about thoughts of suicide.
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
- e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
- f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.
 - ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
 - vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].

Commented [MB7]: EC section 215 requires schools to address these groups specifically. Accordingly, we have moved this from another section of the model policy to ensure the School includes these groups in its training.

Commented [MB8]: The School can also identify other local youth populations who are vulnerable to depression and suicide. If it does not wish to insert other populations, this bullet can be removed.

4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health.
- b. Common misconceptions about suicide.
- c. Charter School and community suicide prevention resources.
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- e. The factors associated with suicide (risk factors, warning signs, protective factors).
- f. How to identify youth who may be at risk of suicide.
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on AMPS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on AMPS guidelines.
- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.

- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

1. ~~Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.~~
2. ~~Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.~~
3. ~~Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.~~
4. ~~Charter School and community resources and services for students and families in crisis and ways to access them.~~
5. ~~Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.~~
6. ~~Materials approved by Charter School for training shall include how to identify appropriate mental health services, both at the Charter School site and within the larger community, and when and how to refer youth and their families to those services.~~
7. ~~Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.~~

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the AMPS Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

Commented [MB9]: This language is not legally required. Accordingly, we have included permissive language. This section may be omitted if so desired by the School.

CDE includes the following Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

Commented [MB10]: Pursuant to AB 34, commencing with the 2020–21 academic year, each LEA must ensure that its suicide prevention policy is “readily accessible in a prominent location on the local educational agency’s existing internet website in a manner that is easily accessible to parents or guardians and pupils.”

4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

- a. Suicide risk factors, warning signs, and protective factors.
- b. How to talk with a student about thoughts of suicide.
- c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AMPS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with AMPS and is characterized by caring staff and harmonious interrelationships among students.

AMPS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

AMPS's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
 - a. Coping strategies for dealing with stress and trauma.
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding AMPS's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

AMPS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Commented [MB11]: This language is not legally required. Accordingly, we have included permissive language. However, it may be helpful to provide such student education. This section may be omitted if so desired by the School.

CDE lists the following resources for messaging:
Resources:

•**For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidpreventionmessaging.actionallianceforsuicideprevention.org/>**

•**For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>**

For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

Commented [MB12]: Language recommended by CDE if the School incorporates student education.

Commented [MB13]: This section revised to provide flexibility in the adult who instructs students. CDE lists the following resources for student education:

•**More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>**

•**Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>**

•**Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>**

•**Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>**

Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention and Emergency Procedures

AMPS designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Psychologist
2. Site Director

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Site Director or designee. The Site Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at Charter School or in the community.

The suicide prevention liaison shall immediately notify the Site Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at AMPS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the ~~Site Director or designee~~ suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred;
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.

Commented [MB14]: As set forth previously, EC section 215 does not require a suicide prevention liaison. However, to ensure that there are appropriately trained staff available to handle emergency situations, we have incorporated CDE's suggestion of designating 2 liaisons. The School must identify who at the school site will be able to handle these responsibilities.

Commented [MB15]: Please amend as necessary to align with the title of the school's preferred admin designee.

h. Promising privacy and help, but not promising confidentiality.

~~2. Designate specific individuals to be promptly contacted, for example the Charter School counselor, psychologist, nurse, Site Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.~~

~~3.2. Document the incident in writing as soon as feasible.~~

~~4.3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.~~

~~5.4. After a referral is made, AMPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, AMPS may contact Child Protective Services.~~

~~6.5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.~~

~~7.6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.~~

In the event a suicide occurs or is attempted on the Charter School campus, the ~~Site Director or designee~~ suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Site Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Site Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, Site Director, another Charter School administrator, psychologist, Charter School counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

In the event a suicide occurs or is attempted on the AMPS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in AMPS's safety plan. After consultation with the Site Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Site Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed.

Commented [MB16]: Per AB 1767, this is required to be included in the policy for K-6 students.

Commented [MB17]: This language is recommended by CDE. It is unclear whether a public school can require parents to take any particular action. We advise against refusing to reintegrate the student for the parent's failure to get additional treatment. However, these other steps outlined by CDE may be useful to ensure a safe campus.

CDE provides the following Resource:

•The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

AMPS staff may receive assistance from AMPS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the AMPS campus and unrelated to school activities, the Site Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like AMPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in AMPS activities to notify a teacher, the Site Director, another AMPS administrator, psychologist, AMPS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. AMPS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AMPS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Site Director to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.

Commented [MB18]: The CDE template requires the school to establish crisis intervention procedures to ensure student safety if a suicide occurs or is attempted on campus. The school site safety plan is something the School is required to have, and to have been developed with local law enforcement, so this is an appropriate procedure to follow.

Commented [MB19]: The CDE template has an action plan for out of school suicide attempts. We have incorporated it here.

Commented [MB20]: This language is recommended by CDE. It is unclear whether a public school can require parents to take any particular action. We advise against refusing to reintegrate the student for the parent's failure to get additional treatment. However, these other steps outlined by CDE may be useful to ensure a safe campus.

CDE provides the following resource:
The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Commented [MB21]: CDE provides the following resources:

- **After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>**
- **Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>**
- **For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/**
- **Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>**

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <https://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>

d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:

- a. Notification (if not already conducted) to staff about suicide death.
- b. Emotional support and resources available to staff.
- c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
- d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:

- a. Review of protocols for referring students for support/assessment.
- b. Talking points for staff to notify students.
- c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.

5. Identify students affected by suicide death but not at risk of imitative behavior.

6. Communicate with the larger school community about the suicide death.

7. Consider funeral arrangements for family and school community.

8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson if needed.

10. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Commented [MB22]: There are specific Education Code provisions regarding the monitoring of social media. Accordingly, we advise against this section as written in the CDE model policy.

Commented [MB23]: This section begins on July 1, 2019 and is only legally required for those schools that issue pupil identification cards. Accordingly, please omit if you do not issue pupil identification cards.

EC 215.5 states that as of January 1, 2019, if the Charter has a supply of unissued student identification cards that do not comply with this section, the Charter can issue those cards until they run out.

As of 4/1/21, the number for the National Suicide Prevention Lifeline is 1-800-273-8255; the number for the Crisis Text Line can be accessed by texting HOME to 741741.

Commented [MB24]: This is required beginning on October 1, 2020, but we recommend including it on any newly printed identification cards. EC 215.5(c) allows schools who have a supply of identification cards without this information to continue using noncompliant cards until the supply is depleted.

The National Domestic Violence Hotline number is 1-800-799-7233

Commented [MB25]: EC 215.5 does not require these numbers to be printed on the identification cards. Accordingly, you may omit this from the policy. However, we recommend including these numbers on the cards to provide students with access to multiple sources.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. AMPS will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

Charter School Employees Acting Within Scope

Charter School shall ensure that employees act only within the authorization and scope of the employee's credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide. Nothing in this Policy shall be construed as authorizing or encouraging a Charter School employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Coversheet

Approval of 2021-2022 Wellness Policy

Section: V. Consent Agenda
Item: C. Approval of 2021-2022 Wellness Policy
Purpose: Vote
Submitted by:
Related Material: AMPS_Wellness Policy_2020-2021 edited.docx
21 04 20 DRAFT - Wellness Policy (YMC redline).docx

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Amethod Public Schools Wellness Policy

Amethod Public Schools (AMPS” or “Charter School”) is committed to the optimal development of every student. The Charter School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the Charter School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits; and
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

The Wellness Policy in its entirety may be viewed in the School’s Main Office and on the school website. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The Charter School will convene a representative Charter School wellness committee (hereto referred to as the CSWC or work within an existing school health committee) that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this Charter School-level wellness policy (heretofore referred as “wellness policy”).

The CSWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the CSWC will include representatives from each school campus and reflect the diversity of the community.

Leadership

The Food Service Director or designee(s) will convene the CSWC and facilitate development of and updates to the wellness policy, and will ensure each campus’s compliance with the policy.

Name	Title	Email address	Role
Grace Borja	Operations and Compliance Manager	gborja@amethodschools.org	CSWC Committee Chair
Cheryl Archer	Guardian	cheryl@signworks.us.com	Member

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Stephanie Cervantes	Administrative Assistant/ Lunch Manager	scervantes@amethodschools.org	Member
Patricia Perez	Lunch Manager	pperez@amethodschools.org	Member
Martha Vega	Parent/ Lunch Assistant	mvegalorena@amethodschools.org	Member
Claudia Padilla	Parent/ Lunch Assistant	cpadilla@amethodschools.org	Member
Jhoan Valladares	Student	jhoan.ayala@amethodschools.org	Member

Each campus will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

This wellness policy and the progress reports can be found at: www.amethodschools.org. Using the steps outlined below, AMPS will ensure that all of its school campuses meet legal obligations regarding implementation of this Policy.

Recordkeeping

The Charter School will retain records to document compliance with the requirements of the wellness policy at the Amethod Public Schools 2101 Livingston St., Oakland, CA 94606 and/or on the Amethod Public Schools website, www.amethodschools.org.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit CSWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment of the policy;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Notification of Policy

Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. Charter School will make this information available via the Charter School website and/or Charter School-wide communications. Charter School will provide as much information as possible about the Charter School nutrition environment. This annual report will be published around the same time each year in June, and will include information from each school within the Charter School. The annual notification will be available in English, and translated into Spanish as requested. This notification will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated Charter School policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the CSWC or SWC.

Triennial Progress Assessments

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which each Charter School campus is in compliance with the wellness policy;
- The extent to which the Charter School's wellness policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Grace Borja, Finance and Operations Coordinator, 510-501-4799.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

The CSWC, in collaboration with the individual school campuses, will monitor schools' compliance with this wellness policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The CSWC will update or modify the wellness policy based on the results of the annual Charter School Health Index and triennial assessments, and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The Charter School is committed to being responsive to community input, which begins with awareness of the wellness policy. The Charter School will actively communicate ways in which representatives of CSWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the Charter School and other local schools and school districts are communicating important school information with parents.

The Charter School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

AMPS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

AMPS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP) and School Breakfast Program. All AMPS campuses are committed to offering school meals through the NSLP and School Breakfast Programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The Charter School offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - The Charter School child nutrition program will accommodate students with special dietary needs.
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Staff Qualifications and Professional Development

All Charter School nutrition program directors, Food Managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These Charter School nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every AMPS school campus. The Charter School will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students on each AMPS school campus during the school day support healthy eating. The foods and beverages sold to students on campus during the school day (including the period from the midnight before, to 30 minutes after the end of the official school day) and served outside of the Charter School meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on an AMPS school campus will meet or exceed the state nutrition standards, including through:

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

1. Celebrations and parties. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The Charter School will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on any AMPS school campus during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the AMPS campuses, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The Charter School will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques described above](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards. Additional possible promotion techniques that the Charter School and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

The Charter School aims to teach, model, encourage, and support healthy eating by students. Though not yet implemented, AMPS hopes to provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The Charter School will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Importance of water consumption
- Importance of eating breakfast
- Eating disorders
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The Charter School strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on Charter School property that contains messages inconsistent with the health information the Charter School is imparting through nutrition education and health promotion efforts. It is the intent of the Charter School to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the Charter School's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the extended school day will meet or exceed the state nutrition standards.

Food advertising and marketing is defined by the USDA as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, Charter Schools will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the Charter School.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

As the CEO or Site Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

IV. Physical Activity

The Centers for Disease Control (“CDC”) recommends that all children and adolescents should participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- Implementing a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. Charter School is committed to providing these opportunities.

- AMPS school campuses will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

- Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any student misbehavior. - The Charter School will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

- To the extent practicable, the Charter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The Charter School will conduct necessary inspections and repairs.

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input.

Physical Education

The Charter School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

All students will be provided equal opportunity to participate in physical education classes. The Charter School will make appropriate accommodations to allow for equitable participation for all students.

All AMPS **secondary students** (middle and high school) are required to take the equivalent of 3 academic years of physical education in Middle School, and 2 academic years of physical education in high school.

Essential Physical Activity Topics in Health Education

The Charter School will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a maintaining physical fitness
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease and potential obesity
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching and gaming
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Physical Activity Breaks (Elementary and Secondary)

The Charter School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The Charter School recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

The Charter School will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The Charter School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The Charter School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The Charter School will encourage students to be physically active before and after school by:

A. Active Transport

The Charter School will support active transport to and from school, such as walking or biking. The Charter School will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

The Charter School will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the CSWC and/or parents and the community. All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The Charter School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities.

As described in the "Community Involvement, Outreach, and Communications" subsection, the Charter School will use electronic mechanisms (such as email or displaying notices on the Charter School's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

AMPS will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The Charter School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing Charter School reform or academic improvement plans/efforts.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

~~AMETHOD PUBLIC SCHOOLS WELLNESS POLICY~~

Table of Contents

Preamble2

School Wellness Committee3

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement4

Nutrition7

Physical Activity14

Other Activities that Promote Student Wellness18

Glossary20

Appendix A: School Level Contacts21

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Amethod Public Schools Wellness Policy

Preamble

Amethod Public Schools (~~hereto referred to as the District~~ "AMPS" or "Charter School") is committed to the optimal development of every student. The ~~District~~ Charter School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. ~~For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.~~^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically. ~~Finally, there is evidence that adequate hydration is associated with better cognitive performance.~~^{11,12,13,14}

This policy outlines the ~~District~~ Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the ~~District~~ Charter School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- ~~Schools~~ Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the ~~District~~ Charter School in creating continuity between ~~school~~ Charter School and other settings for students and staff to practice lifelong healthy habits; and

Commented [MB1]: This policy is a requirement for all local educational agencies participating in the national school lunch and/or breakfast program.

This policy is required to be developed with input from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public. This template cannot be adopted until such input occurs.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- The District Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

The Wellness Policy in its entirety may be viewed in the School’s Main Office and on the school website. Specific measurable goals and outcomes are identified within each section below.
 This policy applies to all students, staff, and schools in the District.

Commented [MB2]: Please ensure the policy is made available.

I. School Wellness Committee

Committee Role and Membership

The District Charter School will convene a representative district Charter School wellness committee (hereto referred to as the DWCCSWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district Charter School-level wellness policy (heretofore referred as “wellness policy”).

Commented [MB3]: The USDA recommends meeting a minimum of 4 times per year. This is not a legal requirement, so the School can update this number as needed.

The DWC CSWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC CSWC will include representatives from each school building campus and reflect the diversity of the community.

Commented [MB4]: My understanding is that there will be one CSWC that will serve ALL the AMPS campuses. Is this correct? This would make the most sense because you have this one policy that applies to ALL of the AMPS campuses. If you wanted a separate CSWC serving each campus, then each campus should have its own Wellness Policy.

Commented [MB5]: Please confirm.

Leadership

The Chief Executive Office (“CEO”) Superintendent or designee(s) will convene the DWCCSWC and facilitate development of and updates to the wellness policy, and will ensure each school’s campus’s compliance with the policy.

Name	Title	Email address	Role

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Grace Borja	Operations and Compliance Manager	gborja@amethodschools.org	DWCCSWC Committee Chair
Cheryl Archer	Guardian	cheryl@signworks.us.com	Member
Stephanie Cervantes	Administrative Assistant/ Lunch Manager	scervantes@amethodschools.org	Member
Patricia Perez	Lunch Manager	pperez@amethodschools.org	Member
Martha Vega	Parent/ Lunch Assistant	mvegalorena@amethodschools.org	Member
Claudia Padilla	Parent/ Lunch Assistant	cpadilla@amethodschools.org	Member
Jhoan Valladares	Student	jhoan.ayala@amethodschools.org	Member

Commented [MB6]: Please ensure this is current and up to date.

Each school-campus will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

Commented [MB7]: This language is not legally required. Unless these things are actually done in practice, please delete.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

This wellness policy and the progress reports can be found at: <http://amps-ca.schoolloop.com/>. Using the steps outlined below, AMPS will ensure that all of its school campuses meet legal obligations regarding implementation of this Policy.

Recordkeeping

The ~~District~~Charter School will retain records to document compliance with the requirements of the wellness policy at the Amethod Public Schools 2101 Livingston St., Oakland, CA 94606 and/or on the Amethod Public Schools website, <http://amps-ca.schoolloop.com/>

Commented [MB8]: We were unable to access this webpage. Please ensure that the link is corrected and that all the required information is posted.

Documentation maintained in this location will include but will not be limited to:

- ~~The~~ written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit ~~DWCCSWC~~ membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment² of the policy ~~for each school under its jurisdiction~~;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Notification of Policy
Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. Charter School will make this information available via the Charter School website and/or Charter School-wide communications. Charter School will provide as much information as possible about the Charter School nutrition environment.

Commented [BR9]: Internal Note: This section is required by 7 C.F.R. 210.31(d)(2).

This annual report will be published around the same time each year in June, and will include information from each school within the ~~District~~Charter School. The annual ~~report notification~~ will be available in English, and translated into Spanish as requested. This ~~report notification~~ will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District Charter School policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWCCSWC or SWC.

Annual Progress Reports

~~The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals.~~

~~The District will actively notify households/families of the availability of the annual report.~~

~~The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.~~

Commented [MB10]: This information is already included in the section above.

Triennial Progress Assessments

At least once every three years, the District Charter School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which ~~schools under the jurisdiction of the each~~ District Charter School campus are is in compliance with the wellness policy;
- The extent to which the District Charter School's wellness policy compares to ~~the Alliance for a Healthier Generation's~~ model wellness policies; and
- A description of the progress made in attaining the goals of the District Charter School's wellness policy.

Commented [MB11]: Client Note: This policy is based on the USDA Alliance for a Healthier Generation Model Policy.

The position/person responsible for managing the triennial assessment and contact information is Grace Borja, Finance and Operations Coordinator, 510-501-4799.

Commented [MB12]: Please confirm.

The DWCCSWC, in collaboration with ~~individual the individual~~ school campuses, will monitor schools' compliance with this wellness policy.

The District Charter School will actively notify households/families of the availability of the triennial progress report.

Commented [MB13]: The School Health Index is a free online self-assessment available from the Centers for Disease Control to help schools identify strengths and weaknesses in policies/programs; develop an action plan to improve student health and safety; and involve teachers, parents, students, and the community in improving school policies. The School does not have to use it but it is a resource available free of charge. It is available at: https://nccd.cdc.gov/DASH_SHI/Default/Login.aspx

Revisions and Updating the Policy

The DWCCSWC will update or modify the wellness policy based on the results of the annual ~~progress reports~~ Charter School Health Index and triennial assessments, and/or as

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

DistrictCharter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Commented [MB14]: Please ensure this Policy is assessed and updated every 3 years.

Community Involvement, Outreach, and Communications

The DistrictCharter School is committed to being responsive to community input, which begins with awareness of the wellness policy. The DistrictCharter School will actively communicate ways in which representatives of DWCCSWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means ~~appropriate for that district~~. The DistrictCharter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The DistrictCharter School will use electronic mechanisms, such as email or displaying notices on the districtCharter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

Commented [MB15]: Update if there are any other or additional ways the School will communicate with families regarding the policy.

The DistrictCharter School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the districtCharter School and ~~individual other local~~ schools and school districts are communicating ~~other~~ important school information with parents.

The DistrictCharter School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The DistrictCharter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

~~Our AMethod Public Schools~~AMPS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

~~All schools within the District~~AMPS participates in USDA child nutrition programs, including the National School Lunch Program (NSLP) and *[include here any additional Federal child nutrition programs in which the district participates, possibly including the Fresh Fruit & Vegetable Program (“FFVP”), Special Milk Program (“SMP”), Summer Food Service Program (“SFSP”), Supper programs, or others]*. The Charter School also operates additional nutrition-related programs and activities including *[if applicable, insert here a list of other programs such as Farm to Charter School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab ‘n’ Go Breakfast, or others]*. All ~~AMPS campuses schools within the District~~ are committed to offering school meals through the NSLP and School Breakfast Programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The ~~District~~Charter School offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available ~~weekly~~daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - The ~~District~~Charter School child nutrition program will accommodate students with special dietary needs.

Commented [MB16]: If none of these are applicable, this language should be deleted.

Commented [MB17]: Does AMPs participation in the national school breakfast program? If not, or if you do not provide breakfast, please delete this.

Commented [MB18]: We can also add to this list depending on specific practices at your School, including, for example
 1. Menus posted on the website and will contain nutrition contents;
 2. Students are served lunch at a reasonable time of day.
 3. Menus are reviewed by a nutritionist

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All ~~school-Charter School~~ nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These ~~school-Charter School~~ nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every [AMPS school campus*](#) (~~“school campus” and “school day” are defined in the glossary~~). The ~~District~~[Charter School](#) will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The ~~District~~[Charter School](#) is committed to ensuring that all foods and beverages available to students on ~~the each~~ [AMPS school campus*](#) during the school day* support healthy eating. The foods and beverages sold [to students on campus during the school day \(including the period from the midnight before, to 30 minutes after the end of the official school day\)](#) and served outside of the ~~school-Charter School~~ meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the ~~extended~~ school day will meet or exceed the state nutrition. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Celebrations and Rewards

All foods offered on ~~the-an~~ AMPS school campus will meet or exceed the state nutrition standards, including through:

1. Celebrations and parties. The ~~distriet~~Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The ~~Distriet~~Charter School will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The ~~Distriet~~Charter School will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on ~~the-any~~ AMPS school campus* during the school day*. The ~~Distriet~~Charter School will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout ~~schools~~the AMPS campuses, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The ~~Distriet~~Charter School will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques described above](#); and

Commented [MB19]: This is not legally required. Unless actually done in practice, we recommended deleting.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- **Promoting-Ensuring 100% of** foods and beverages **that-promoted to students** meet the USDA Smart Snacks in **Charter** School nutrition standards. Additional possible promotion techniques that the **DistrictCharter School** and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The **DistrictCharter School** aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The **DistrictCharter School** will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

USDA's [Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The ~~Distriet~~Charter School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The ~~Distriet~~Charter School strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on ~~Distriet~~Charter School property that contains messages inconsistent with the health information the ~~Distriet~~Charter School is imparting through nutrition education and health promotion efforts. It is the intent of the ~~Distriet~~Charter School to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the ~~Distriet~~Charter School's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the extended school day will meet or exceed the state nutrition standards.

Food advertising and marketing is defined by the USDA⁴⁵ as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.

Commented [MB20]: This is not legally required. Unless AMPS has a program for nutrition education that includes all of these components, I recommended deleting this language.

Commented [MB21]: Not legally required language.

Commented [MB22]: The law does not require the School to define "marketing", though it may be helpful to do so, but there is no definition in the Regulations or the Ed. Code.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, ~~district~~Charter Schools will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the ~~District~~Charter School.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

As the CEO or Site Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

IV. Physical Activity

~~Children~~The Centers for Disease Control (“CDC”) recommends that all ~~Children~~-children and adolescents should participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy: A substantial percentage of students’ physical activity can be provided through

- Implementing a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. ~~and the district~~Charter School is committed to providing these opportunities. ~~Schools~~

- AMPS school campuses will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

Commented [YM&C23]: Client Note: Referenced on USDA website. Available at <https://www.cdc.gov/physicalactivity/basics/children/index.htm>

Commented [MB24]: Please ensure these opportunities are provided.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- All schools in the districtCharter School will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Commented [MB25]: Please confirm this. If AMPS does not participate in this program, please delete.

- Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any student misbehavior. - The districtCharter School will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

- To the extent practicable, the DistrictCharter School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The DistrictCharter School will conduct necessary inspections and repairs.

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input.

Physical Education

The DistrictCharter School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (*discussed in the “Essential Physical Activity Topics in Health Education” subsection*).

All students will be provided equal opportunity to participate in physical education classes. The DistrictCharter School will make appropriate accommodations to allow for equitable participation for all students.

All Amethod Public SchoolsAMPS secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The DistrictCharter School physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Commented [MB26]: Please confirm that this is used, or else please delete.

Essential Physical Activity Topics in Health Education

The DistrictCharter School will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Commented [MB27]: This is not legally required. Please ensure that AMPS actually implements this curriculum. If not, please delete.

Physical Activity Breaks (Elementary and Secondary)

The District Charter School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District Charter School recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District Charter School will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District Charter School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District Charter School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.

The District Charter School will encourage students to be physically active before and after school by:

A. Active Transport

The District Charter School will support active transport to and from school, such as walking or biking. The District Charter School will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

Commented [MB28]: Please ensure that AMPS actual engages in these activities. If not, please revise.

V. Other Activities that Promote Student Wellness

The District Charter School will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. Schools in the District AMPS campuses are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's Charter School's curriculum experts.

Commented [MB29]: Not legally required.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

involvement of the ~~DWCCSWC and/or parents and the community.~~ /~~SWC~~. All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity NS healthy eating opportunities when appropriate.

Community Partnerships

The ~~Distriet~~Charter School will ~~attempt to~~ develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The ~~Distriet~~Charter School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Commented [MB30]: Please delete if not done in practice.

As described in the “Community Involvement, Outreach, and Communications” subsection, the ~~Distriet~~Charter School will use electronic mechanisms (such as email or displaying notices on the ~~distriet~~Charter School’s website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Commented [MB31]: This is not legally required but you may keep it here if you choose.

Staff Wellness and Health Promotion

The ~~DWCCSWC~~ will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

~~AMethod Public Schools~~AMPS will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The ~~Distriet~~Charter School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Commented [MB32]: This is not legally required. Please delete if not done in practice.

Professional Learning

When feasible, the ~~Distriet~~Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help ~~Distriet~~Charter School staff understand the connections between

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

academics and health and the ways in which health and wellness are integrated into ongoing ~~district~~Charter School reform or academic improvement plans/efforts.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Glossary:

Extended School Day—time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus—areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day—midnight the night before to 30 minutes after the end of the instructional day.

Triennial—recurring every three years.

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

Appendix A: School Level Contacts

¹Bradley, B., Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

²Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4):804S–813S.

⁶Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzler JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services; 2010.

¹²Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*. 2012; 166(1):49–55.

¹³Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. Association of physical activity and sedentary behavior with academic skills—A follow-up study among primary school children. *PLoS ONE*. 2014; 9(9): e107031.

¹⁴Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. Effects of the FITKids randomized control trial on executive control and brain function. *Pediatrics* 2014; 134(4): e1063–1071.

¹⁵Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>.

- The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), found online at

AMETHOD PUBLIC SCHOOLS WELLNESS POLICY

http://www.ascr.usda.gov/complaint_filing_cust.html, or call (866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or e-mail at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Coversheet

Approval of Pacific Office Automation Contract

Section: V. Consent Agenda
Item: E. Approval of Pacific Office Automation Contract
Purpose: Vote
Submitted by:
Related Material: Please_DocuSign__AMPS_2021_POA_AGREEMENT.pdf



Equipment/Service and Supply Contract

No. _____

SOLD TO:

AMETHOD PUBLIC SCHOOLS
CUSTOMER NAME
 2101 LIVINGSTON STREET
BILLING ADDRESS
 OAKLAND CA 94606
CITY STATE ZIP
 (510) 436-0173
TELEPHONE
 ACCOUNTS PAYABLE
 ATTENTION

SHIP TO:

VARIOUS ADDRESSES
CUSTOMER NAME
SHIPPING ADDRESS
CITY STATE ZIP
 (510) 816-4803
TELEPHONE
 MR. DENNIS CLARK
 KEY OPERATOR

ORDER DATE		PO#		ORDERED BY		SOLD BY	
QTY	ITEM	TYPE	DESCRIPTION			UNIT PRICE	TOTAL
7	KM	NEW	KONICA MINOLTA BIZHUB 750I WITH STAPLING & HOLE PUNCH			LEASE	LEASE
1	KM	NEW	KONICA MINOLTA BIZHUB C550I WITH STAPLING & HOLE PUNCH				
2	KM	NEW	KONICA MINOLTA BIZHUB C650I WITH STAPLING & HOLE PUNCH				
1	KM	NEW	KONICA MINOLTA BIZHUB C450I WITH STAPLING & HOLE PUNCH				
1	FP	NEW	VISION 3S CLOUD BASED MAILING SYSTEM				
1	FC	NEW	CLOUD BASED FAX SYSTEM				
	PC	NEW	PAPERCUT ON SITE				
200	PC	NEW	HID CARDS				
11	PC	NEW	HID READERS				
11	KM	NEW	KONICA MINOLTA BIZHUB SECURITY				
Minimum Monthly Payment (plus applicable taxes) \$ 7,985.00 Term 48 Months						Device Management	
Service/Supply Agreement	Monthly Base Images	Monthly Base Charges	Overages	Overages Billing Cycle	Term of Contract	Automated Meter Reading	
MONOCHROME	450,000	INCLUDED	.01	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual	<input type="checkbox"/> 60 months <input checked="" type="checkbox"/> 48 months <input type="checkbox"/> 39 months <input type="checkbox"/> 36 months <input type="checkbox"/> Other _____	Auto Toner Replenishment	
COLOR	20,000	INCLUDED	.055			Advanced Scanning	
						Security	
						MFP Network Support	
						Power Filter	
CONDITIONS OF SALE, CONTINGENCIES OR COMMENTS						Delivery	
February AUTHORIZE AGREEMENT; POA WILL PAY MAY & JUNE LEASE PAYMENTS							
AMPS will accept delivery of new equipment June 2021. The new agreement will start July 1, 2021						Subtotal	Lease
POA will handle the logistics of returning all of the copiers to leasing company and termination of the current lease.						Sales Tax	
Fiscal Annual Service agreement; July 1 to June 30 of each year.							
Service agreement includes all consumable including staples (excludes paper) parts & labor						Total	

By signing this Contract, Customer acknowledges and agrees: (a) this Contract is NON-CANCELABLE; (b) all terms and conditions on the reverse side are an integral part of this Contract; (c) to fully understand all terms and conditions stated herein; and (d) this Contract is the entire Agreement between Customer and Pacific Office Automation relating to the equipment and services described herein, and can be changed only by written agreement signed by both parties.

Customer Authorization

DocuSigned by:

 INTEL CEO

2/26/2021

TITLE DATE

Approved by Pacific Office Automation

BY

TITLE DATE

SERVICE/SUPPLY AGREEMENT TERMS AND CONDITIONS

As consideration for Customer’s payment as set forth on the front of the Contract, Pacific Office Automation (“POA”) agrees to provide the listed supplies, parts and labor service for the covered equipment pursuant to the terms and conditions contained herein.

- Replacement of all parts found defective or worn as a result of normal equipment use.
- Labor to repair and properly maintain the equipment.
- All preventative maintenance done at intervals specified by the manufacturer.
- Loaner equipment in the event the equipment requires shop work to repair.
- Replacement of photoconductors and heater rollers found defective or worn as a result of normal use.
- Replacement of black and color toner, black developer, brushes, and filters.
- Factory recommended retrofits and improvements in the equipment.

If toner is included in the Service/Supply Agreement, the toner will be supplied within the cost per copy charge based upon published and commercially reasonable expectations of supply and consumables consumption. At its discretion, POA, may perform an audit of supply/consumables consumption and equipment usage data to determine consumption levels. In the event actual consumption levels exceed standard toner coverages (10% Mono, 35% Color), POA reserves the right to invoice for excess consumption. Coverage under the One Rate program assumes the device will be operated within manufacturer specifications using standard toner coverages. Not included in the Service/Supply Agreement are paper, staples, and network support. Service calls by POA covered under the Service/Supply Agreement will only be made during the hours of 8 a.m. to 5 p.m., Monday through Friday, excluding holidays. Service billed at any other time will be billed at standard overtime rates

Customer agrees to pay POA the base and overage charges agreed to on the front of the Contract and agrees that excess images over the allotted base amount will be billed to Customer at the agreed to rate for overages. If not noted, overages will be charged at POA’s book rates. If the Service/Supply Agreement combines two or more pieces of equipment of different operating costs, POA reserves the right to adjust image allocation and pricing to fairly reflect actual usage should the actual usage rate of the equipment vary by more than 10% from the expected usage rates. Customer agrees that POA may increase the Minimum Monthly Payment and image charges each year during any term of the Service/Supply Agreement by an amount not to exceed 10% of such charge. Service may include reasonable use of Customer’s image allotments and materials. Customer’s failure to abide by all payment obligations may result in termination of service.

This Service/Supply Agreement shall continue for the term stated on the front of the Contract. The Service/Supply Agreement shall automatically renew for successive one (1) year terms, unless either party provides written notice to the other party of their intent to terminate prior to thirty (30) days before the expiration of the original term of any subsequent renewal term.

GUARANTEES

POA extends to Customer the following express limited guarantees under the Service/Supply Agreement.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. STANDARD LIMITED WARRANTY: POA warrants equipment to be free of defect in materials and workmanship for a period of 90 days from installation. This warranty does not extend to replacement of supply items or consumables, including, but not limited to photo conductors, heater rollers, fuser, cleaning kits, toner, developer, or paper. For purposes of this paragraph, New equipment shall be defined as equipment with usage up to 5,000 copies. Used equipment will receive a 30-day warranty.</p> | <p>3. RESPONSE TIME WARRANTY: POA guarantees four hour average response time for emergency services for equipment that is within fifty miles of POA branch offices. If POA does not perform guaranteed response time for a period of one year, upon written request, Customer will receive a 5% credit towards Customer’s next service or supply purchase from POA.</p> |
| <p>2. LIFETIME POWER PROTECTION GUARANTEE: If a POA Power Filter is included in the Service/Supply Agreement, repairs of damage to covered equipment caused by power surges and/or lightning will be covered.</p> | <p>4. UPGRADE, TRADE-IN LIMITED GUARANTEE: For all New equipment purchased hereunder continuously covered under a POA Service/Supply Agreement, POA will guarantee a trade-in value on New equipment sold by POA up to 90% during the first 36 months after acquisition and a minimum guaranteed trade-in value of 10% thereafter.</p> |

GENERAL TERMS & CONDITIONS

(1) Unless provided, the terms of sale are ten (10) days net. In the event of partial or staged delivery of any equipment, product, or services, POA reserves the right to charge customer interim rental and usage charges until such time as complete delivery, acceptance and commencement of the initial lease term. The interim rental fee shall be charged on a percentage basis of delivered equipment; interim usage charges will be billed on the same terms set forth herein.

(2) POA agrees to provide reasonable assistance to Customer in its efforts to finance the purchase or lease of the equipment and/or Service/Supply Agreement; however, Customer understands and acknowledges such financing cannot be guaranteed by POA. Customer shall be ultimately responsible for payment of the purchase price of equipment sold or leased. If not provided, the purchase price is the Manufacturer’s Suggested Retail Price of the equipment and/or solutions plus the cost of any lease buyouts, delivery charges, installation charges, and the total Service/Supply Agreement.

(3) If customer defaults in the payment of the purchase price or any other obligation as provided herein, Customer agrees to pay to POA a service charge of 1.5% per month and all of POA’s related attorney’s fees and collection costs, even if no suit or action is filed. This Contract shall be governed by the internal laws of the State of Oregon. Customer hereby submits and consents to jurisdiction and venue in Multnomah County, Oregon.

(4) The sales price herein includes the initial installation of the manufacturer’s software onto Customer’s computers. POA shall not be liable for loss or damage of any kind to data or equipment as a result of the installation of the manufacturer’s software. Customer shall be solely responsible for the cost of any cables or additional hardware required to connect equipment to a network. POA shall not be responsible for any updates or problems arising after the initial installation due to a change in the Customer’s computers and/or Network.

(5) POA MFP Network Service solely provides coverage for services related to the connectivity between the covered equipment and the Customer’s Network. MFP Network Service does not provide coverage for services for the Customer’s Network itself.

(6) **DISCLAIMER:** EXCEPT AS SPECIFICALLY PROVIDED HEREIN, POA DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ALL IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. EQUIPMENT IS SUBJECT TO A MANUFACTURER’S WARRANTY. UNDER NO CIRCUMSTANCES WILL POA BE RESPONSIBLE FOR ANY CONSEQUENTIAL OR INCIDENTAL DAMAGES.

(7) POA may provide options for data removal and protection, Customer is solely responsible for selecting an appropriate data removal standard that meets Customer’s business needs. POA is not liable for damages arising from Customer’s failure to fully remove and protect its data. Customer must return leased equipment in full working order at the end of any lease term.



PACIFIC OFFICE AUTOMATION

The Northwest's own, the nationally recognized copier company

TOTAL IMAGE MANAGEMENTSM TB

Schedule No. _____

Master Agreement No. _____

EQUIPMENT

Equipment Model & Description	Serial Number	Accessories
(7) KONICA MINOLTA BIZHUB 750I	_____	_____
(1) KONICA MINOLTA BIZHUB C550I	_____	_____
(2) KONICA MINOLTA BIZHUB C650I	_____	_____

See attached schedule for additional Equipment / Accessories

Equipment Location (if different from Billing Address) SEE SCHEDULE

SUPPLIER

Pacific Office Automation, Inc.
 Name
 4464 Willow Road Suite 103
 Address
 PLEASANTON CA 94588
 City State Zip

"Master Agreement" shall mean the above referenced Master Agreement. "Schedule" shall mean this Schedule. "TIM Agreement" shall mean this Schedule and the Master Agreement.

YOU HAVE SELECTED THE EQUIPMENT. THE SUPPLIER AND ITS REPRESENTATIVES ARE NOT OUR AGENTS AND ARE NOT AUTHORIZED TO MODIFY THE TERMS OF THE TIM AGREEMENT. YOU ARE AWARE OF THE NAME OF THE MANUFACTURER OF EACH ITEM OF EQUIPMENT AND YOU WILL CONTACT EACH MANUFACTURER FOR A DESCRIPTION OF YOUR WARRANTY RIGHTS. WE MAKE NO WARRANTIES TO YOU, EXPRESS OR IMPLIED, AS TO THE MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SUITABILITY OR OTHERWISE. WE PROVIDE THE EQUIPMENT TO YOU AS-IS. YOU AGREE TO USE THE EQUIPMENT ONLY IN THE LAWFUL CONDUCT OF YOUR BUSINESS AND NOT FOR PERSONAL, HOUSEHOLD OR FAMILY PURPOSES. WE SHALL NOT BE LIABLE FOR CONSEQUENTIAL OR SPECIAL DAMAGES. WE MAKE NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO THE LEGAL, TAX OR ACCOUNTING TREATMENT OF THE TIM AGREEMENT AND YOU ACKNOWLEDGE THAT WE ARE AN INDEPENDENT CONTRACTOR AND NOT A FIDUCIARY OF CUSTOMER. YOU WILL OBTAIN YOUR OWN LEGAL, TAX AND ACCOUNTING ADVICE RELATED TO THE TIM AGREEMENT AND WILL MAKE YOUR OWN DETERMINATION OF THE PROPER TIM AGREEMENT TERM FOR ACCOUNTING PURPOSES.

YOUR PAYMENT OBLIGATIONS ARE ABSOLUTE AND UNCONDITIONAL AND ARE NOT SUBJECT TO CANCELLATION, REDUCTION OR SETOFF FOR ANY REASON WHATSOEVER. BOTH PARTIES AGREE TO WAIVE ALL RIGHTS TO A JURY TRIAL. THE TIM AGREEMENT SHALL BE GOVERNED BY THE LAWS OF OREGON. YOU CONSENT TO THE JURISDICTION AND VENUE OF FEDERAL AND STATE COURTS IN OREGON.

TO HELP THE GOVERNMENT FIGHT THE FUNDING OF TERRORISM AND MONEY LAUNDERING ACTIVITIES, FEDERAL LAW REQUIRES ALL FINANCIAL INSTITUTIONS TO OBTAIN, VERIFY AND RECORD INFORMATION THAT IDENTIFIES EACH PERSON WHO OPENS AN ACCOUNT. WHAT THIS MEANS TO YOU: WHEN YOU OPEN AN ACCOUNT, WE WILL ASK FOR YOUR NAME, ADDRESS AND OTHER INFORMATION THAT WILL ALLOW US TO IDENTIFY YOU. WE MAY ALSO ASK TO SEE IDENTIFYING DOCUMENTS.

ALL OF THE TERMS AND CONDITIONS SET FORTH IN THE MASTER AGREEMENT ARE HEREBY INCORPORATED INTO THIS SCHEDULE. BY SIGNING THIS SCHEDULE, YOU AGREE TO THE TERMS OF THIS SCHEDULE AND THE MASTER AGREEMENT. ORAL AGREEMENTS OR COMMITMENTS TO LOAN MONEY, EXTEND CREDIT OR TO FORBEAR FROM ENFORCING REPAYMENT OF A DEBT INCLUDING PROMISES TO EXTEND OR RENEW SUCH DEBT ARE NOT ENFORCEABLE. TO PROTECT YOU AND US FROM MISUNDERSTANDING OR DISAPPOINTMENT, ANY AGREEMENTS WE REACH COVERING SUCH MATTERS ARE CONTAINED IN THIS WRITING, WHICH IS THE COMPLETE AND EXCLUSIVE STATEMENT OF THE AGREEMENT BETWEEN US, EXCEPT AS WE MAY LATER AGREE IN WRITING TO MODIFY IT.

OWNER ("We", "Us")

Pacific Office Automation, Inc.

By: _____
 Name: _____
 Title: _____
 Date: _____

TRANSACTION TERMS

Minimum Monthly Payment \$ **7,985.00** Term 48 months
(plus applicable taxes)

Minimum Monthly Payment includes estimated applicable personal property and other similar taxes.

Image Type	Minimum Number of Images	Excess Per Image Charge
Black & White Images	<u>450,000</u>	<u>.01</u>
Color Images	<u>20,000</u>	<u>.055</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Excess Per Image Billing Preference (monthly if not checked)
 Monthly Quarterly Semi-Annually Annually

SUPPLIER FUEL/FREIGHT FEE \$ _____ per month
(Not to exceed \$75.00 per month)

The following additional payments are due on the date this Schedule is signed by you:

SECURITY DEPOSIT \$ _____
 ADVANCE PAYMENT *\$ _____ *Applied to: first last
(plus applicable taxes)

DOCUMENT FEE \$75.00 (included on first invoice)

CUSTOMER ("You")

AMETHOD PUBLIC SCHOOLS
 Full Legal Name

Trade / DBA
2101 LIVINGSTON STREET
 Billing Address

OAKLAND CA 94606
 City State Zip

MRS. VILLA **evilla@amethodschools.org**
 Contact Name Phone E-mail Address

DocuSigned by:
 By: X
 Signature of Authorized Signer
Mrs. Villa
 Name: _____
 Please Print
Interim CEO
 Title: _____
 Date: **2/26/2021** Fed Tax ID: **94-3185735**

AMETHOD PUBLIC SCHOOLS SCHEDULE A

- KONICA MINOLTA C450I
- FP VISION 3 MAILING SYSTEM
- FAX CORE FOR EACH SCHOOL SITE & HOME OFFICE
- PAPER CUT
- 200 HID CARDS
- 11 KONICA MINOLTA HID CARD READERS
- 11 KONICA MINOLTA BIZHUB SECURITY

EQUIPMENT ADDRESSES

- **HOME OFFICE**
2101 LIVINGSTON STREET, OAKLAND CA. 94606 510.436.0172

- **BENITO JUAREZ ELEMENTARY**
1450 MARINA WAY SOUTH, RICHMOND CA. 94804 510.215.7009

- **RICHMOND CHARTER ACADEMY**
1450 MARINA WAY SOUTH, RICHMOND CA. 94804 510.235.2465

- **JOHN HENRY HIGH SCHOOL**
1402 MARINA WAY SOUTH, RICHMOND CA. 94804 510.235.2439

- **OAKLAND CHARTER ACADEMY**
4215 FOOTHILL BOULEVARD, OAKLAND CA. 94601 510.532.6751

- **DOWNTOWN CHARTER ACADEMY**
2000 DENNISON STREET, OAKLAND CA 94606 510.535.1580


- **OAKLAND CHARTER HIGH SCHOOL**
2433 COOLIDGE AVENUE, OAKLAND CA. 94601 510.436.0101

Mrs. villa

Print Name

Signature of Signer

Date 2/26/2021

DocuSigned by:

711252C4EA5D487...



FP Mailing Solutions
 140 N. Mitchell Ct, Ste 200
 Addison, IL 60101-5629
 Tel: (800) 341-6052
 www.fp-usa.com

Customer Agreement

CUSTOMER INFORMATION

Billing Address	
Customer: AMETHOD PUBLIC SCHOOLS	
Department: Technology	
Street: 2101 LIVINGSTON STREET	
City: OAKLAND	County: ALAMEDA
State: CA	Zip: 94606
Tel: 510.436.0172	Fax:
E-mail:	
Contact Name:	
Deliver To: <input checked="" type="checkbox"/> Dealer <input type="checkbox"/> Customer <input type="checkbox"/> Fulfilled from Dealer Inventory	
<input type="checkbox"/> Existing Customers Only: check box if Billing Address has changed.	

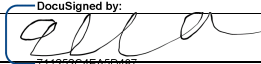
Shipping & Installation Address (if different than Billing)	
Customer:	
Department:	
Street:	
City:	County:
State:	Zip:
Tel:	Fax:
E-mail:	
Contact Name:	
Mailing Address: <input checked="" type="checkbox"/> Same as Billing	
<input type="checkbox"/> Existing Customers Only: check box if Shipping & Install Address has changed.	

RENTAL INFORMATION

Quantity	Item #	Item Description	Monthly Rate	Rental Billing Delivery (select one)
1	P400C	PostBase Vision S3 PSD *	included	<input checked="" type="checkbox"/> Electronic Billing
1	UNL	Unlimited Resets	included	<input type="checkbox"/> Paper Billing
1	RGPOST	PostBase RateGuard	included	Rental Billing Frequency (select one)
		*Equipment & Attributes must be purchased separately		<input type="checkbox"/> Annual Billing
				<input type="checkbox"/> Semi-Annual
				<input checked="" type="checkbox"/> Quarterly Billing
Term of Contract: 48 months*			Total Monthly Payment \$0.00	Note: If a payment option is not selected, FP will default to Quarterly Paper Billing.

Terms and Conditions: By signing below, I hereby acknowledge and agree that FP's standard shipping rates and the additional terms and conditions available on the FP website at www.fp-usa.com/terms-conditions are applicable to, and incorporated by reference into, this agreement. (If you do not have access to the internet, please contact FP directly at 800.341.6052 and we will provide you with a copy for your records.) * 36 Month Initial Term will apply unless otherwise indicated above.

CUSTOMER ACCEPTANCE (please complete all fields)

Customer Acceptance of Terms		Dealer Information	
Print Name of Authorized Representative: Mrs. villa		Selling Dealer Name: Pacific Office Automation	Dealer #: 8530
Tel: 510 452-7854		Address:	
Tax ID: 94-3185735	State:	Tel:	Fax:
Authorized Signature: X 		Sales Representative Name:	
Date: 2/26/2021		Servicing Dealer Name: Pacific Office Automation	Svc. Dealer #: 8530

DEALER & INTERNAL USE ONLY

<input checked="" type="checkbox"/> New Customer	<input type="checkbox"/> Lease Company: _____	Promo Code: _____
<input type="checkbox"/> Upgrade / Model Change	<input type="checkbox"/> Major Account: _____	Package Code: PV3L
<input type="checkbox"/> Renewal (no change of equipment)	<input type="checkbox"/> GSA / State Contract No.: _____	<input type="checkbox"/> Price or Terms Exception Approval (Form Attached)
<input type="checkbox"/> Cotermious Add-On: _____	Master Billing Acct. No.: 600056171	<input type="checkbox"/> USPS® Location: (CPU Letter Attached)
<input type="checkbox"/> Change of Ownership	Master Postage Acct. No.: _____	<input type="checkbox"/> Tax-Exempt (Certificate Attached)
Existing Account No.: _____		

Coversheet

Approval of School Plan for Student Achievement (SPSA) Plans

Section: V. Consent Agenda
Item: F. Approval of School Plan for Student Achievement (SPSA) Plans
Purpose: Vote
Submitted by:
Related Material: OCA SPSA.docx
OCHS SPSA 2020-2021.pdf
DCA SPSA 2020-2021.pdf
JHHS_SPSA_20-21.pdf

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakland Charter Academy	[Add CDS Code here]	[Add SSC Approval Date here]	[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The SPSA builds on an assertion that students are capable of learning with effective instruction and includes school goals aligned with activities geared towards advancing student achievement. The SPSA provides analysis of student performance data, focuses on student achievement and academic intervention, recommends a plan for high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our Single Plan for Student Achievement is a comprehensive school-wide plan that allocates funds for programs and resources to meet the needs of all students’ groups and provide support for our families. Our school goals align with our LCAP goals.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Team	4/12/2021, 4/19/2021, 5/14/2021
Family Staff Team	1/27/21, 2/24/2021, 3/24/2021, 4/31/2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

At Oakland Charter Academy we have one teacher current on a Short—Term Staffing Permit.

Oakland Charter Academy provides a high paraprofessional staff to student ratio to support learning challenges face by many students at OCA. OCA will be looking into hiring additional staff for this this coming school year to increase the ratio due to learning loss from COVID-19. OCA has a large majority of low income students and we are a Title 1 school.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal 1

College and Career Readiness for All: Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students’ academic development.

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Instructional Staff Retention	[Add baseline here]	[Add expected outcome here]
Appropriately assigned instructional staff	[Add baseline here]	[Add expected outcome here]
Standards- aligned curriculum for all students for all core subjects	[Add baseline here]	[Add expected outcome here]
Math SBAC % Meeting or Exceeding		
ELA SBAC % Meeting or Exceeding		
EL Progress % of students moving up at least one level as measured by ELPAC		
RFEP Rate as a percentage		
Participation rate of teachers and paraprofessionals in professional development		
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Turn- around time between initiation of maintenance requests and job completion		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

[Identify student group(s) to be served here]

Strategy/Activity

[Describe the Strategy/Activity here]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
[Add Amount(s) here]	[Add source(s) here]

Goal 2

Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students’ academic, health, and social emotional learning.

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate as a percentage	[Add baseline here]	[Add expected outcome here]

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate as a percentage	[Add baseline here]	[Add expected outcome here]
Expulsion rate as a percentage	[Add baseline here]	[Add expected outcome here]
Percentage of students reporting Positive School Climate on Mid-Year and End of Year Student Surveys		
Number of discipline incidents reports with student office referrals and/or discipline log entries		
Percentage of students logging into Parent Portal		
Chronic Absenteeism as a percentage		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

[Identify student group(s) to be served here]

Strategy/Activity

[Describe the Strategy/Activity here]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Goal 3

Parent support and engagement: Create and engaged parent, student, staff, and overall community population that is fully invested in and actively connected to the school community and academic program.

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Surveys	[Add baseline here]	[Add expected outcome here]
Average parent attendance rates school events and parent/teacher conferences	[Add baseline here]	[Add expected outcome here]
Percentage of parents logging on to Parent Portal	[Add baseline here]	[Add expected outcome here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

[Identify student group(s) to be served here]

Strategy/Activity

[Describe the Strategy/Activity here]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Goal 4

Increased students access to technology: Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student to device ratio	[Add baseline here]	[Add expected outcome here]
Percentage of classrooms with dedicated audio/ video equipment	[Add baseline here]	[Add expected outcome here]
Percentage of teachers regularly utilizing technology in the classroom	[Add baseline here]	[Add expected outcome here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

[Identify student group(s) to be served here]

Strategy/Activity

[Describe the Strategy/Activity here]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

Annual Review

SPSA Year Reviewed: XXXX–XX

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

[Add text here]

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Add text here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2020-2021

OAKLAND CHARTER



HIGH SCHOOL

School Plan for Student Achievement (SPSA) Template:

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakland Charter High School	01612590114868	12/16/2020	05/19/2021

Purpose and Description:

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The SPSA builds on an assertion that students are capable of learning with effective instruction and includes school goals aligned with activities geared towards advancing student achievement. The SPSA provides

analysis of student performance data, focuses on student achievement and academic intervention, recommends a plan for high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our Single Plan for student Achievement is a comprehensive school-wide plan that allocates funds for programs and resources to meet the needs of all student groups and provide support for families. Our SPSA goals align with our LCAP goals.

School Vision and Mission

The mission of our school is the mission of the greater AMPS organization: to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Oakland Charter High School seeks to foster students' motivation and belief in perseverance and academic achievement. We are a free and public charter school that believes in the promise of hard working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than the self, and challenge all families to expect more from their schools, themselves and their children for a prosperous future for the next generation.

School Profile:

Oakland Charter High School (OCHS) was established in 2007 and is located in the heart of East Oakland. OCHS serves 459 students and is the largest of six schools under the Amethod Public Schools charter management organization. Our current racial/ethnic breakdown is approximately 58% Hispanic, 33% Asian, 7% African American, 1% White, and 1% Two or More Races. 13% of our student population are English Language Learners, 88% are Socio-economically Disadvantaged, and 8% have Individualized Learning Plans (IEPs). We strive to provide all of our students with equitable access to student services, activities, and enrichment programs that support their growth and success.

OCHS is known for having a strong college-going culture. We require all students to take classes that will allow them to meet A-G requirements. Over the course of the last three years, we have dramatically expanded our course offerings to ensure our students are able to meet those requirements while having a variety of elective and AP courses from which to choose. Under the guidance of our college advising team, over 90% of our seniors applied to a four year university. We are committed to provide the one-on-one college application assistance to all of our incoming seniors.

Table of Contents

School Vision and Mission	2
Comprehensive Needs Assessment Components	4
Analysis of Current Instructional Program	5
Student and School Performance Data	10
Student Enrollment English Learner (EL) Enrollment	12
CAASPP Results	13
ELPAC Results	15
Free and Reduced Lunch Meal Eligibility Counts	16
Graduation Rate	17
Teacher Credentials	31
Teacher Misassignments and Vacant Teacher Positions	31
Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)	31
Goals, Strategies, Expenditures, & Annual Review	32
Annual Review	38
Annual Measurable Outcomes	39
Budget Summary	40
Other Federal, State, and Local Funds	41
School Site Council Membership/Family Staff Team	43
Appendix A: Plan Requirements	60
Appendix B: School Plan for Student Achievement (SPSA) Page 3 of 65 Carmela Elementary School	63
Appendix C: Select State and Federal Programs	65

Comprehensive Needs Assessment Components

Data Analysis:

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys:

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s).

Every year, all stakeholders (FST, ELAC, faculty, staff, students and families) are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to focus resources to ensure that all students are fully supported. Surveys include staff and student morale, Youth Truth Survey, as well as analysis of documentation such as the LCAP and School Safety Plan.

Classroom Observations:

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Oakland Charter High School administrators and department leads conduct observation and debrief cycles with every teacher across the curriculum. Teachers are tiered and those who require more support in meeting the diverse learning needs of our students and those who are novice practitioners conduct weekly observation and debrief cycles with their assigned instructional coach. Teachers are required to submit weekly lesson plans aligned to the CC standards with clear student learning targets. These plans are reviewed weekly by instructional coaches and department chairs. Observation and debrief cycles focus on lesson planning, observation of the lesson, and a post observation conference to provide feedback and discuss next steps. Instructional coaches keep running observation and debrief notes and share these notes and action steps for improvements with the teachers they coach. The principal observes all classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation includes a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, clear learning objectives, and effective engagement strategies for all learners.

Evaluation process: Classroom observations have shown that we have a high number of teachers who are highly skilled in delivering effective and innovative instructional strategies that engage students at high levels. For the past two school years we have been focused on academic discourse as a strategy to get students to engage in critical thinking with the use of higher order thinking skills (evaluation, synthesis, and analysis) and to routinely engage in academic discussions. This has required extensive and intentional planning to help teachers utilize this strategy and the more classroom observations that have been done the more we have seen this strategy at work and developing. We have also been focused on helping our English learners to improve their proficiency and have found through our classroom observations that teachers are increasingly conscientious in ensuring that our students are being provided with as many opportunities as possible to engage in active listening and speaking activities in the classroom. Additionally, we look for evidence of social

emotional learning and PBIS strategies in classroom observations and it has been evident that teachers are developing their ability to regularly utilize these strategies by having systems that consistently reward, recognize, and reinforce positive behavior. Lastly, classroom observations are utilized for instructional improvement goal setting, instructional coaching, and incorporated into the Professional Growth Plans for all OCHS teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability:

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The administrative team and teachers analyze the following assessment pieces (at the local and state levels) ELPAC, NWEA MAP Reading and Math, and final semester assessments across the curriculum as well as CAASPP results. Data is analyzed during vertical articulation data meetings, grade-level meetings to determine student support and intervention strategies, establish intervention/enrichment classes and design classroom instruction. The school administers the NWEA reading and math assessments to all students to assess proficiency and modify instruction as appropriate.

Curriculum-embedded English Language Arts assessments are used to assess student progress, and design appropriate language arts intervention, small groups, and differentiation within the classroom. IABs are administered in math classes for the same purpose. The CAASPP assessment is another measure for growth, to identify school wide focus, and serves as one of the reclassification criteria for English Learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Oakland Charter High School teachers and paraprofessionals are provided with many opportunities throughout the year to analyze the results of these tests collaboratively. Each semester the Dean of Instruction leads school wide data analysis meetings to analyze assessment results and historical data for students across the school. The principal, assistant principal and dean of instruction work closely with department chairs and teachers to weigh the needs of our struggling learners against that of the entire grade level to ensure that those students who need the most intervention receive it. The Math department chair as well as the administrative team work with all math teachers to analyze data and plan instruction based on student needs.

Summative and formative assessments are used to determine professional development, interventions, purchase of materials, and lesson planning. Professional learning communities of teachers and paraprofessionals use the data to develop, design, implement instruction and targeted interventions for struggling students. OCHS staff are able to disaggregate NWEA data, and teacher created assessments and use that information to modify instruction and support for all students. Small group and one to one instructions and tutorials, as well as push in and pull out supports are used to assist students in meeting mastery of grade level standards.

Staffing and Professional Development:

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Oakland Charter High School meet state credentialing requirements. All OCHS teachers meet the requirements for ESEA.

Staff development is an important component of our learning program and all teachers are trained in the most current techniques that align with adopted curricular programs and assessment tools. Teachers are encouraged to work together in planning and developing the competencies needed to be successful at each grade level. Teachers work in departments and with administrators to plan content and best instructional practices. Data is used to assist in teaching and planning. There are PD Wednesdays in place and regularly scheduled observation and debrief cycles to monitor and implement professional development. OCHS hired a Language Arts Specialist who supported professional development for all staff for a two year cycle of inquiry focused on academic discourse across the curriculum. This year, OCHS hired a full time ELD teacher and we offer robust professional development to support all teachers to implement research based best practices and strategies for all English Learners at all CELDT levels. Teachers, paraprofessionals and administrators work in interdisciplinary teams focusing on the needs of individual students and teachers collaborate around common curriculum in their particular content areas. Teams of teachers meet regularly to collaborate and plan curriculum as well as interventions and strategies for students. They also meet with the paraprofessional, administrative and support staff to discuss student progress and to find ways to help students increase achievement and performance in the classroom by addressing skills gaps.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All except one teacher at Oakland Charter High is credentialed and all teachers receive on-going professional development throughout the school year based on the Board adopted curriculum and intervention strategies to support student learning.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development is aligned to school goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions. All school-wide professional development at Oakland Charter High is aligned to the goals of the LCAP, and state/federal performance goals for the CAASPP. Teachers have received training in targeting key and essential standards through the use of high leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards. Strong emphasis has been placed on Integrated & Designated ELD strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Oakland Charter High School teachers receive regular instructional coaching and assistance from administrators, department chairs and outside consultants. The focus this year has been successful implementation of distance learning. This year, all staff participated in the weeklong Summit PD workshops focused on:

- * Engagement, relationship building, culturally relevant pedagogy, and anti-bullying in the virtual classroom
- * Distance learning best practices for English language learners, special education students and at-risk students
- * Instructional framework: what we know about good instruction & how to apply this knowledge bank to distance learning

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time once per month and teachers meet weekly to discuss grade level data, student achievement, and intervention planning.

Teaching and Learning:

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Oakland Charter High School currently uses key standards in each class aligned with the California State Standards in all content areas. The core curriculum is supported through CMO-adopted textbooks and supplemented with additional materials. Instruction and materials are designed and implemented with scheduled target goals of teaching and mastery of essential and key content

standards, especially those aligned with Common Core State Standards. This is done through faculty meetings and staff training throughout the year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Does not apply to a high school, however, OCHS provides the required minutes for a comprehensive high school. The school meets or exceeds the recommended instructional minutes for all students grades 9-12.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Does not apply to a high school, however, OCHS departments meet at least once a month to plan curriculum, assessments, analyze data, and discuss student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

School and CMO adopted textbooks and instructional material in all curricular classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Only SBE- adopted and standards-aligned instructional materials are used.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

SBE adopted Intervention materials are used by faculty to assist underperforming students. Our paraprofessional team works closely with our teachers to support struggling learners. Paraprofessionals are assigned by grade level and by subject. The paraprofessional team meets weekly with the school principal and operations team to monitor student progress, additionally paraprofessionals meet regularly with teachers to discuss student progress and collaborate on intervention strategies. Paraprofessionals hold daily tutorials and offer small group instructional support daily from 2:30-5:30 pm, this team also makes daily phone calls home to ensure a strong home to school connection as well as providing push in and pull out support during class time.

Evidence-based educational practices to raise student achievement

Oakland Charter High School has a process in place where we provide time for all staff and departments to identify students experiencing difficulty mastering the Common Core State Standards. Timely, effective, and additional assistance is provided for students experiencing difficulties. The NWEA is utilized to identify students who have gaps in their learning and interventions are planned and implemented based on this data source, grade data, formative and summative assessments. Teachers are trained in NWEA data dives, NWEA MAP growth, PBIS, and academic discourse in order to ensure that all students are being served.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Oakland Charter High School has a strong partnership with La Clinica de la Raza and IWAY, two community organizations that offer counseling services, mental health support and evaluations and general assistance to the communities we serve. Additionally the AMPS community liaison makes home visits, meets with struggling students and their families and supports the individualized intervention plans as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Oakland Charter High School has a Family Staff Team and Parent Advisory council that meets regularly and discusses progress with the LCAP and the SPSA and all programs at OCHS. Additionally, Annually it approves the LCAP and its budget. For the 2020-21 year it approves the SPSA and its budget.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Oakland Charter High School uses categorical funding to support underperforming students, the funds provide for materials, allow for paraprofessionals to offer push in and pull out services and pay for professional development, technology, translation services, and community services.

Fiscal support (EPC)

Oakland Charter High School uses targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in our School Plan for Student Achievement

Stakeholder Involvement:

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update

Personnel Involved:	Date:
School Site Leadership Team	08/31, 10/28, 12/08
Family Staff Team & Parent Advisory Council	08/09 11/04, 12/09, 12/16

Resource Inequities:

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable

At Oakland Charter High School one teacher is not credentialed (Spanish). This teacher did not pass the CSETs and when Covid hit he was unable to retake the exam and was removed from his intern credential program per CTC guidelines.

Oakland Charter High School provides a high counseling and paraprofessional staff to student ratio to support the learning challenges faced by many students at OCHS. OCHS has sought to hire additional staff at OCHS this year for increased academic support in math and for additional social/emotional support, thus far we have not been able to recruit any qualified candidates. OCHS has a large majority of low income students and we are a Title 1 school.

Student and School Performance Data

Student Enrollment Enrollment By Student Group

TABLE: Enrollment by Grade Level:

	2018-2019	2019-2020	2020-2021
Grade 9	122	124	119
Grade 10	114	111	112
Grade 11	118	121	121
Grade 12	107	108	109
Total	458	464	461

Student Enrollment By Grade Level

Conclusions based on this data:

OCHS enrollment has been consistent over the last three four years.

Student Enrollment Enrollment By Population

TABLE: Enrollment by Gender:

	2018-2019		2019-2020		2020-2021	
	Female	Male	Female	Male	Female	Male
Grade 9	56	63	67	59	56	69
Grade 10	55	59	54	61	64	60
Grade 11	45	73	59	65	48	52
Grade 12	49	58	41	67	55	62
Total:	205	253	221	253	223	243

TABLE: Enrollment by Ethnicity:

	2018-2019	2019-2020	2020-2021
Asian	169	172	159
Hispanic	233	265	260
African American	17	27	25
White, not Hispanic	2	6	8
Not reported	1	1	N/A
Two or More Races	36	N/A	2
Total	458	464	461

Conclusions based on this data:

OCHS serves a predominantly low income student population. OCHS is a 9th - 12th grade, school-wide Title 1 School. OCHS has experienced rapid growth, increasing by 283 students or 159% growth over the past six years. In 2014, student enrollment was 178 and enrollment as of 2020 is 463. Out of these 463 students enrolled, 88.3% qualify for free or reduced lunch placing their household income level at or below the federal poverty line OCHS serves populations from the Fruitvale District (District 5), a predominantly Latino neighborhood, comprising over 50% Latino population according to recent census data. OCHS also serves students from Chinatown (District 2), a predominantly Asian neighborhood. Similar to the Fruitvale District, the residents in Area 2 are predominantly recent immigrants with low parent education levels. Additionally, according to the

Oakland City local demographic data, Area 2 has the second lowest economic levels per capita in Oakland. Over 80% of our students are first-generation to college students.

Student Enrollment English Learner (EL) Enrollment

	2016-2017	2017-2018	2018-2019	2019-2020
English Learners	13	34	51	51
Students Redesignated Fluent English Proficient (FEP)	72	1	N/A	10
Students Designated as Initial FEP During this School year	38	55	N/A	0
Total Initial FEP	345	294	368	428
Total	431	472	458	464
Percent of Total	3%	7.2%	11.1%	11%

Enrollment of English Learners by Language:

	2016-2017	2017-2018	2018-2019	2019-2020
Spanish	5	22	38	31
Mandarin	1	1	1	1
Cantonese	4	7	8	6
Arabic	2	2	3	7
EL Totals	12	32	48	45
Percent of Total	2.7%	6.8%	10.5%	9.7%

Conclusions based on this data:

The percentage of English learners is rising from year to year with a significant increase between '16-'17 and the '18-'19 school years. The percentage of Spanish speaking students rose, while the percentages of Mandarin/Cantonese speakers dropped. This increase in heritage Spanish speakers is largely due to the move from Downtown Oakland, a predominantly Asian American neighborhood

to The Fruitvale District, a vibrant and predominantly Latino neighborhood. The two major languages represented by English learners are Spanish and Cantonese. As our English Learner (EL) student population continues to grow, it is vital we address the needs of this growing demographic. All staff need to know how to support English language learners.

CAASPP Data - Year 18-19 Data Percentage Breakdown

**CAASPP Results
From the Last Three Administrations**

Overall Participation of All Students												
Grade	# Enrolled			# Tested			# w/ Scores			% Enrolled Tested		
	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19
11	118	113	118	115	109	114	115	109	114	97.4%	96.4%	96.6%

English Language Arts/Literacy

Overall Achievement for All Students	2016- 2017			2017-2018			2018-2019		
	OCHS	OUSD	CA	OCHS	OUSD	CA	OCHS	OUSD	CA
Mean Scale Score	2653.8	2537.5	2602.5	2667.7	2523.8	2592.4	2636.2	2511.7	2596.6
% Standard Exceeded	46.09	13.26	27.72	47.71	13.42	25.59	35.96	10.59	27.10
% Standard Met	33.04	24.81	32.04	35.78	21.62	30.37	28.07	19.75	30.17
% Standard Nearly Met	13.91	22.81	21.34	11.93	21.67	22.18	23.68	21.95	21.38
% Standard Not Met	6.96	38.76	18.91	4.59	43.29	21.85	12.28	47.70	21.35

Reading	2016-2017			2017-2018			2018-2019		
	OCHS	OUSD	CA	OCHS	OUSD	CA	OCHS	OUSD	CA
% Above	48.70	20.03	34.03	49.54	19.72	30.94	41.23	14.90	31.00
% Near	39.13	41.40	41.23	42.20	39.38	46.08	42.98	34.76	42.47
% Below	12.17	38.56	22.68	8.26	40.91	22.97	11.40	50.34	26.53

Writing	2016-2017			2017-2018			2018-2019		
	OCHS	OUSD	CA	OCHS	OUSD	CA	OCHS	OUSD	CA
% Above	61.74	17.73	36.09	38.53	17.18	33.18	41.23	14.90	31.00

% Near	31.30	37.46	41.23	58.72	32.98	40.82	42.98	34.76	42.47
% Below	6.96	44.81	22.68	2.75	49.83	26.00	11.40	50.34	26.53

Listening	2016-2017			2017-2018			2018-2019		
	OCHS	OUSD	CA	OCHS	OUSD	CA	OCHS	OUSD	CA
% Above	38.28	14.98	24.70	38.53	13.44	22.66	41.23	14.90	31.00
% Near	53.91	54.50	59.32	58.72	55.11	60.13	42.98	34.76	42.47
% Below	7.83	30.52	15.99	2.75	31.46	17.20	11.40	50.34	26.53

Research/Inquiry	2016-2017			2017-2018			2018-2019		
	School	District	State	School	District	State	School	District	State
% Above	51.30	21.98	37.20	57.80	20.11	34.40	41.23	14.90	31.00
% Near	38.26	42.46	44.40	39.45	39.78	44.45	42.98	34.76	42.47
% Below	10.43	35.56	18.40	2.75	40.11	21.15	11.40	50.34	26.53

CAASPP Results for Mathematics

Overall Achievement for All Students	2016- 2017			2017-2018			2018-2019		
	OCHS	OUSD	CA	OCHS	OUSD	CA	OCHS	OUSD	CA
Mean Scale Score	2657.0	2490.0	2565.0	2650.3	2494.6	2561.4	2626.4	2476.9	2563.9
% Standard Exceeded	30.43	5.18	12.92	32.11	6.28	12.89	30.7	5.07	13.85
% Standard Met	33.91	10.02	19.22	27.52	11.38	18.48	18.42	8.03	18.39
% Standard Nearly Met	19.13	16.05	23.64	22.02	17.77	22.84	21.05	14.26	22.28
% Standard Not Met	16.52	68.75	44.22	18.35	64.57	45.78	29.82	72.65	45.48

CONCEPTS & PROCEDURES	2016-2017			2017-2018			2018-2019		
	OCHS	OUSD	CA	OCHS	OUSD	CA	OCHS	OUSD	CA
% Above	48.70	10.44	22.01	41.28	11.40	21.65	40.35	8.28	22.33
% Near	33.91	17.35	26.86	31.19	17.13	25.30	25.44	14.82	24.83
% Below	17.39	72.21	51.13	27.52	71.48	53.06	34.21	76.90	52.83

PROBLEM SOLVING	2016-2017			2017-2018			2018-2019		
-----------------	-----------	--	--	-----------	--	--	-----------	--	--

AND MODELING & DATA ANALYSIS	OCHS	OUSD	CA	OCHS	OUSD	CA	OCHS	OUSD	CA
% Above	33.91	6.90	15.70	34.86	7.82	15.85	31.58	6.28	16.73
% Near	48.70	31.93	43.18	46.79	32.73	41.95	37.72	28.19	43.83
% Below	17.39	61.18	41.13	18.53	59.45	42.20	30.70	65.53	39.43

COMMUNICATING REASONING	2016-2017			2017-2018			2018-2019		
	School	District	State	School	District	State	School	District	State
% Above	38.26	8.20	16.75	41.28	8.75	16.66	35.96	6.72	17.16
% Near	50.43	49.51	54.41	44.95	43.58	51.78	47.37	38.99	50.38
% Below	11.30	42.29	28.84	13.76	47.67	31.55	16.67	54.29	32.46

Strengths: Over the years, OCHS students have consistently scored higher than both the state and district in all categories.

Challenges: Due to Covid, no CAASPP tests were administered in the 2019-20 school year. Math CAASPP scores have been declining somewhat and subgroup gaps are significant. 2018-19 saw our first significant dip in ELA scores.

Next Steps: OCHS is reimplementing Math and ELA interim assessments using the NWEA. These Map scores will allow us to track student needs beginning in Freshman year to better support the development of our students’ skills during their junior year exam. OCHS has also adopted IXL and Fastbridge as ongoing educational, assessment, and tutoring tools for math and English skills respectively.

ELPAC Results

TABLE: English Learner Status:

	2016-2017	2017-2018	2018-2019	2019-2020
English Learners	13	34	51	51
Students Redesignated Fluent English Proficient (FEP)	72	1	11	10
Students Designated as Initial FEP During this School year	38	55	N/A	0

Total Initial FEP	345	294	368	428
Total	431	472	458	464
Percent of Total	3%	7.2%	11.1%	11%

TABLE: Language:

	2016-2017	2017-2018	2018-2019	2019-2020
Spanish	5	22	38	31
Mandarin	1	1	1	1
Cantonese	4	7	8	6
Arabic	2	2	3	7
EL Totals	12	32	48	45
Percent of Total	2.7%	6.8%	10.5%	9.7%

Conclusions based on the data:

Strengths: In spite of the fact that OCHS gets many EIs who did not adequately progress in middle school to become redesignated fluent, our strong support and program has allowed for a number of students to become redesignated fluent in high school. Our strong ELA curriculum utilizing Springboard coupled with robust student supports has enabled our students to develop and acquire English language proficiency.

Challenges: OCHS is enrolling more EI students than in the past and has a number of students who are long term English learners; students who did not progress and were not reclassified since their elementary and middle school years.

Next Steps: OCHS developed and implemented a designated EL program in the 2020-2021 school year, and the students who scored at a level 1 or 2 on the ELPAC are programmed into the designated class which is very small, less than 12 students per class with a high student to teacher ratio. A dedicated paraprofessional also works with this group to provide push in and pull out support across the curriculum.

TABLE:**Free and Reduced Lunch Meal Eligibility Counts**

Year	Total Free and Reduced	Enrollment	Percentage
2018 - 2019	366	458	79.7%
2019-2020	382	464	82.9%
2020-2021	407	461	88.3%

Conclusions based on this data:

Our free and reduced lunch numbers have remained mostly steady over the past three years with an .6% increase in the 2020-21 school year.

Graduation Rate






	2016-2017	2017-2018	2018-2019	2019-2020
Schoolwide	93.9%	98.26%	91.2.%	98.2%
Asian	100%	100%	98.11%	100%
Hispanic	87.8%	95.55%	80.85%	98%
English Learners	50%			100%
Economically Disadvantaged	97.1%	98.21%	83.33%	100%

Conclusions based on this data:

OCHS graduation data across all subgroups remains very high. Our strong academic program coupled with student support and parental involvement has allowed for OCHS to ensure that OCHS students graduate A-G ready at high rates across all subgroups.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Orange
Mathematics  Green		
College/Career  Yellow		

Conclusions based on this data:

1. Based on 2019 data we need to increase CAASPP scores in both ELA and Mathematics to return to the levels of success in the 2017-18 year and before.
2. Students need to be exposed to writing across the curriculum and in Mathematics in order to develop higher level thinking skills, such as the ability to explain their mathematical reasoning through identifying process steps in order to solve problems and explain answers. In Language Arts students need support to provide evidence for a claim.
3. Based on the data, we will increase department level collaboration opportunities with the administrative team to analyze assessment data and develop action plans for Writing across the curriculum and in Mathematics and English Language Arts. NWEA Map Growth data will inform this process.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
459	90.4%	10.7%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	10.7
Foster Youth	1	0.2
Homeless	12	2.6
Socioeconomically Disadvantaged	415	90.4
Students with Disabilities	35	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	163	35.5
Filipino	6	1.3
Hispanic	236	56.6
African American	25	3.7
White	2	0.4
Two or More Races	1	0.2

Conclusions based on this data:

- Increase in Hispanic Students
- Percentage of Socioeconomically disadvantaged is very high
- The Community Liaison will continue to communicate with families to provide available resources and the school will offer parent workshops to support all learners.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>55.5 points above standard</p> <p>Declined - 33.3 points</p> <p>112</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>47.7 points above standard</p> <p>Declined -40 points</p> <p>102</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color 4 Students	American Indian  No Performance Color 0 Students	Asian  Green 112 points above standard Declined -6.9 points 52	Hispanic  Yellow 11.5 points above standard Declined -43.7 points 54
Two or More Races  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data for English Learners		
Current English Learners <hr/> No Data No Data Number of Students: 9	Reclassified English Learners <hr/> 35 points below standard Declined 67.9 Points @ Number of Students: 26	English Only <hr/> No Data No Data Number of Students: 9

Conclusions based on this data:

- Based on the 2019 Fall Dashboard English Language Arts Equity Report, All Students scored green overall however the data reveal significant gaps in subgroups between Asian and Hispanic Students and Socioeconomically disadvantaged students.
- Long term English language learners have not made adequate progress in middle school and were not exposed to ELPAC test and ELPAC like tasks. Need to focus on standards aligned tasks and NWEA data to ensure there are no further declines in student achievement.
- Next Steps:** Based on the data, we will increase department level collaboration opportunities to analyze assessment data and develop action plans to differentiate instruction. We will continue to provide professional development on culturally relevant pedagogies and ELD standards and provide support for ELPAC like tasks at each grade level. All teachers will use NWEA data to inform instruction.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

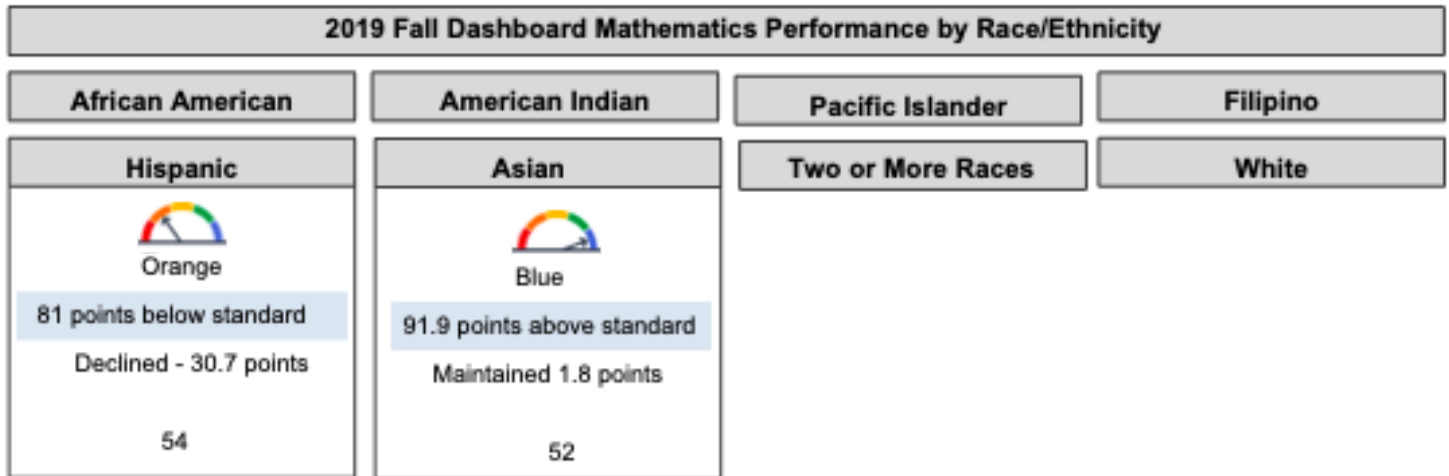


This section provides number of student groups in each color.

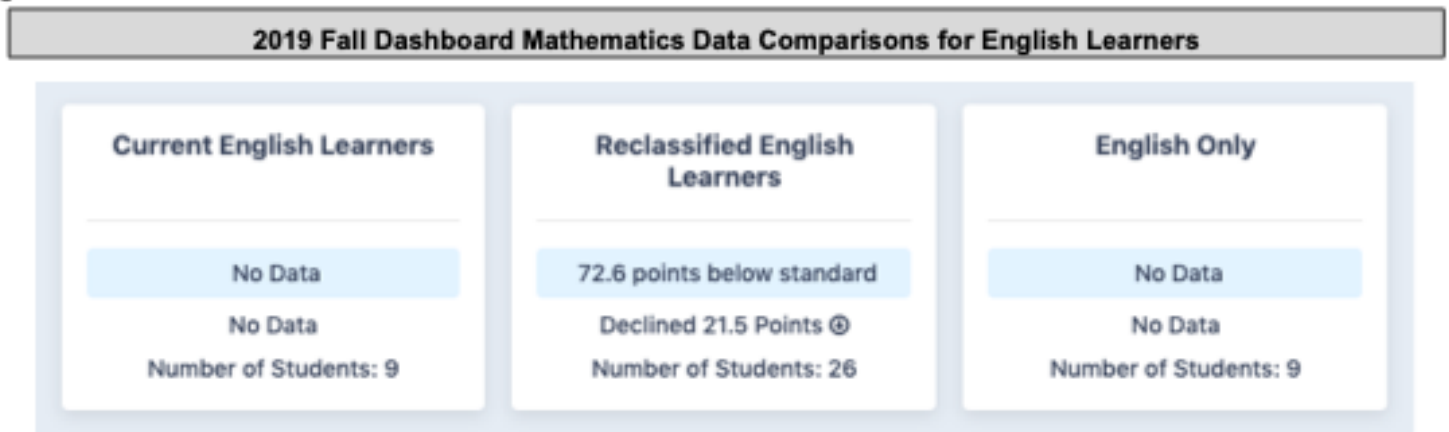
2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.6 points above standard</p> <p>Declined -26.3 points</p> <p>112</p>	<p>Hispanic</p> <p>Orange</p> <p>81 points below standard</p> <p>Declined -30.7 points</p> <p>54</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9.8 points below standard</p> <p>Declined -31.4 points</p> <p>102</p>	<p>Asian</p> <p>Blue</p> <p>91.9 points above standard</p> <p>Maintained 1.8 points</p> <p>52</p>



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

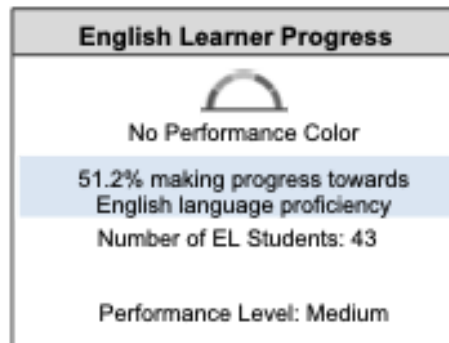
1. Based on the the 2019 Fall Dashboard Mathematics Performance, All Students scored green overall however the data reveal significant gaps in subgroups between Asian and Hispanic Students.
2. Based on the data teachers in the Mathematics department need to effectively check for understanding throughout the lesson to diagnose and correct student misconceptions. Additionally exit tickets must be utilized and key concepts retaught as needed.
3. Based on the data, we will increase department collaboration opportunities and analyze assessment data and develop action plans for regular checking for understanding and effective exit tickets and reteaching strategies. IXL will be utilized to support students to catch up in mathematics and NWEA data will support learning targets and foster a growth mindset among students and staff.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



Conclusions based on this data:

1. Based on the 2019 Fall Dashboard English Learner Progress Indicator, student progress declined overall.
2. A more comprehensive EL plan is needed to support all English Language Learners
3. The Administrative team will continue to provide professional development on ELD standards and provide support for ELPAC like tasks at each grade level, we will implement a designated ELD ELA class for L1s and L2s and provide push in and pull out support across the curriculum.

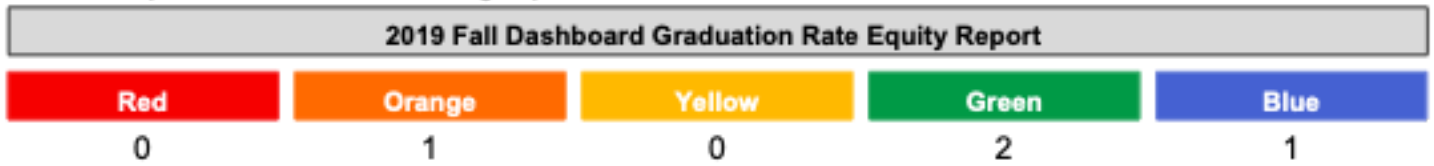
School and Student Performance Data

Conditions & Climate Graduation Rate

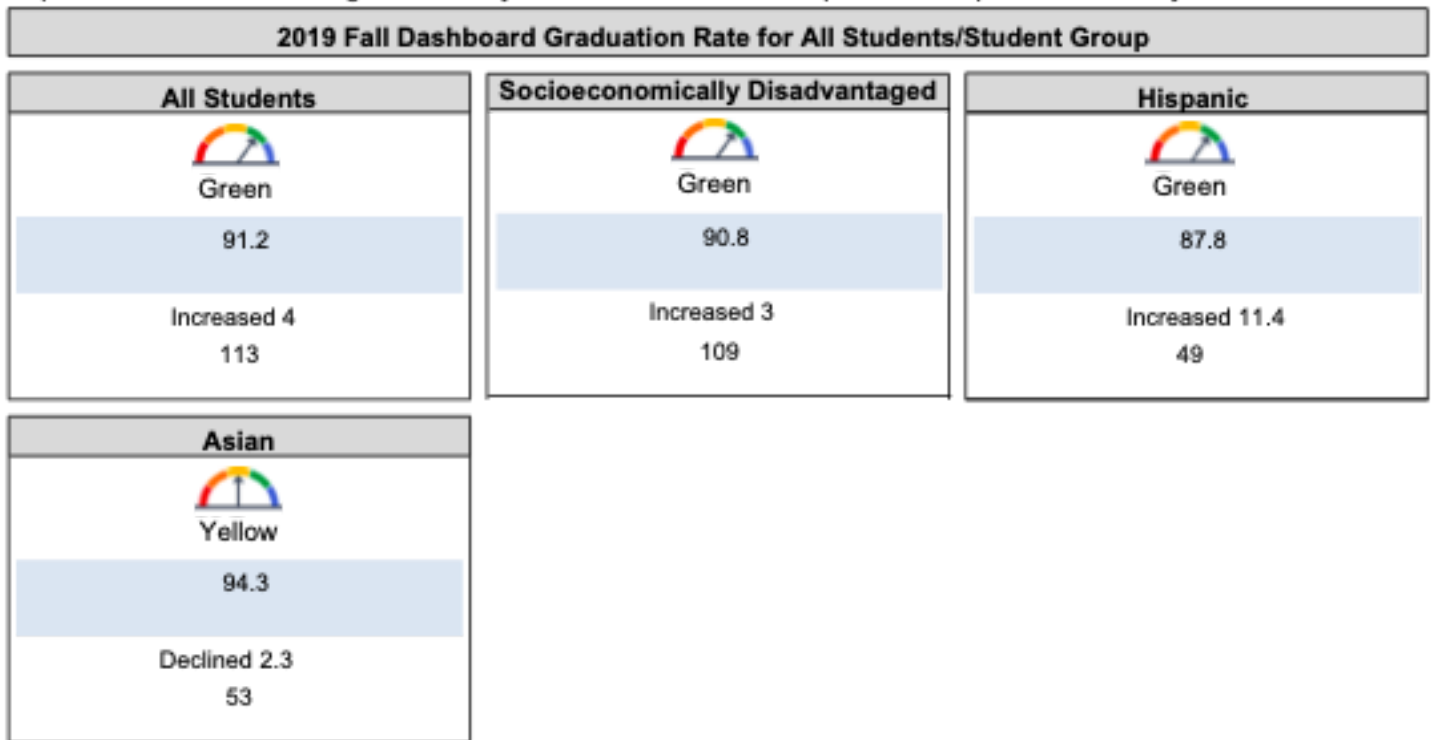
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

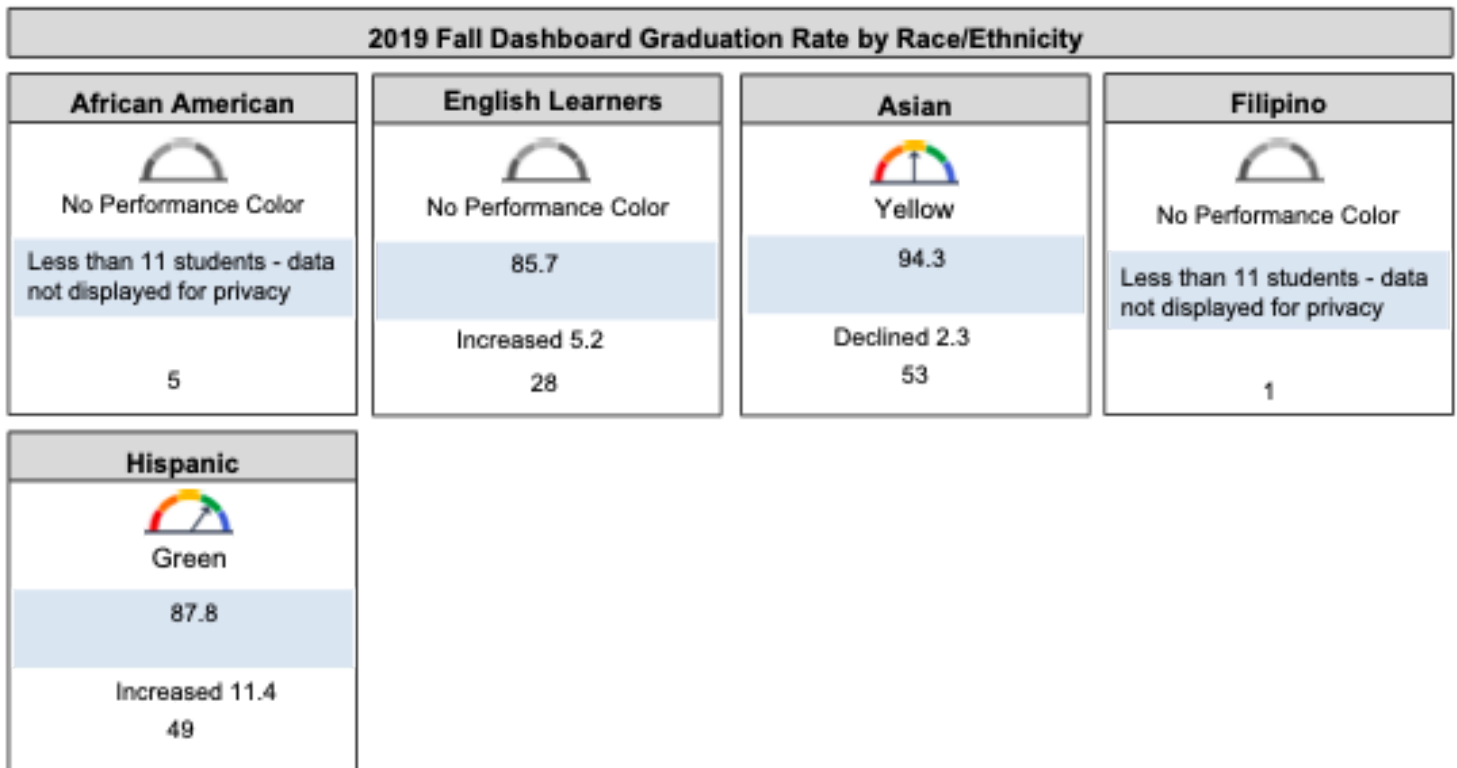


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





This section provides a view of the percentage of students who were suspended.

Fall Dashboard Graduation Rate by Year		
2017	2018	2019
89.7	86.9	91.2

Conclusions based on this data:

1. Based on 2018-2019 Dashboard data, the Graduation Rate rate increased. There was a 5% gain in the graduation rate, good work. Hispanic and English Learner Students made significant gains.
2. OCHS will continue to educate students and families on the importance of A-G requirements and college and career readiness. There was a slight dip for Asian students, more outreach to this subgroup is needed.
3. Continue to strengthen and focus on ensuring strong college and career readiness numbers across all subgroups.

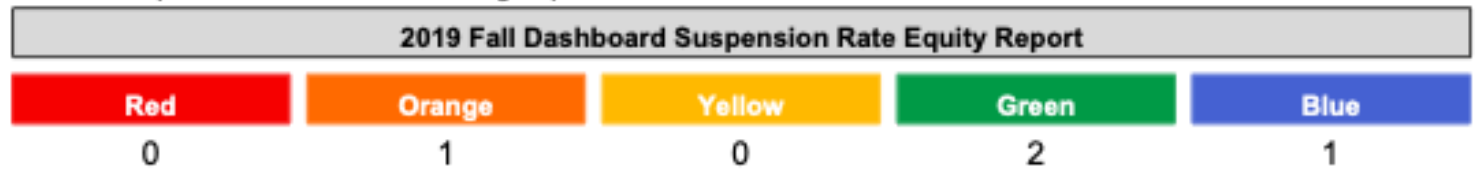
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

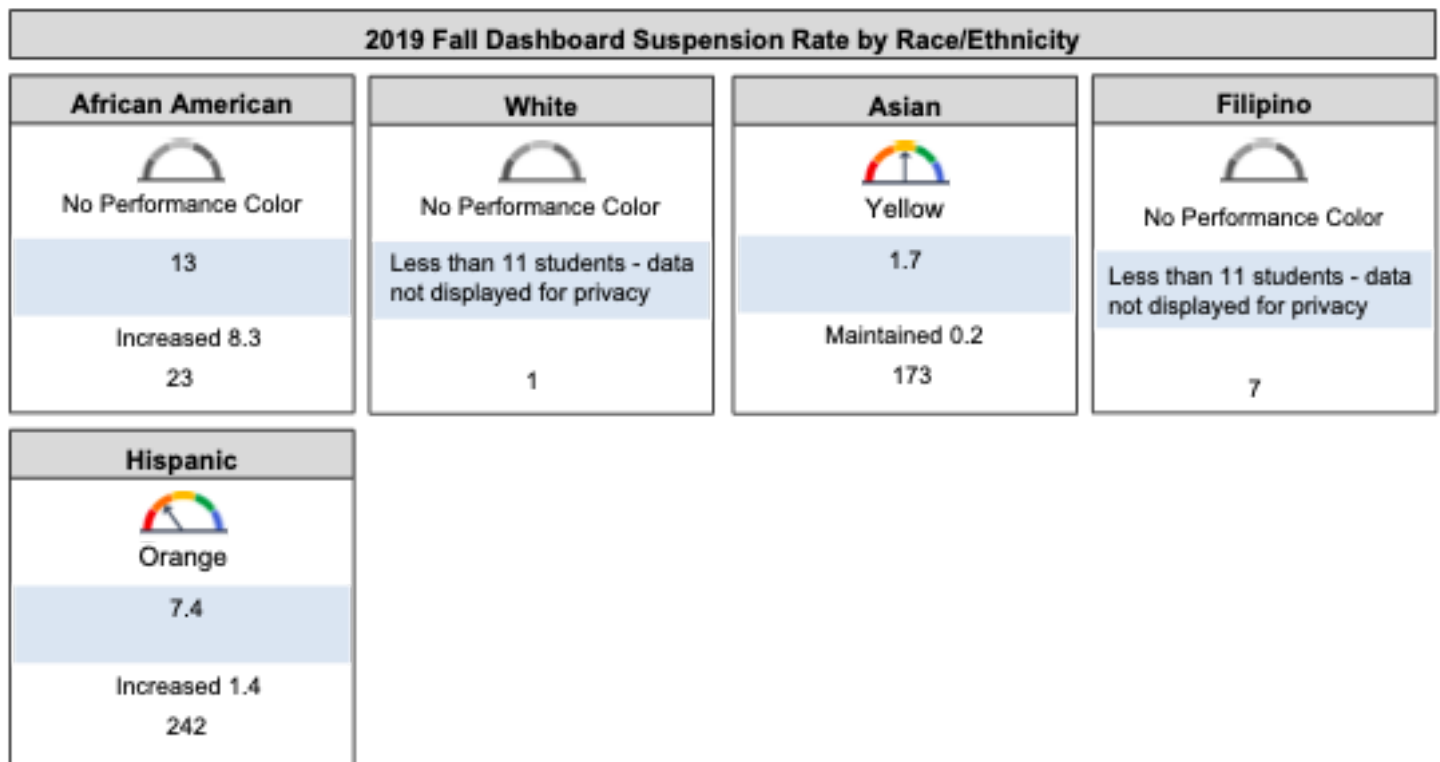


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.1</p> <p>Increased 1.2</p> <p>473</p>	<p>English Learners</p> <p>Orange</p> <p>3.7</p> <p>Increased 2.5</p> <p>54</p>	<p>Hispanic</p> <p>Orange</p> <p>7.4</p> <p>Increased 1.4</p> <p>242</p>
<p>Asian</p> <p>Yellow</p> <p>1.7</p> <p>Maintained 0.2</p> <p>173</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.2</p> <p>Increased 1</p> <p>427</p>	<p>Students with Disabilities</p> <p>Red</p> <p>11.4</p> <p>Increased 5</p> <p>35</p>



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
3.3	3.9	5.1

Conclusions based on this data:

1. Based on 2018-2019 Dashboard data, the Suspension Rate all for students and especially for subgroups Students with Disabilities and English learners is a necessary area of focus.
2. Students may be unclear on school expectations and procedures and parent contact will be made in order to ensure parental support.
3. Full implementation of a strong PBIS model in all classrooms. Advisory and Link Crew programs will strengthen students connection to peers, and the school community and ensure common expectations are reinforced. Parent conference, SST/IEP will be held to confirm students needs have been addressed and all necessary services have been offered.

Teacher Credentials

Teachers	2018–2019	2019–2020	2020–2021	LEA/District 2020–2021
With Full Credential	19	19	22	22
Without Full Credential	7	6	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	0	1
Vacant Teacher Positions	0	0	1

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard 9-11 (4 Years)		0.00 %
Mathematics	CK-12 Algebra, Geometry, & Algebra II (1 Year); Openstax PreCalculus & Statistics (1 Yr)		0.00 %
Science	CK-12 Physical Science, Biology, Environmental Science, & Chemistry (1 Year)		0.00 %
History-Social Science	The Cultural Landscape (4 Years), AMSCO World History (2 Years),		0.00 %

	The American Pageant (8 Years), Challenge of Democracy (8 Years)		
Foreign Language	Chinese Breeze Avancemos: Spanish		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Conclusions based on this data

Oakland Charter High School provides standards aligned materials to all students and staff are credentialed.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal 1:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California and Common Core State Standards that prepare them for college and/or career.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California and Common Core State Standards that prepare them for college and/or career. ELD standards, college advising on A-G requirements and preparation for a college level course of postsecondary education will be provided. All students will have access to Common Core aligned instructional textbooks and materials.

Identified Need

The OCHS 2019-2020 graduation rate was 91.2% this is a 4% increase over the 2018-2019 school year when 86.9% graduated and an increase from the 2017-2018 school year graduation rate of 89.7%. While the OCHS graduation rate is strong and growing, as in the achievement data there is a gap between the Asian and Hispanic subgroups in relation to college and career readiness. 77.4% of OCHS Asian students meet CCI requirements while only 43.5% of Hispanic students meet the same criteria. Not all teachers report feeling confident in their ability to meet the needs of all of their

students. Additionally not all teachers feel that they have all of the supplies or technology needed to support Common Core State Standards, Next Generation Science Standards and English Language Development Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation rate from 91% to 95% over three years.	2019- overall students in 2018-19 graduation rate was 91.2%	By the year 2023, the graduation rate will be 95%
Increase graduates meeting the College Readiness indicator	2019- 60.9% of the graduates were UC-CSU eligible.	By 2023, the number of students UC-CSU ready will raise to 65%
Overall Increase/Decrease of English Language Arts CAASPP score from standard	Based on English Language Arts CAASPP data, while all students scored green overall, there is a significant gap in the subgroups between Asian and Hispanic Students. While Asian students scored 112.3 points above the standard, and Socioeconomically Disadvantaged students scored 47.4 points above the standard. Hipanic students only scored 11.5 points above the standard.	By 2023 Hispanic students will score 10 points above the standard.
Overall Increase/Decrease of Mathematics CAASPP score from standard	Based on Mathematics CAASPP data, while all students scored green overall, there is a significant gap in the subgroups between Asian and Hispanic Students. While Asian students scored 91.9 points above the standard, Hipanic students scored 81 points below the standard.	By 2023 Hispanic students will score 70 points below the standard.
English Learners Increase/Decrease of CAASPP score from standard	Reclassified English Language Learners scored 35 points below the standard.	By 2023 RFEP students will score 30 points below the standard overall.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including students in subgroups, English Learners and Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities.

Strategy/Activity

All teachers will have additional materials that support Common Core.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,000	Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies to Supplement Curriculum
10,000	Site Discretionary 4000-4999 Books and Supplies English Language Learner Materials
20,000	Site Discretionary 4000-4999 Books and Supplies Adoption of NGSS Aligned Science Textbooks
20,000	Site Discretionary 4000-4999 Books and Supplies Adoption of Common Core Aligned Mathematics Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including students in subgroups, English Learners and Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities.

Strategy/Activity

All staff have access to updated technology and can say with confidence they are able to implement Common Core technology threads into their curriculum and classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$40,953	20-21 Cares LLM 4000 - 4999 Books and Supplies New computers purchased for all teachers and staff. Prioritized Common Core teachers and core subject area teachers with the most need.
\$10,000	20-21 Title I (3070) 4000 - 4999 Books and Supplies Software to support Common Core Curriculum like Turnitin, Edpuzzle, Pear Deck, Flip Grid, Edpuzzle, Zoom
\$56,000	20-21Cares LLM 4000 - 4999 Books and Supplies Technology is needed for student use in classrooms. Increase in CCs (Computer Carts), media stations, upgrades to existing technology.
\$5,300	Professional Development for all teachers unpacking Common Core Standards & PBL aligned best practices
\$3,000	Professional Development for all teachers: Special education students best practices & pedagogy
\$10,000	Professional Development for all math teachers new curriculum adoption
\$10,000	Professional Development for all science teachers new NGSS aligned science curriculum adoption

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners/Students with Disabilities

Strategy/Activity

Students will be identified and have appropriate access to ELD and Special Education services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$933,340	20-21 Title I (30100) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Administrative Support for Special Ed services
\$83,200	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) EL Support Teacher .
\$120,000	Title I (3010) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classified Support - Extra Assistance
\$2,000	Title I (3010) 4000 - 4999 Books and Supplies Supplemental Materials and Supplies for ELD/SPED
\$1,500	Title I (3010) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Release time for teachers to visit effective classrooms/schools within and out of our LEA.
\$5,300	Title II (4035) Professional Development for teachers and staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including students in subgroups, English Learners and Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities.

Strategy/Activity

All students will have access to A-G courses. All students shall receive counseling and individual transcript auditing services to determine A-G eligibility and support, fafsa completion and college readiness support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$253,400	1000 - 1999 Certificated and other Personnel Salaries (Includes 3000-3999 Benefits) College advising and transcript analysis support offered to all grade levels, meetings with families and students to ensure students are on track.
\$25,000	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Increase the availability of enrichment opportunities and field trips to colleges and universities for students to experience post secondary options.
\$76,000	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Credit recovery offered within the school day and over the summer.
\$50,400	5000-5999 (Excludes other 5000 series listed below) Summer Bridge Program for all Freshmen students
\$2,000	Title I (3010) 4000 - 4999 Books and Supplies

	Career and College Center - Materials and supplies
\$257,695	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase variety of classes offered during the school day (Creative Tech, AP, ELD) Site Discretionary

Annual Review

SPSA Year Reviewed: 2020-2021

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1.1 Effective, Purchase order receipts show that all staff requests for supplies were filled. Teachers reported they have sufficient materials to support CCSS and they are looking forward to the adoption of a new curriculum for Math and NGSS Science.

1.2 Not Effective, Due to aging technology, there is a need to replace technology in classrooms. The baseline of technology in a standard classroom at OCHS is a projector, laptop and computer in each classroom, many classrooms do not have document cameras.

1.3 Need more time to evaluate, OCHS just implemented the ELD 1/2 and ELD intervention support program this year. Our assumption is because so many of our ELs are long term ELs providing a year long ELD program that will support ELs to advance on the ELPAC and move from L1 and L2 to L3 and above. EL data will need to be evaluated to see how many student's improve on the ELPAC.

1.3 Need more time to evaluate. Due to the pandemic, we are using data from 18-19. CAASPP data shows that for EL Students, English Language scores declined 76.4 points and in Math scores declined 54.2 points.

1.3 Need more time to evaluate. Due to the pandemic, we are using data from 18-19. We do not have sufficient data on our Students with Disabilities though the California Dashboard. The percent of Students with Disabilities who are graduating on time has increased based on data kept by OCHS internally.

1.4 Need more time to evaluate, seniors and juniors receive robust college support, however the Link Crew and Advisory curriculum for freshmen and sophomores is too new to yield data. Due to the pandemic in person college field trips by grade level were curtailed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2020-2021 is the first year OCHS has completed a SPSA.

Due to the pandemic college level field trips were curtailed, freshmen and sophomores did not get to visit any colleges or universities.

Due to the pandemic all services thus far have been conducted remotely over zoom and google hangouts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NWEA data will be used to determine progress on goals and teachers will have time to collaborate in department and grade level meetings. Analysis of NWEA data by department and with instructional leaders will guide discussions.

LEA/LCAP Goal 1:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California and Common Core State Standards that prepare them for college and/or career.

Goal 2

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California and Common Core State Standards that prepare them for college and/or career. ELD standards, college advising on A-G requirements and preparation for a college level course of postsecondary education will be provided. All students will have access to Common Core aligned instructional textbooks and materials.

Identified Need

The OCHS 2019-2020 graduation rate was 91.2% this is a 4% increase over the 2018-2019 school year when 86.9% graduated and an increase from the 2017-2018 school year graduation rate of 89.7%. While the OCHS graduation rate is strong and growing, as in the achievement data there is a gap between the Asian and Hispanic subgroups in relation to college and career readiness. 77.4% of OCHS Asian students meet CCI requirements while only 43.5% of Hispanic students meet the same criteria. Not all teachers report feeling confident in their ability to meet the needs of all of their students. Additionally not all teachers feel that they have all of the supplies or technology needed to support Common Core State Standards, Next Generation Science Standards and English Language Development Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation rate from 91% to 94% over three years.	2019- overall students in 2018-19 graduation rate was 91.2%	By the year 2023, the graduation rate will be 94%

Increase graduates meeting the College Readiness indicator	2019- 60.9% of the graduates were UC-CSU eligible.	By 2023, the number of students UC-CSU ready will raise to 65%
Overall Increase/Decrease of English Language Arts CASSPP score from standard	Based on English Language Arts CAASPP data, while all students scored green overall, there is a significant gap in the subgroups between Asian and Hispanic Students. While Asian students scored 112.3 points above the standard, and Socioeconomically Disadvantaged students scored 47.4 points above the standard. Hipanic students only scored 11.5 points above the standard.	By 2023 Hispanic students will score 14 points above the standard.
Overall Increase/Decrease of Mathematics CASSPP score from standard	Based on Mathematics CAASPP data, while all students scored green overall, there is a significant gap in the subgroups between Asian and Hispanic Students. While Asian students scored 91.9 points above the standard, Hipanic students scored 81 points below the standard.	By 2023 Hispanic students will score 70 points below the standard.
English Learners Increase/Decrease of CASSPP score from standard	Reclassified English Language Learners scored 35 points below the standard.	By 2023 RFEP students will score 30 points below the standard overall.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ [Enter amount here]

Total Federal Funds Provided to the School from the LEA for CSI

N/A

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 2,014,088

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I (3010-0)	\$137,182
Title II (4035-0)	\$11,832
Title III	\$0
Title IV	\$10,000
SPED - Fed	\$57,625
Nutrition	75,903
CARES-ESSER	113,989
CARES-LMM**	505,171

Subtotal of additional federal funds included for this school: \$ 0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
SPED - State	\$277,656
SPED - Reimbursement (Mental Health)	\$14,580
Child Nutrition (State)	\$6,143
LCFF Revenues	\$5412,576
Mandated Costs Reimbursements	\$20,822
State Lottery Revenue	\$91,408
All Other State Revenue	\$46,471

Subtotal of state or local funds included for this school: \$846,986

Total of federal, state, and/or local funds for this school: \$7,200,000.00

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

School Site Council Membership/Family Staff Team

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the FST is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 8 Parent or Community Members
- 2 Students

Name of members	Roll
Bianca Forrester	Director/Principal
Ajanta De	Classroom Teacher, Science Dept. Chair
Mayra Albor	Classified School Staff
Martha Vega	School Staff
Tamia Graham Kirkpatrick	Parent
Olivia Padilla	Parent
Melissa Santiago	Parent
Tiana Woodridge	Parent
Louis Lalande	Parent
Flavio Agular	Parent
Ana Berthe Garcia	Parent
An Liu	Student
Fiyonna Dawit	Student

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCSO@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITILEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

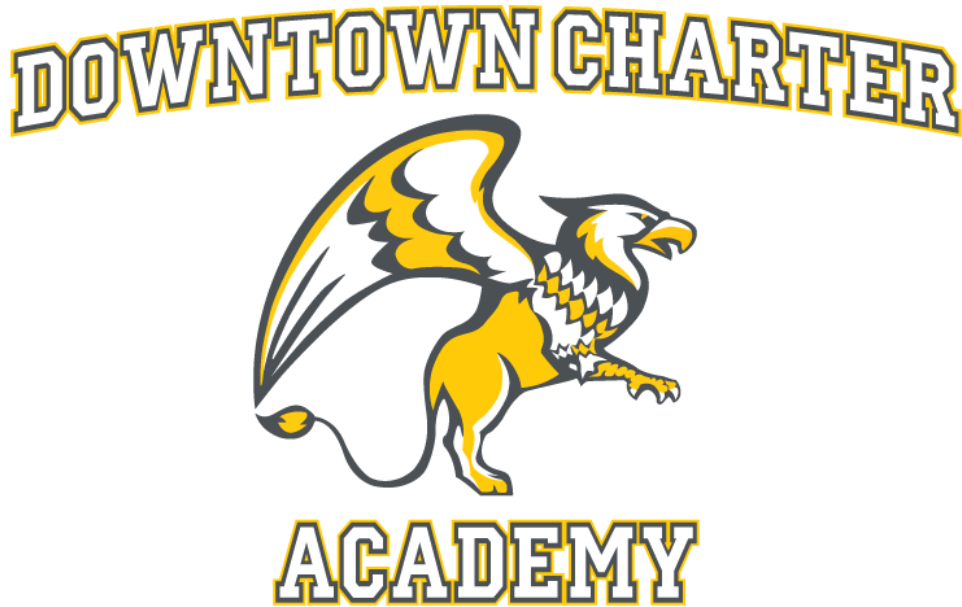
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

School Year: 2020-2021



School Plan for Student Achievement (SPSA) Template:

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Downtown Charter Academy	01612590129635	12/ /2020	05/19/2021

Purpose and Description:

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

DCA school plan develops with the support and input of all stakeholders: parents, teachers, students and administrators. We also collaborate with community organizations to provide services to our students and to receive feedback. We derived our school priorities, goals and action plans from the AMPS foundational framework and priorities, and tailored them to meet the particular needs of our students. We include goals that target teaching and learning, social emotional support and behavior, parent and community engagement and equity. The SPSA reflects the academic goals set after the analysis of students' assessment data and the needs identified by teachers, parents and administrators. The resources are allocated accordingly and the priorities guide all decisions. Attending to the needs of our most vulnerable students and students with

unfinished learning is the primary focus of all the action plans and efforts. We believe that all students are capable of learning if given the opportunity and we plan to provide what they need.

Our Single Plan for students' Achievement is a comprehensive school-wide plan that allocates funds for programs and resources to meet the needs of all student groups and provide support for families. Our SPSA goals align with our LCAP goals.

School Vision and Mission

The mission of our school is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Downtown Charter School seeks to foster students' intellectual curiosity interests, and talents and belief in perseverance and academic achievement. We are a free and public charter school that believes in the promise of hard working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than the self, and challenge all families to expect more from their schools, themselves and their children for a prosperous future for the next generation.

School Profile:

Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA serves students in 6th-8th grade, and has quickly become one of the highest performing schools in the city achieving the California Department of Education Gold Ribbon Award in 2017 and 2018. With a very active student body, the school offers a multitude of additional programs that support the rigorous academics offered to every student.

Here at DCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

Table of Contents

School Vision and Mission	2
Comprehensive Needs Assessment Components	4
Analysis of Current Instructional Program	5
Student and School Performance Data	10
Student Enrollment English Learner (EL) Enrollment	12
CAASPP Results	13
ELPAC Results	15
Free and Reduced Lunch Meal Eligibility Counts	16
Graduation Rate	17
Teacher Credentials	31
Teacher Misassignments and Vacant Teacher Positions	31
Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)	31
Goals, Strategies, Expenditures, & Annual Review	32
Annual Review	38
Annual Measurable Outcomes	39
Budget Summary	40
Other Federal, State, and Local Funds	41
School Site Council Membership/Family Staff Team	43
Appendix A: Plan Requirements	60
Appendix B: School Plan for Student Achievement (SPSA) Page 3 of 65 Carmela Elementary School	63
Appendix C: Select State and Federal Programs	65

Comprehensive Needs Assessment Components

Data Analysis:

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys:

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s).

Every year, all stakeholders (FST, ELAC, faculty, staff, students and families) are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to focus resources to ensure that all students are fully supported. Surveys include staff and student morale, Youth Truth Survey, as well as analysis of documentation such as the LCAP and School Safety Plan.

Classroom Observations:

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Downtown Charter School site leader and the dean of instruction conduct classroom observations and coaching sessions with every teacher across the curriculum. Teachers are tiered and those who require more support in meeting the diverse learning needs of our students and those who are novice practitioners conduct weekly observation and coaching sessions with their assigned instructional coach. Teachers are required to submit weekly lesson plans aligned to the CC standards with clear student learning targets. These plans are reviewed weekly by instructional coaches and department chairs. Observation and debrief cycles focus on lesson planning, observation of the lesson, and a post observation conference to provide feedback and discuss next steps. Instructional coaches keep running observation and debrief notes and share these notes and action steps for improvements with the teachers they coach. The site leader observes all classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation includes a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, clear learning objectives, and effective engagement strategies for all learners.

Evaluation process: Classroom observations have shown that we have a high number of teachers who are highly skilled in delivering effective and innovative instructional strategies that engage students at high levels. For the past two school years we have been focused on academic discourse as a strategy to get students to engage in critical thinking with the use of higher order thinking skills (evaluation, synthesis, and analysis) and to routinely engage in academic discussions. This has required extensive and intentional planning to help teachers utilize this strategy and the more classroom observations that have been done the more we have seen this strategy at work and developing. We have also been focused on helping our English learners to improve their proficiency and have found through our classroom observations that teachers are increasingly conscientious in ensuring that our students are being provided with as many opportunities as possible to engage in active listening and speaking activities in the classroom. Additionally, we look for evidence of social

emotional learning and PBIS strategies in classroom observations and it has been evident that teachers are developing their ability to regularly utilize these strategies by having systems that consistently reward, recognize, and reinforce positive behavior. Lastly, classroom observations are utilized for instructional improvement goal setting, instructional coaching, and incorporated into the Professional Growth Plans for all DCA teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability:

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC is administered as per the California Department of Education guidelines to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The administrative team and teachers analyze the following assessment pieces (at the local and state levels) ELPAC, NWEA MAP Reading and Math, and final semester assessments across the curriculum as well as CAASPP results. Data is analyzed during vertical articulation data meetings, grade-level meetings to determine student support and intervention strategies, establish intervention/enrichment classes and design classroom instruction. The school administers the NWEA reading and math assessments to all students to assess proficiency and modify instruction as appropriate.

Curriculum-embedded English Language Arts assessments are used to assess student progress, and design appropriate language arts intervention, small groups, and differentiation within the classroom. IABs are administered in math classes for the same purpose. The CAASPP assessment is another measure for growth, to identify school wide focus, and serves as one of the reclassification criteria for English Learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Downtown Charter Academy teachers and paraprofessionals are provided with many opportunities throughout the year to analyze the results of these tests collaboratively. After every testing cycle, the Dean of Instruction leads school wide data analysis meetings to analyze assessment results and historical data for students across the school. The site leader and dean of instruction work closely with teachers and tutors to weigh the needs of our struggling learners against that of the entire grade level to ensure that those students who need the most intervention receive it. Teachers analyze data by department and plan instruction based on student needs.

Summative and formative assessments are used to determine professional development, interventions, purchase of materials, and lesson planning. Professional learning communities of teachers and paraprofessionals use the data to develop, design, implement instruction and targeted interventions for struggling students. DCA staff are able to disaggregate NWEA data, and teachers create assessments and use that information to modify instruction and support for all students. Small groups and one to one instructions and tutorials, as well as push in and pull out supports are used to assist students in meeting mastery of grade level standards.

Staffing and Professional Development:

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Downtown Charter Academy meet state credentialing requirements. All DCA teachers meet the requirements for ESEA.

Staff development is an important component of our learning program and all teachers are trained in the most current techniques that align with adopted curricular programs and assessment tools. Teachers are encouraged to work together in planning and developing the competencies needed to be successful at each grade level. Teachers work in departments and with administrators to plan content and best instructional practices. Data is used to assist in teaching and planning. There are PD Fridays in place and regularly scheduled observation and debrief cycles to monitor and implement professional development. DCA partnered with TeachFX and Equity Classrooms Organization to support professional development for all staff for a two year cycle of inquiry focused on academic discourse across the curriculum with the goal of increasing student participation and voice in the classroom. DCA has a full time ELD teacher and we offer robust professional development to support all teachers to implement research based best practices and strategies for all English Learners at all CELDT levels. Teachers, paraprofessionals and administrators work in interdisciplinary teams focusing on the needs of individual students and teachers collaborate around common curriculum in their particular content areas. Teams of teachers meet regularly to collaborate and plan curriculum as well as interventions and strategies for students. They also meet with the paraprofessional, administrative and support staff to discuss student progress and to find ways to help students increase achievement and performance in the classroom by addressing skills gaps.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Downtown Charter Academy are credentialed and all teachers receive on-going professional development throughout the school year based on the Board adopted curriculum and intervention strategies to support student learning.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development is aligned to school goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions. All school-wide professional development at Downtown Charter Academy is aligned to the goals of the LCAP, and state/federal performance goals for the CAASPP. Teachers have received training in targeting key and essential standards through the use of high leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards. Strong emphasis has been placed on Integrated & Designated ELD strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Downtown Charter Academy teachers receive regular instructional coaching and assistance from administrators, department chairs and outside professional developers and educational organizations. The focus this year has been successful implementation of distance learning. This year, all staff participated in the weeklong Summit PD workshops focused on:

- * Engagement, relationship building, culturally relevant pedagogy, and anti-bullying in the virtual classroom
- * Distance learning best practices for English language learners, special education students and at-risk students
- * Instructional framework: what we know about good instruction & how to apply this knowledge bank to distance learning
- * Technology applied to instruction: Google Classrooms, ZOOM, DESMOS, Pear Deck, Actively Learn, etc.
- * Trauma Informed Instructional tools
- * Supports, modifications and accommodations in a virtual classroom.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time once per month and teachers meet weekly to discuss grade level data, student achievement, and intervention planning.

Teaching and Learning:

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Downtown Charter Academy currently uses key standards in each class aligned with the California State Standards in all content areas. The core curriculum is supported through CMO-adopted textbooks and supplemented with additional materials. Instruction and materials are designed and implemented with scheduled target goals of teaching and mastery of essential and key content standards, especially those aligned with Common Core State Standards. This is done through faculty meetings and staff training throughout the year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Downtown Charter Academy meets and exceeds all the required instructional minutes for reading and language arts and mathematics recommended for all students grades 6-8.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Downtown Charter Academy has a schedule that allows flexibility for intervention. In addition, all grades have a specialized tutor for push in and pull out support in Math and English. Teachers and tutors meet by departments at least once a month to plan curriculum, assessments, analyze data, and discuss student progress. The data informs instruction and serves to group students by standards and skills needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

School and CMO adopted textbooks and instructional material in all curricular classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Only SBE- adopted and standards-aligned instructional materials are used.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

SBE adopted Intervention materials are used by faculty to assist underperforming students. Our paraprofessional team works closely with our teachers to support struggling learners. Paraprofessionals are assigned by grade level and by subject. The paraprofessional team meets weekly with the school principal and operations team to monitor student progress, additionally paraprofessionals meet regularly with teachers to discuss student progress and collaborate on intervention strategies. Paraprofessionals hold daily tutorials and offer small group instructional support daily from 3:30-5:30 pm, this team also makes daily phone calls home to ensure a strong home to school connection as well as providing push in and pull out support during class time.

Evidence-based educational practices to raise student achievement

Downtown Charter Academy has a process in place where we provide time for all staff and departments to identify students experiencing difficulty mastering the Common Core State Standards. Timely, effective, and additional assistance is provided for students experiencing difficulties. The NWEA is utilized to identify students who have gaps in their learning and interventions are planned and implemented based on this data source, grade data, formative and summative assessments. Teachers are trained in NWEA data dives, NWEA MAP growth, PBIS, and academic discourse in order to ensure that all students are being served..

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Downtown Charter Academy has a strong partnership with Kaiser, Plan Parenthood, and Teens for Life, 3 community organizations that offer mental health support and evaluations and general assistance to the communities we serve. Additionally the AMPS community liaison makes home visits, meets with struggling students and their families and supports the individualized intervention plans as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Downtown Charter Academy has a Family Staff Team and Parent Advisory council that meets twice/month and meets twice/year to discuss progress with the LCAP and the SPSA and all programs at DCA. Additionally. AMPS board approves the LCAP and its budget annually. For the 2020-21 year it approved the SPSA and its budget.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Downtown Charter Academy uses categorical funding to support underperforming students, the funds provide for materials, allow for paraprofessionals to offer push in and pull out services and pay for professional development, technology, translation services, and community services.

Fiscal support (EPC)

Downtown Charter Academy uses targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in our School Plan for Student Achievement

Stakeholder Involvement:

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update

Personnel Involved:	Date:
School Site Leadership Team	09/18, 12/04, 04/16, 05/07
Family Staff Team & Parent Advisory Council	09/17, 12/10, 04/15

Resource Inequities:

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable

At Downtown Charter Academy all teachers are credentialed and able to provide high quality instruction to students with unfinished learning. In addition, we provide a high counseling and paraprofessional staff to student ratio to support the learning challenges faced by many students. DCAS planned the academic schedule this year for increased academic support in all subject areas to Tier 1 and Tier 2 students. We have a full time counselor providing social/emotional support 1-1 and in small groups. DCA has a large majority of low income students and we are a Title 1 school.

Student and School Performance Data

Student Enrollment Enrollment By Student Group

TABLE: Enrollment by Grade Level:

	2018-2019	2019-2020	2020-2021
Grade 6			
Grade 7			
Grade 8			
Total			

Student Enrollment By Grade Level

Conclusions based on this data:

DCA enrollment has been consistent over the last three four years.

Student Enrollment Enrollment By Population

TABLE: Enrollment by Gender:

	2018-2019		2019-2020		2020-2021	
	Female	Male	Female	Male	Female	Male
Grade 6						
Grade 7						
Grade 8						
Total:						

TABLE: Enrollment by Ethnicity:

	2018-2019	2019-2020	2020-2021
Asian			
Hispanic			
African American			
White, not Hispanic			
Not reported			
Two or More Races			
Total			

Conclusions based on this data:

DCA serves a predominantly low income student population. DCA is a 6th - 8th grade, school-wide Title 1 School. At DCA 79% of students qualify for free or reduced lunch placing their household income level at or below the federal poverty line. DCA serves populations from Chinatown (District 2), and the Fruitvale (District 5), predominantly Asian and Latino districts. In both areas the residents are predominantly recent immigrants with low parent education levels. Additionally, according to the Oakland City local demographic data, Area 2 has the second lowest economic levels per capita in Oakland. Over 80% of our students are first-generation to college students. Generationally, Oakland Chinatown is experiencing a diaspora loss of younger residents due to immigration waves, rising costs and housing availability.

Student Enrollment English Learner (EL) Enrollment

	2016-2017	2017-2018	2018-2019	2019-2020
English Learners				
Students Redesignated Fluent English Proficient (FEP)				
Students Designated as Initial FEP During this School year				
Total Initial FEP				
Total				
Percent of Total				

Conclusions based on this data:

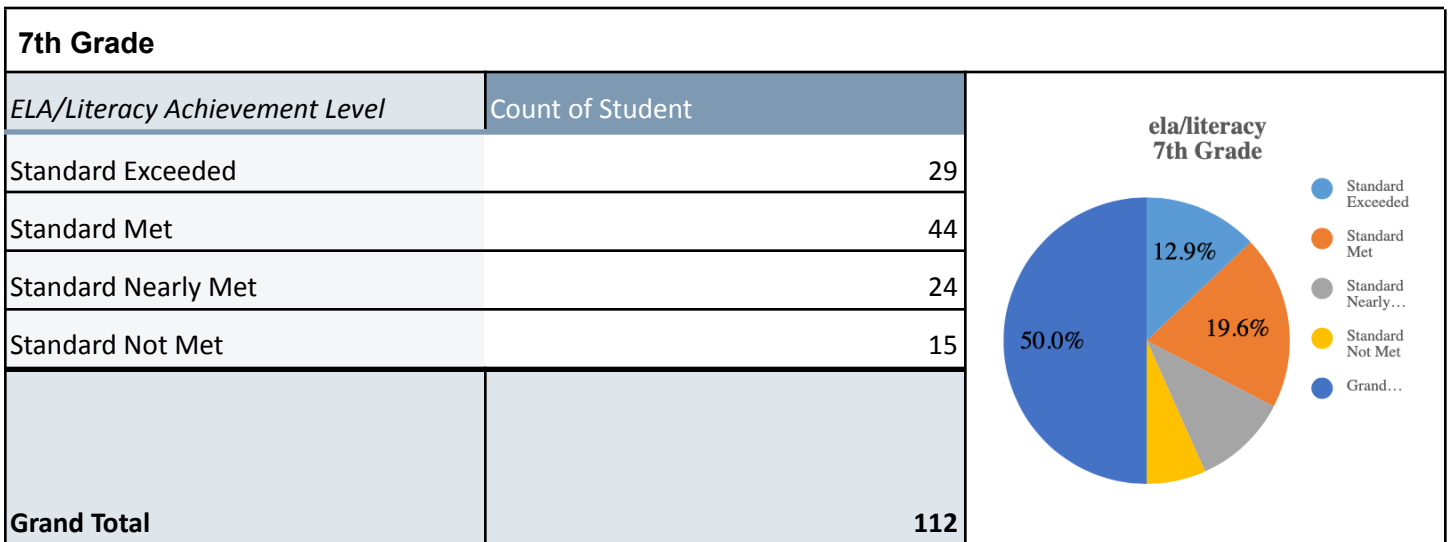
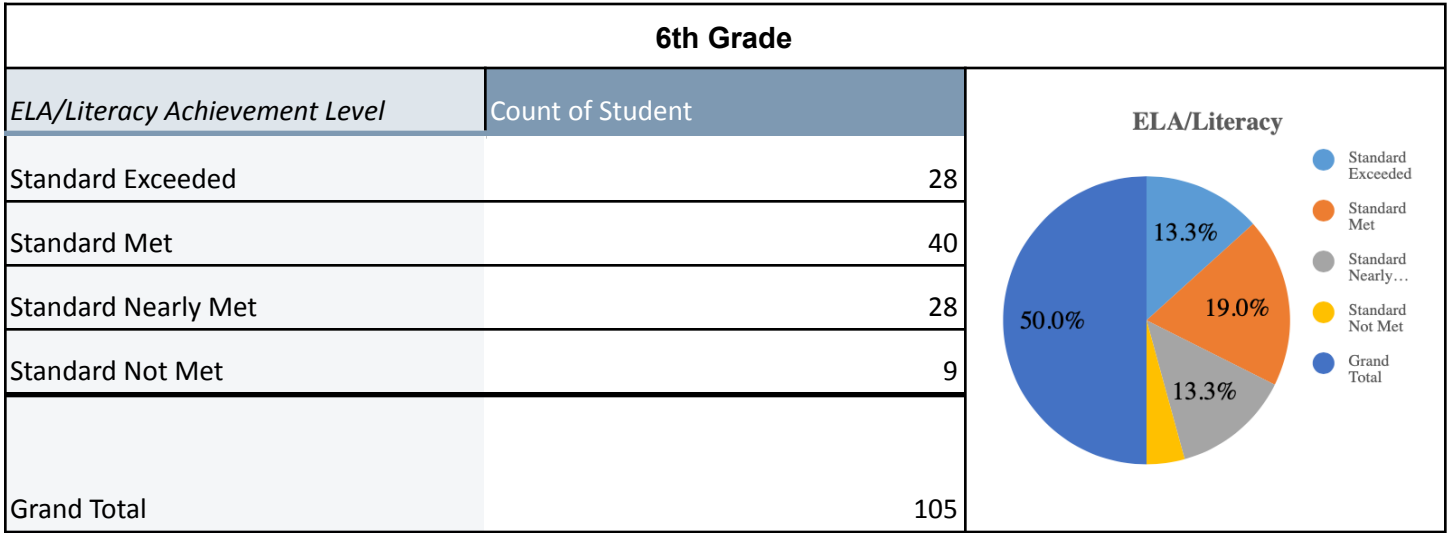
The percentage of English learners is rising from year to year with a significant increase between '16-'17 and the '18-'19 school years. The percentage of Spanish speaking students rose, while the percentages of Mandarin/Cantonese speakers dropped. This increase in heritage Spanish speakers is largely due to the move from Downtown Oakland, a predominantly Asian American neighborhood to The Fruitvale District, a vibrant and predominantly Latino neighborhood. The two major languages represented by English learners are Spanish and Cantonese. As our English Learner (EL) student population continues to grow, it is vital we address the needs of this growing demographic. All staff need to know how to support English language learners.

CAASPP Data - Year 18-19 Data Percentage Breakdown

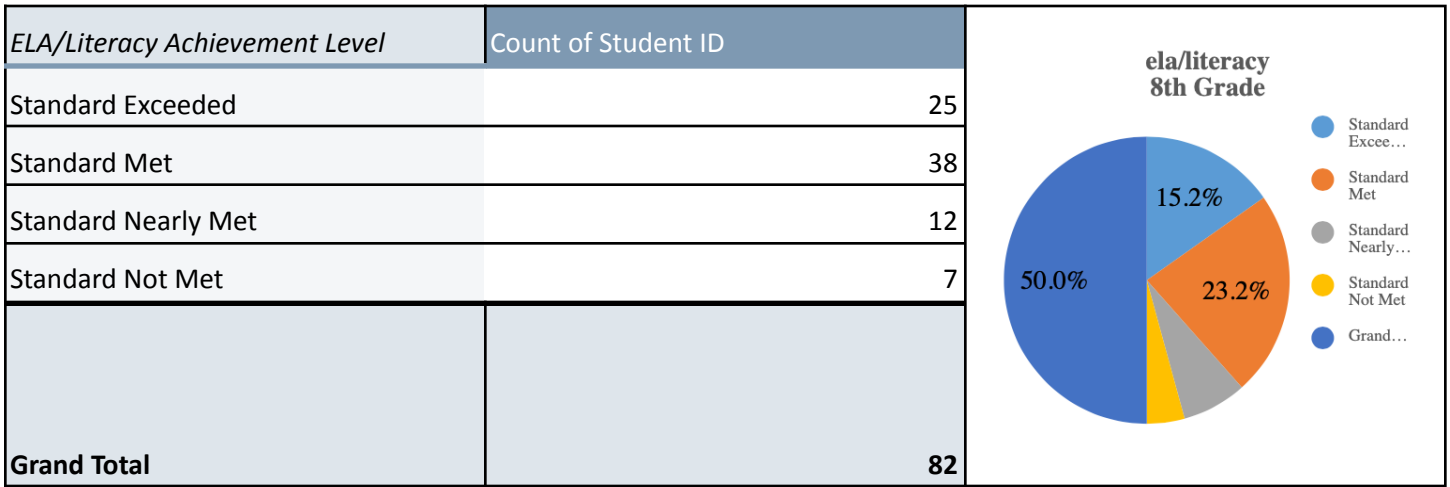
CAASPP Results From the Last Three Administrations

Overall Participation of All Students								
Grade	# Enrolled		# Tested		# w/ Scores		% Enrolled Tested	
	17 - 18	18 - 19	17 - 18	18 - 19	17 - 18	18 - 19	17 - 18	18 - 19
11	113	118	109	114	109	114	96.4%	96.6%

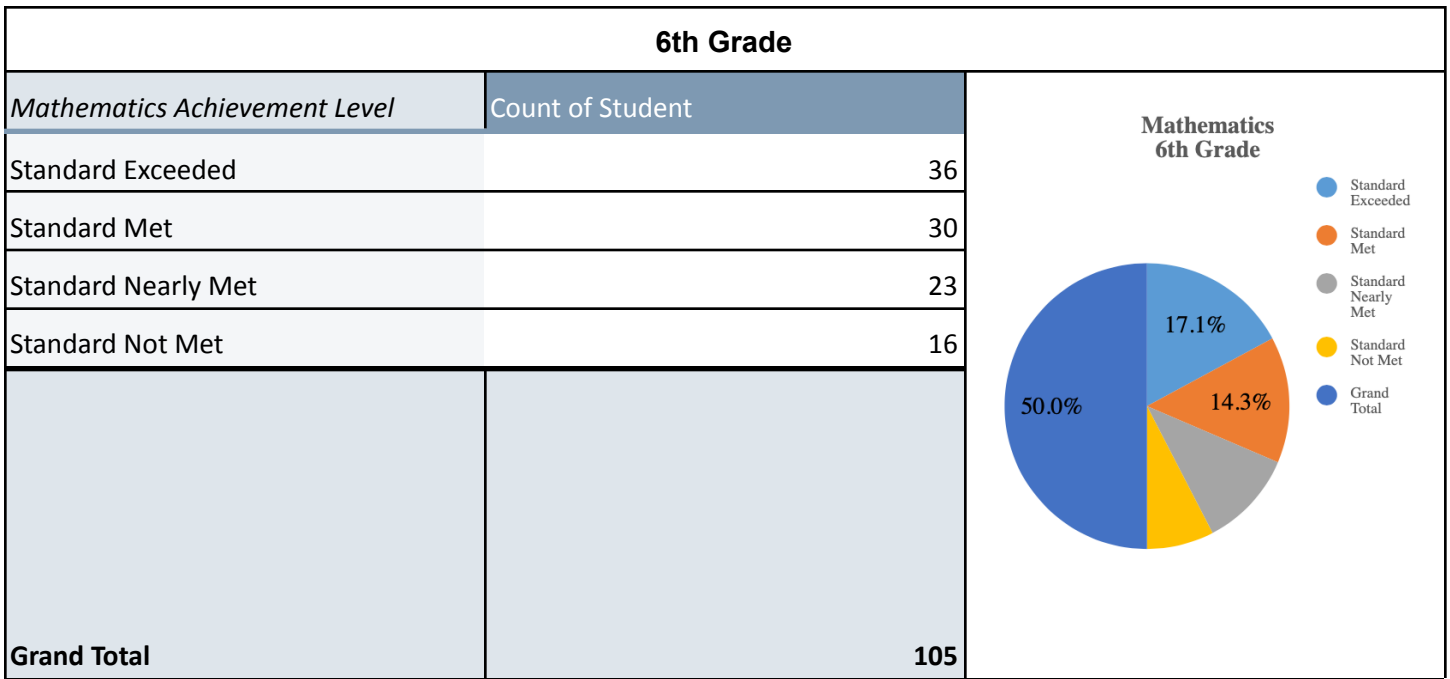
English Language Arts/Literacy Achievement Levels Year 18-19



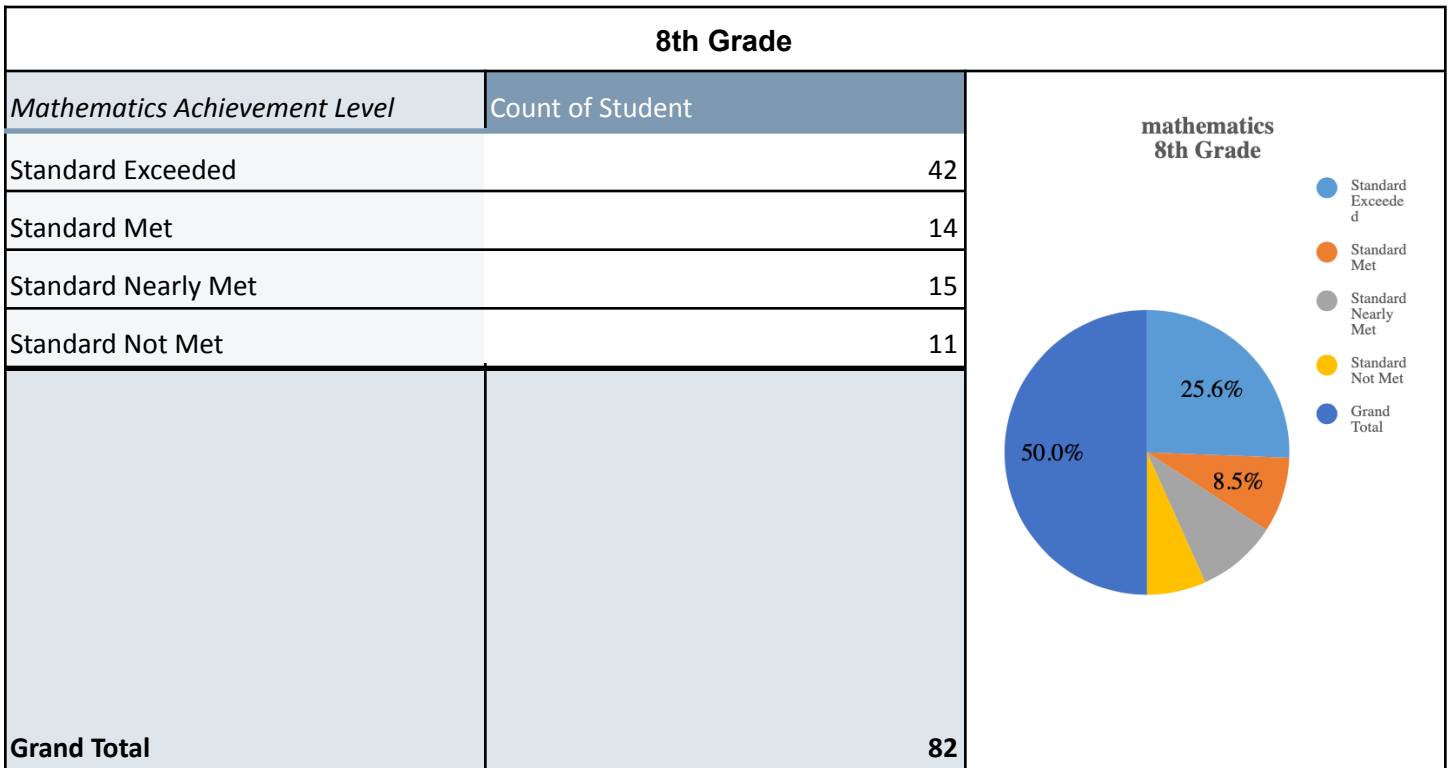
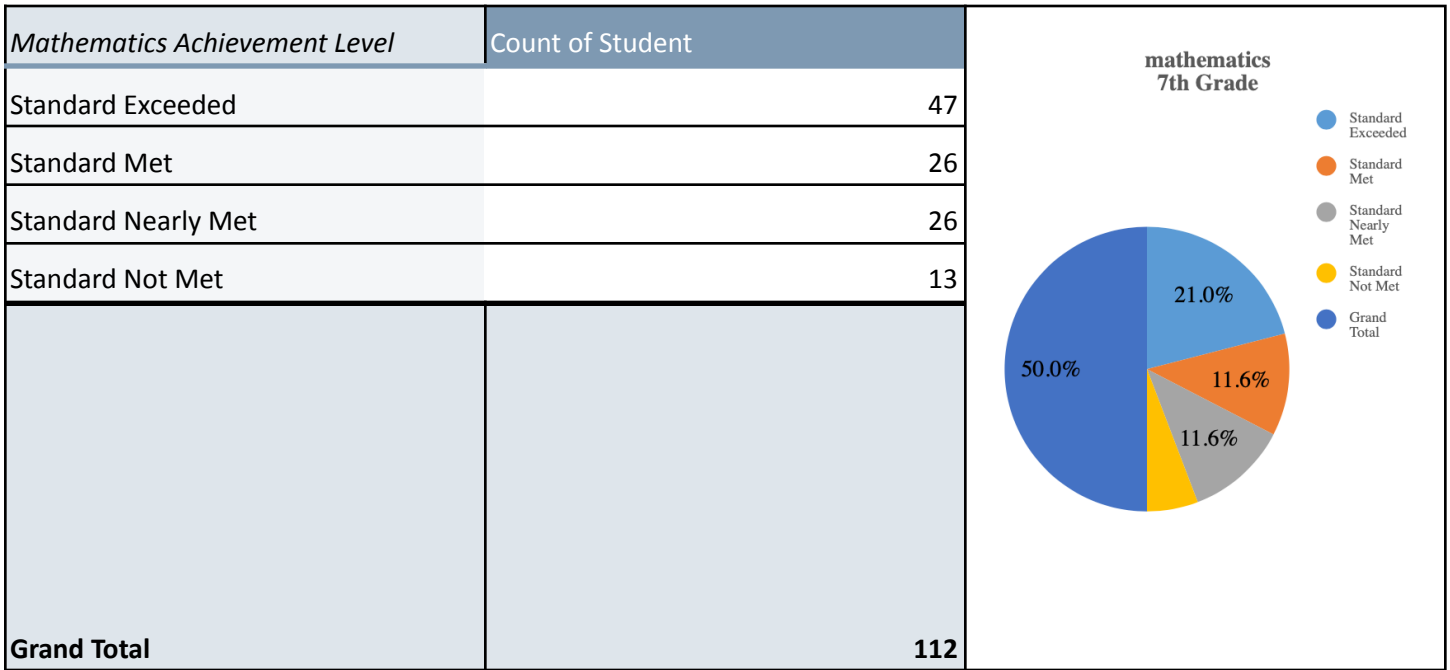
8th Grade



CAASPP Results for Mathematics Year 18-19



7th Grade



Strengths: Over the years, DCA students have consistently scored higher than both the state and district in all categories.

Challenges: Due to Covid, no CAASPP tests were administered in the 2019-20 school year. Math CAASPP scores have been declining somewhat.

Next Steps: DCA is reimplementing Math and ELA interim assessments using the NWEA. These Map scores allow us to track student needs beginning in previous years and identify in which standards they need the support. We will continue to provide Professional development and training to our tutors so that they can support our students' needs. We will also continue training on data analysis and unpacking standards.

ELPAC Results

TABLE: English Learner Status:

	2016-2017	2017-2018	2018-2019	2019-2020
English Learners	40	47	38	42
Students Redesignated Fluent English Proficient (FEP)	9	0	25	0
Percentage of English Learners	17.9%	17.1%	12.5%	12.9%
Percent of Redesignated	20%	0%	53.19%%	0%

Conclusions based on the data:

Strengths: Our strong support and program has allowed for a number of students to become redesignated fluent. DCA's model of integrated and designated ELD program allows newcomers and English Learners at different levels to develop English proficiency within the three years they are at the school. General Education Teachers use the ELD component of Springboard Curriculum as one of the supports. In addition, students receive support in small groups in the afternoon from an ELD credentialed teacher.

Challenges: DCA has a number of students who are long term English learners; students who did not progress and were not reclassified since their elementary school years. Sometimes the records are not found in CALPADS,

Next Steps: DCA developed and implemented a designated and integrated ELD program in the 2019-2020 school year, and the students who scored at levels 1 or 2 on the ELPAC are programmed to receive additional support in the afternoons in small groups. In addition, they are invited to the Summer Program. A dedicated ELD teachers and a paraprofessional/grade also work with EL students to provide push in and pull out support across the curriculum.

TABLE:

Free and Reduced Lunch Meal Eligibility Counts

Year	Enrollment	Total Free and Reduced
2017 - 2018	275	56.4%
2018-2019	305	79%
2019-2020	326	77.6%

Conclusions based on this data:

Our free and reduced lunch numbers have increased steadily over the past three years with a 20% increase from 2018 to 2020.

English Learners

Year	Enrollment	English Learners
2017 - 2018	275	17.1%
2018-2019	305	12.5%
2019-2020	326	12.9%

Conclusions based on this data:

DCA EL data shows that the percentage of English learners decreased by 4.8% in the past 3 years. We make strong efforts to support our students and parents and the student body is represented by the teachers and office staff culturally and linguistically. Parents have access to translation and interpretation to Vietnamese, Spanish and Mandarin on a regular basis and all the weekly updates during the pandemic were translated to Spanish and Mandarin..

School Performance Overview 2019

SCHOOL PERFORMANCE OVERVIEW

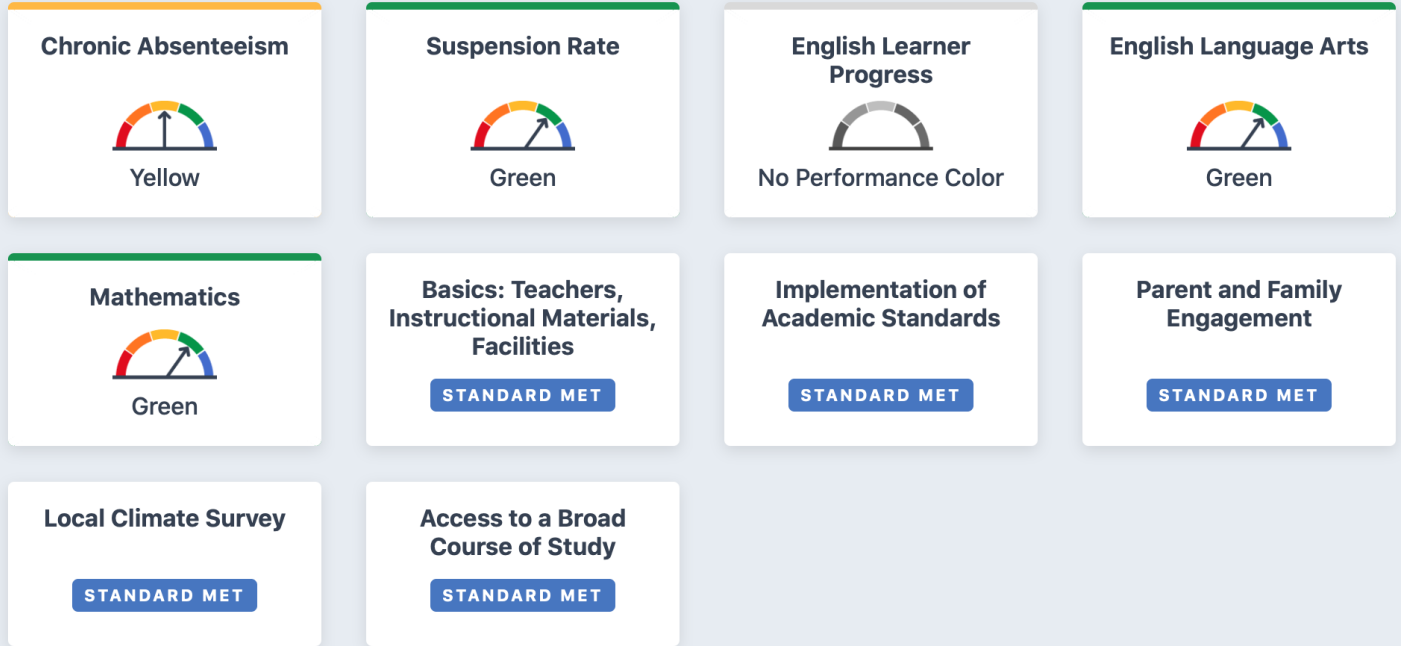
Downtown Charter Academy

Generate PDF Report 

View Additional Reports 

2019 

Explore the performance of Downtown Charter Academy under California's Accountability System.



Conclusions:

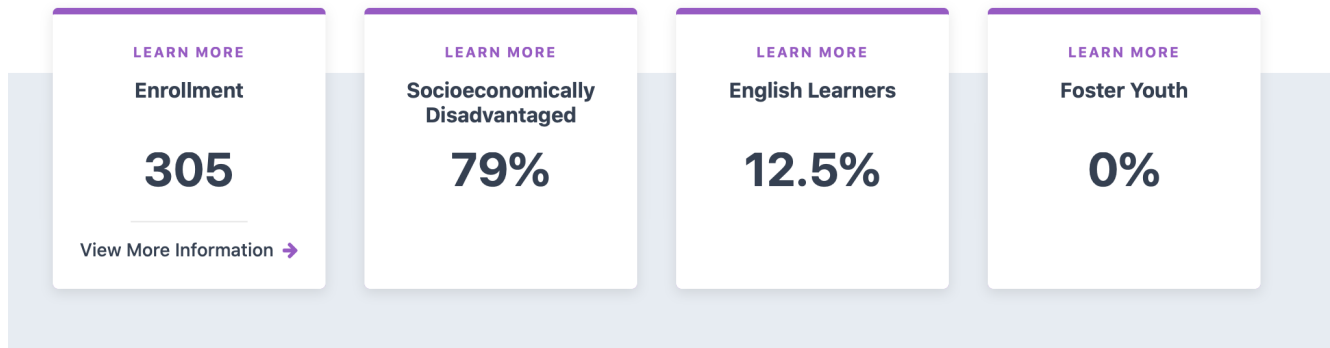
1. The majority of DCA students perform above average in math and English.
2. The suspension rate increased from previous years.
3. The chronic absenteeism increased from previous years.

Students' Population

DOWNTOWN CHARTER ACADEMY

Student Population

Explore information about this school's student population.



Enrollment

School Demographics

Student Group	Total	Percentage
Socioeconomically Disadvantaged	241	79%
Students with Disabilities	17	5.6%
English Learners	38	12.5%
Homeless	10	3.3%

Race/Ethnicity	Total	Percentage
Hispanic	52	17%
Filipino	1	0.3%
Two or More Races	5	1.6%
Asian	203	66.6%
Pacific Islander	3	1%
White	5	1.6%
African American	36	11.8%

Conclusions:


1. The majority of our students are categorized as socio-economically disadvantaged
2. English learners percentage remains the same
3. Latinex group increased almost 5%
4. African American group reached almost 12% from 2% in the past 3 years

DOWNTOWN CHARTER ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts



Green


37.7 points above standard

Declined 10.8 Points ▼

EQUITY REPORT
 Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
2 Green	0 Blue	

LEARN MORE
Mathematics



Green

34.8 points above standard

Declined 35.2 Points ▼

EQUITY REPORT
 Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
3 Green	0 Blue	

LEARN MORE
English Learner Progress

54.8% making progress towards English language proficiency

Number of EL Students: 31


Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Student Group Details

All Student Groups by Performance Level


4 Total Student Groups




Red
No Students




Orange
English Learners
Hispanic




Yellow
No Students



Green
Asian
Socioeconomically Disadvantaged

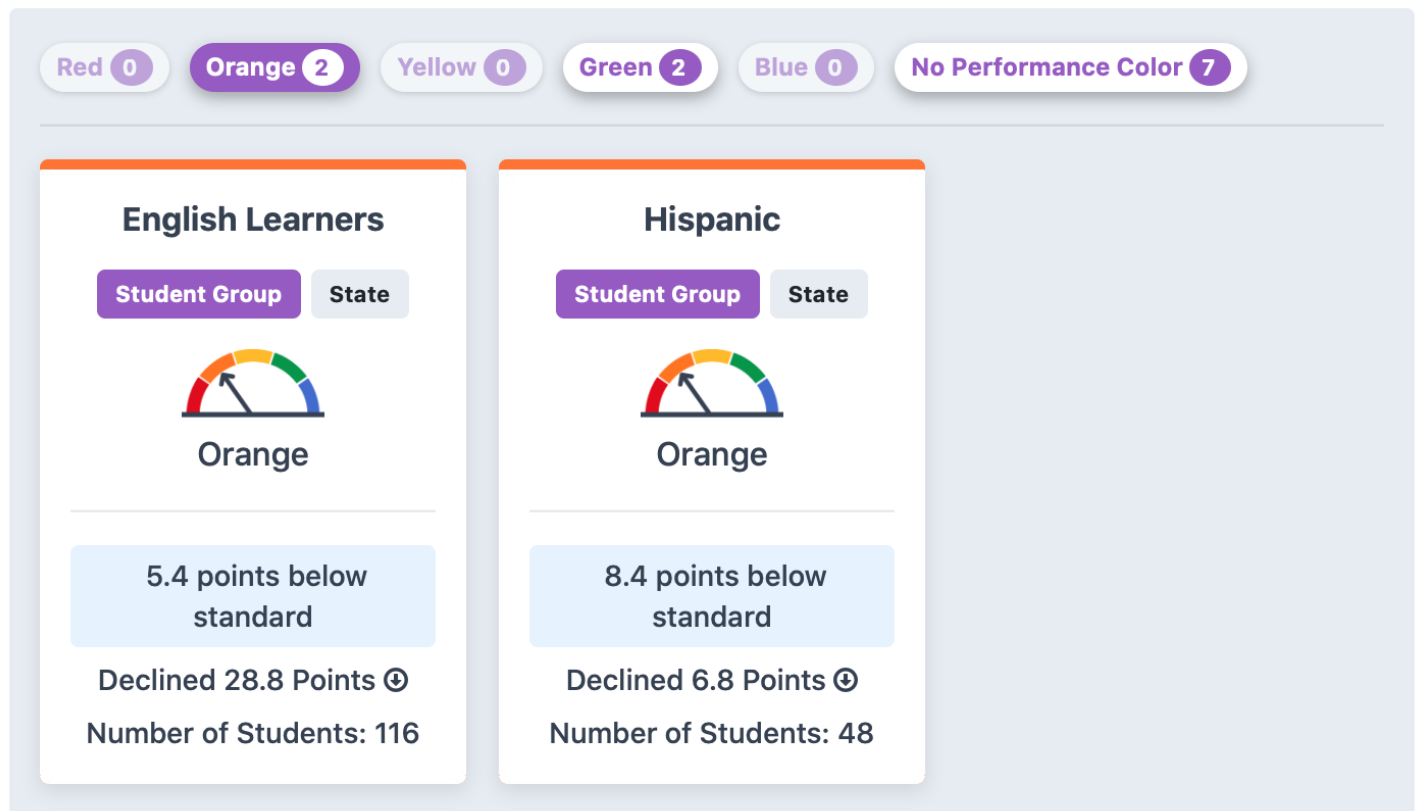


Blue
No Students



No Performance Color
African American
Filipino
Homeless
Two or More Races
Pacific Islander
Students with Disabilities
White

Explore Groups By Performance Level



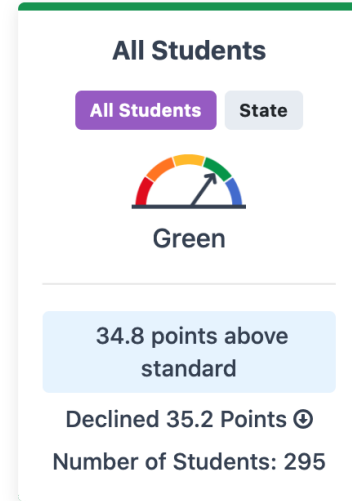
English Language Arts Conclusions:

1. DCA students met the English standard demonstrating the knowledge and skills necessary to be on track for college and career readiness at their grade level.
2. English Learners tested performance increased by 17.5 points
3. English only students performed 41.5 above standard but declined by 12.2 points in their performance
4. Reclassified English Learners performed 21.1 above standards but declined 28.6 points in their performance

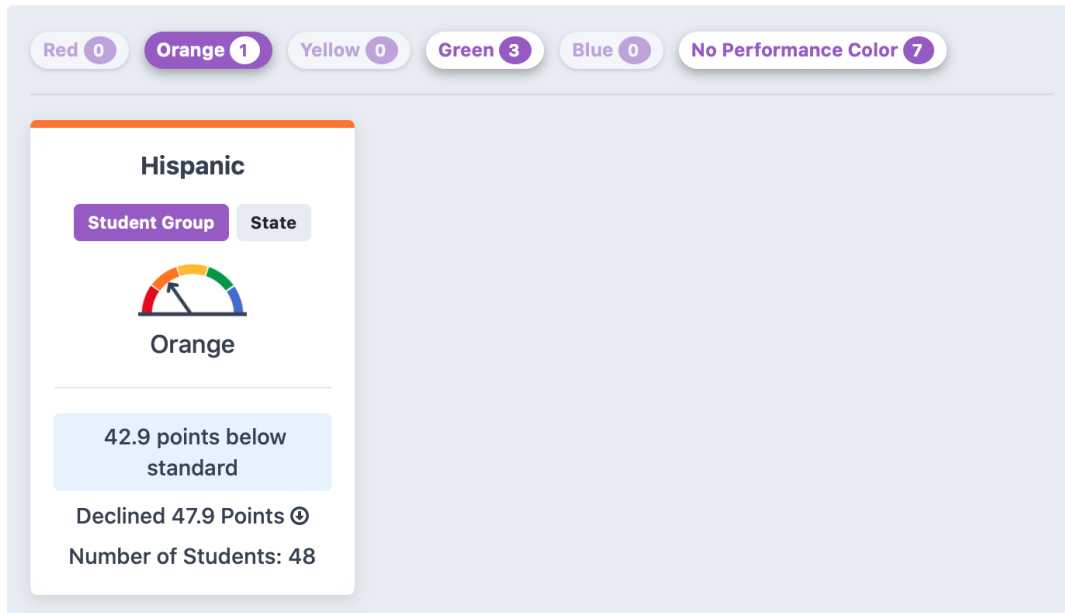
Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

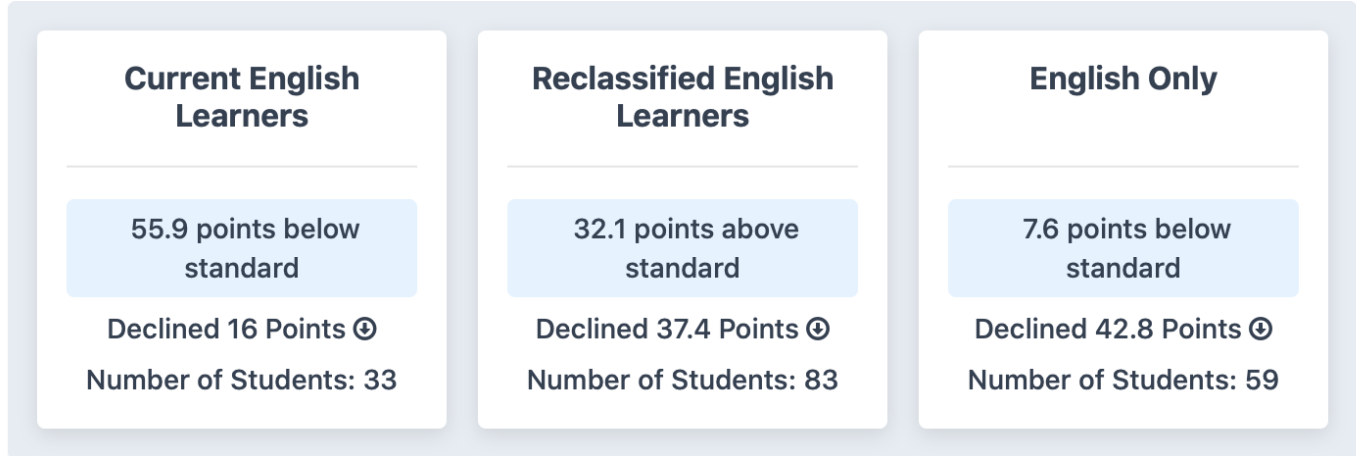


Explore Groups By Performance Level



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



Conclusions:

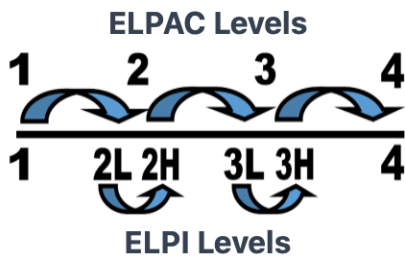
1. DCA students met the Mathematics standards demonstrating the knowledge and skills necessary to be on track for college and career readiness at their grade level, however, the overall performance of all students declined this year.
2. As next steps, we are analyzing student assessments data and correlating it to standards to modify instruction and target the skills and concepts where students need more practice and develop more content knowledge.

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

All Students

State

54.8% making progress towards English language proficiency

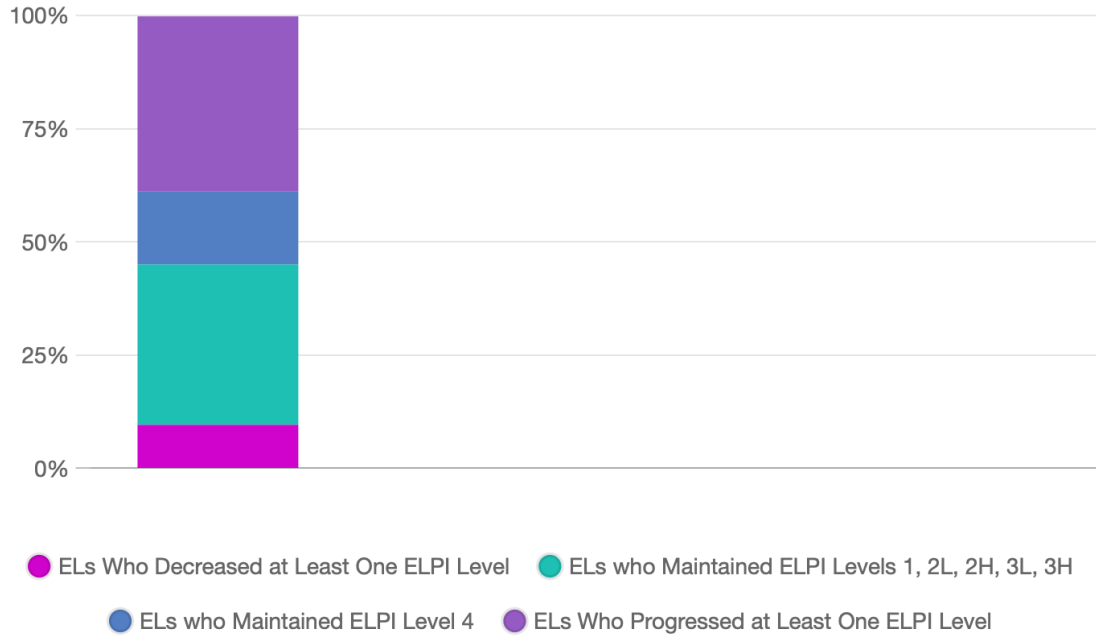
Number of EL Students: 31

Performance Level

Medium

Student English Language Acquisition Results

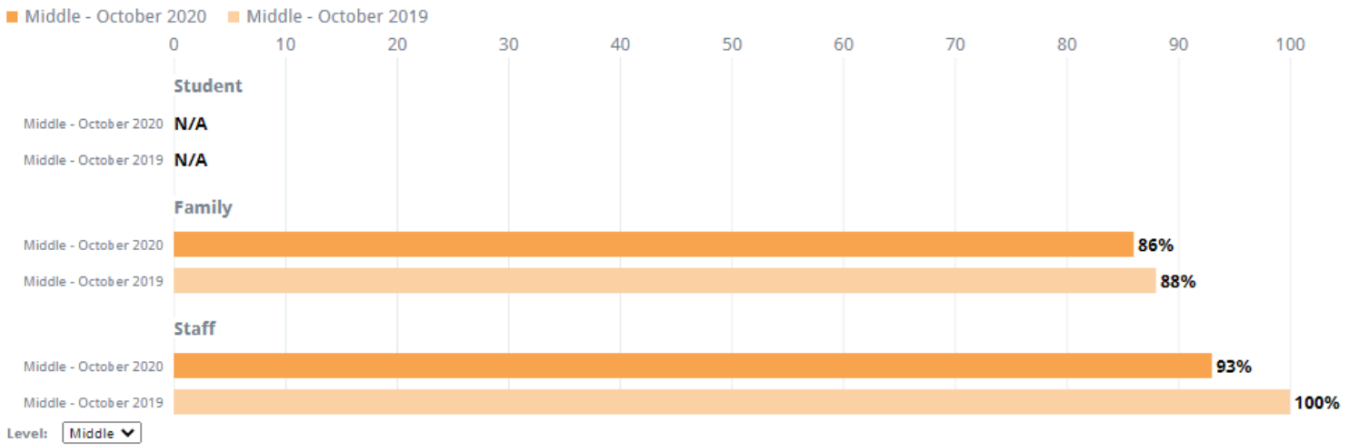
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Quality Education:

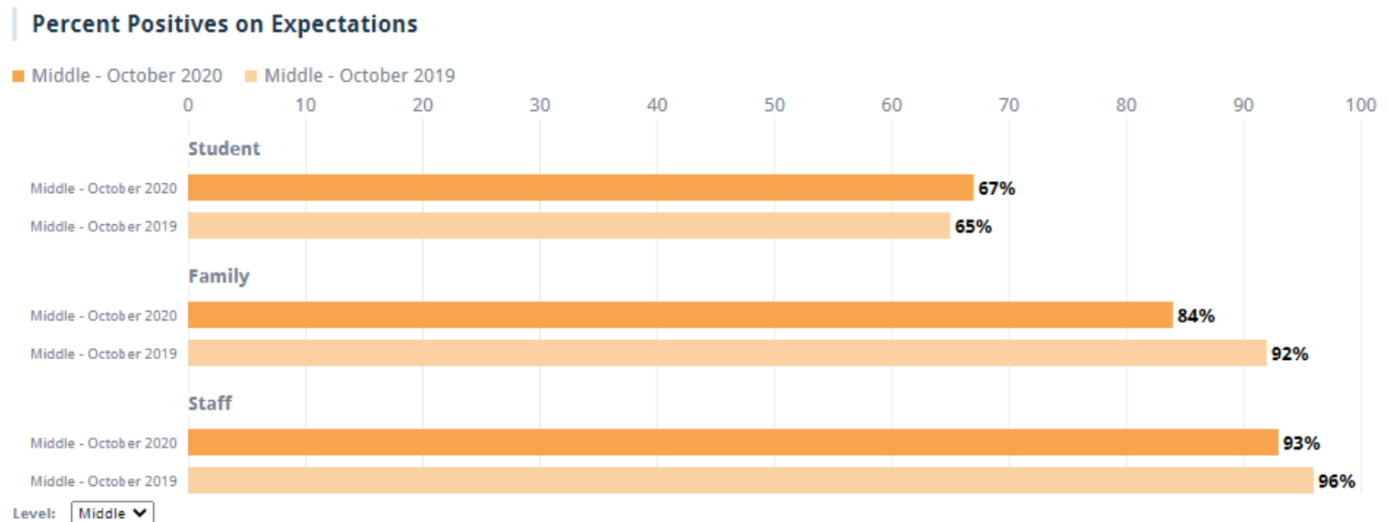
- Student: No equivalent question in student survey
- Family: "My child is getting a high quality education at this school."
- Staff: "Students are getting a high quality education at this school."

Percent Positives on Education Quality



Expectations:

- Students: "Most of my teachers don't let people give up when the work gets hard."
- Family: "My school sets high expectations for students."
- Staff: "My school sets high expectations for students."

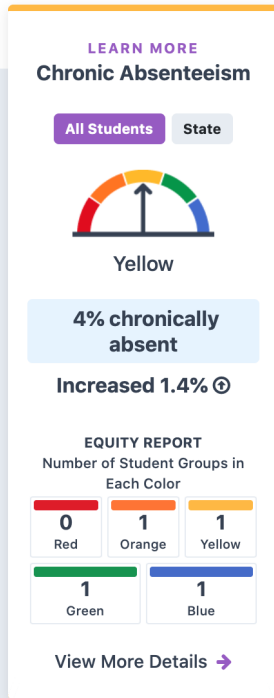


Conclusions:

1. In addition to data digs analysis and action plans derived from CAASPP, we use the NWEA testing to monitor and track student, class, and school progress towards common core standards. These analyses are done 3 times/year and the first one provides the framework for the year.
2. The scores provide growth targets, comparisons to national norms, and help us make projections for the year.
3. All curriculum decisions and professional development are based on the information of students' performance.
4. In addition, DCA supplements state assessments with authentic tests, unit tests and frequent exit tickets and quizzes.
5. Families and teachers perceive that students receive high quality of education at DCA
6. Families, students and teacher perceive that the expectations at DCA are high

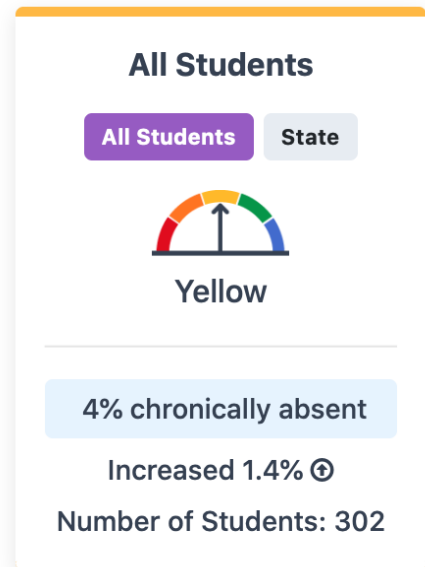
Engagement at DCA

Downtown Charter Academy



All Students

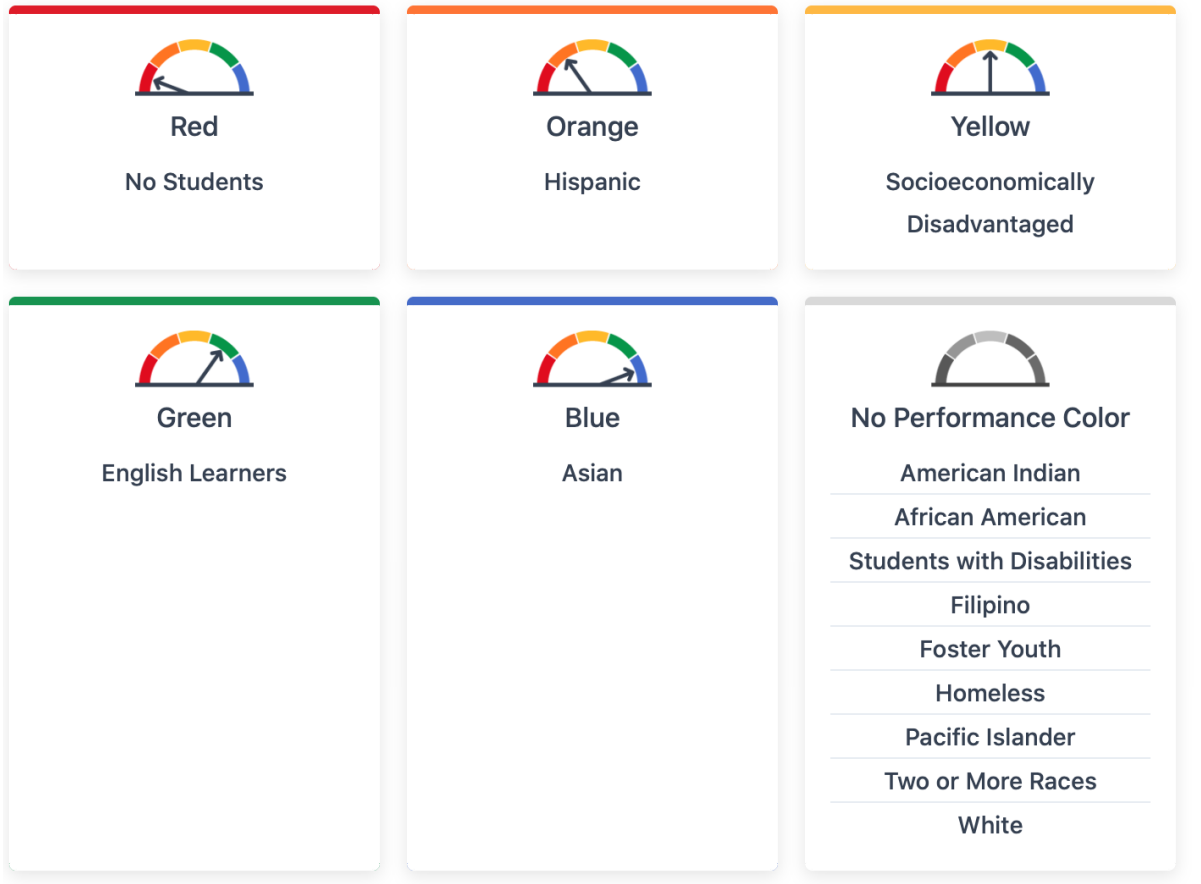
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups





We value your feedback!

We heard from over **600** DCA Community Members

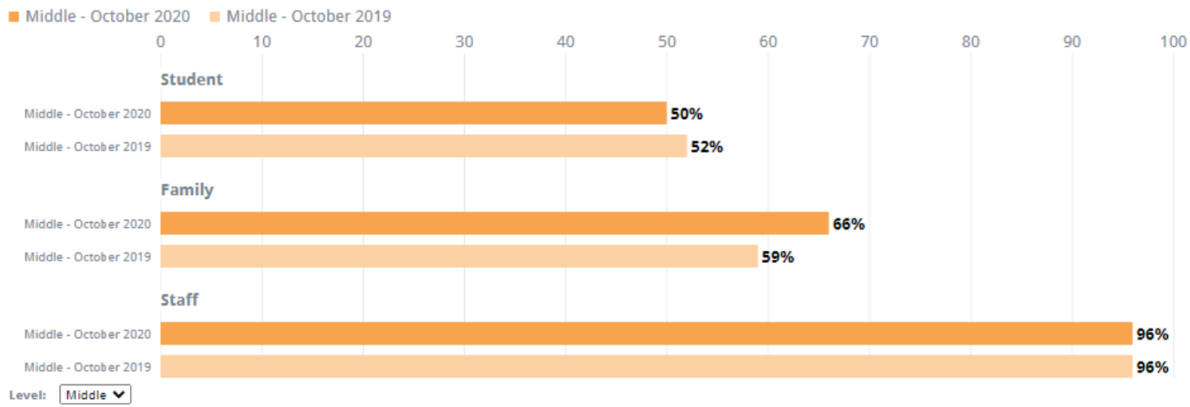
- **99% of students** about their school and classroom
- **85% of parents** and guardians about their child's school experience
- **97% of staff** about perceptions of their work at DCA



Engagement:

- The degree to which students perceive themselves as engaged with their school and their education
- The degree to which families are engaged in their school and empowered to influence decision making
- The degree to which staff feel engaged in their work and empowered to influence their schools

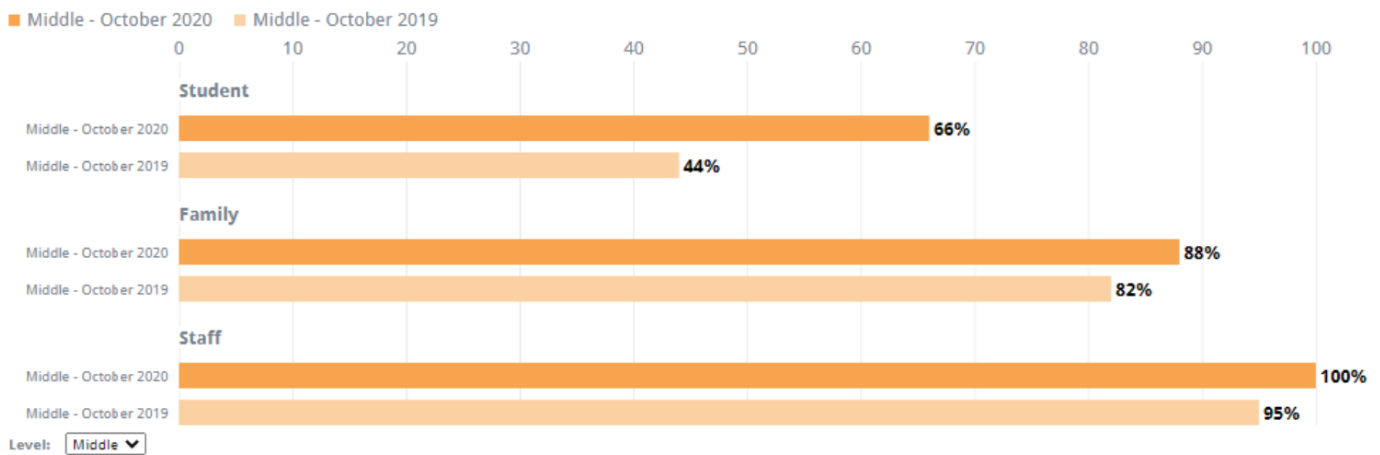
Percent Positives on Engagement



Relationships:

- **Student:** the degree to which students feel they receive support and personal attention from their teachers.
- **Family:** the degree to which families experience positive relationships in their school based on respect, care and approachability.
- **Staff:** the degree to which staff experience positive relationships in their school based on respect, care and approachability.

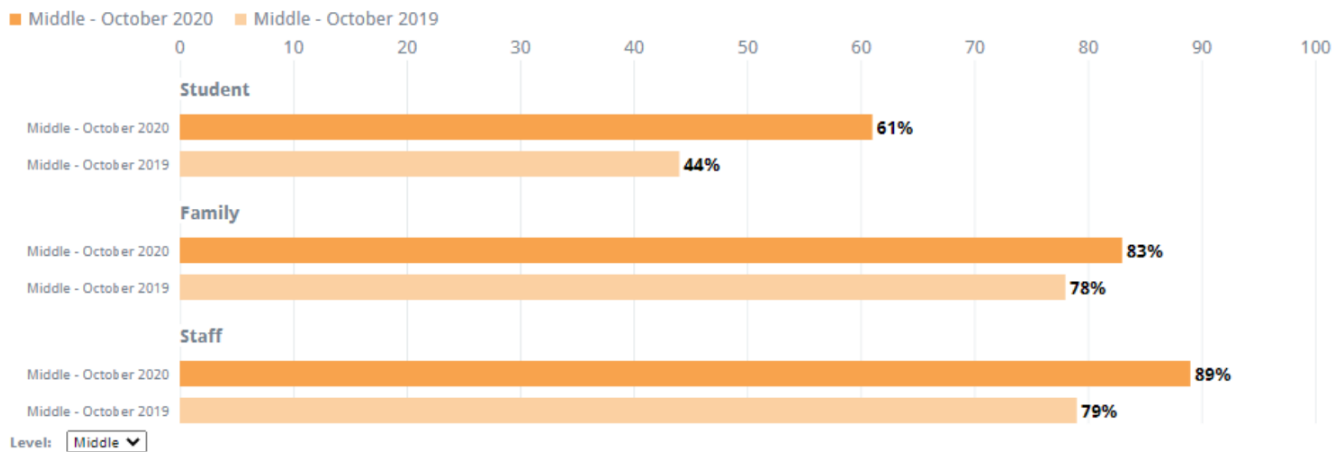
Percent Positives on Relationships



Culture:

- **Student:** the degree to which students believe that their school fosters a culture of respect and fairness.
- **Family:** the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.
- **Staff:** the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.

Percent Positives on Culture




Conclusions:

1. Our community is eager to provide feedback on school culture
2. DCA staff feels highly engaged in school but there is room for improvement on students and parents' engagement.
3. There is improvement in positive relationships across all DCA stakeholders. However, there is room for improvement for students.

DCA Conditions and Climate- 2019

LEARN MORE
Suspension Rate

All Students State



Green

0.6% suspended at least once

Declined 2.6% ↻

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	3 Blue	

[View More Details →](#)

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details →](#)

LEARN MORE

Parent and Family Engagement

STANDARD MET

[View More Details →](#)

LEARN MORE

Local Climate Survey

STANDARD MET

[View More Details →](#)

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The LEA does an excellent job of educating parents on how to support learning in the home and their rights as parents. We have monthly newsletters to help parents support the curricular efforts we have at our LEA, that are translated into Mandarin and Spanish. We are partnering

Local Climate Survey Summary

The LEA administers a local climate survey twice a year that provides a measure of perceptions of school culture and safety to all parents, students and school staff. 183 parents responded the survey last year: of which 36.6% were 6th grade parents, 47% were 7th grade parents, and 16.4% were parents of 8th graders. Most comments were positive regarding school culture and safety. Among the answers, parents responded that they choose the school because: We offer a good after school program, high academic scores, have a good reputation, their siblings attended the school, a structured program, smaller class sizes, support students to acquire self-discipline, positive learning environment and learning attitude, variety in clubs, high test scores, family and friends recommendations, students feel safe, wear uniforms, strong rules and responsibilities, good environment, better option, quality of education, students show discipline, good curriculum, excellent teachers, anti-bullying policy, etc.

Of the 61% of the parents responding the Survey, 94% said that the school motivates students to learn, 85.8% that the school teaches students empathy and responsibility, 95.7% that the school have high expectations for students, 84.7% that the school prepares students for college, and 85.2% that the school communication is appropriate.

The results were shared with all stakeholders: teachers and staff at staff meetings, parents during FST meetings, students during SEL, and Board members during monthly meeting.

Additional Comments

Although, the surveys did not offer red flags, we were aware of the need to improve our suspension rates. We created action plan and as a result, our expulsion and suspension rates were lower last year due to continuous communication with parents by the dean or students or site director, small group and individual support from wellness counselor, mindfulness and yoga lessons for students, training teachers on PBIS and positive behavior reinforcers. We continue to take steps for improvement by acquiring the Kickboard App to monitor progress of student positive behavior and communicating improvement to parents. We have SST meetings at ongoing basis not by cycles, providing parents with updated information and making them

Conclusions

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

View More Details →

LEARN MORE

**Parent and Family
Engagement**

STANDARD MET

View More Details →

LEARN MORE

Local Climate Survey

STANDARD MET

View More Details →

Teacher Credentials

Teachers	2018–2019	2019–2020	2020–2021	LEA/District 2020–2021
With Full Credential	13	13	13	13
Without Full Credential	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard 6-8 (4 Years)		0.00 %
Mathematics	Illustrative Mathematics (1 Yr)		0.00 %
Science	FOSS Science (First Year)	X	0.00 %
History-Social Science	Discovery Education (3 Years)		0.00 %
Foreign Languages	Chinese and Spanish clubs. Teacher made curriculum		N/A
Health	As per CADE Guidelines		N/A
Visual and Performing Arts	18 clubs in the Afterschool Program		N/A
Science Lab and Resources (Grades 6-8)	FOSS Lab Resources	X	N/A

Conclusions based on this data

Downtown Charter Academy meets the Standards for teacher assignments.
 DCA curriculum programs provide standards aligned materials to all students.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

LEA/LCAP Goal 1:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California and Common Core State Standards that prepare them for college and/or career.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, instruction guided by the California and Common Core State Standards that prepare them for college and/or career ELD program meets state standards. All students will have access to Common Core aligned instructional textbooks and materials. Teachers will continue to

develop task based instructional strategies for math and students will learn to problem solve using their own thinking and abilities and language skills to express their thinking. All students will receive instruction with a writing across the curriculum focus that will be reflected on students' performance Language skills by an increase of a 1% on NWEA language scores. Teachers will conduct writing as a process and create 3 authentic assessments this year where writing progress can be measured by a rubric based on CC writing standards.

Goal 2

All students will receive high quality education by receiving 1-1 chromebooks and 100% access to the Internet. DCA will make an effort to make sure 100% of our most vulnerable students have the technological means to attend distance learning.

Goal 3

Equity: DCA will focus all educational endeavors on our most vulnerable students by continuing to develop an ELD program that meets CA Standards and provide access to resources and instruction in a designated and integrated model to 100% of our EL students. ELs will be taught by an ELD credentialed teacher and credentialed general teachers in all disciplines using appropriate instructional standards that target the 4 language acquisition modes: listening, speaking, reading and writing. Teachers will receive at least 2 Professional Development on English Learners instructional standards.

DCA will promote equity by offering professional development to teachers on students' voice and classroom participation. All students will receive a high quality education on academic discourse in a safe and welcoming environment by having a SEL block during the weekly schedule to discuss topics of interest and to develop social and communication skills.

Goal 4

Family Engagement: DCA will host 20 Parents meetings a year to share information on the Pandemic, health and safety protocols and to receive feedback and input from parents. During the pandemic, DCA will keep parents informed of all academic assignments, school activities, community resources and information on Health and Safety by creating a weekly bulletin that will be sent to parents every Monday.

Identified Needs

Based on the scores DCA identified the need to improve math and writing scores for all students, mostly on problem solving, reasoning and argument development. During distance learning, DCA identified the need for access to technology for many students. We also identify the need to keep parents informed on health and safety and academic activities so that they could help students at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Increase/Decrease of English Language Arts CAASPP score from standard	Based on English Language Arts CAASPP data, while all students scored green overall, there is a significant gap in the subgroups between Asian and Hispanic Students..	By 2023 Hispanic students will score 10 points above the standard.
Overall Increase/Decrease of Mathematics CAASPP score from standard	Based on Mathematics CAASPP data, while all students scored green overall, there is a significant gap in the subgroups between Asian and Hispanic Students.	By 2023 Hispanic students will score 10 points above the standard.
English Learners Increase/Decrease of CAASPP score from standard	Reclassified English Language Learners scored below the standard.	By 2023 RFEP students will score above the standard overall.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including students in subgroups, English Learners and Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities.

Strategy/Activity

All teachers will have additional materials that support Common Core.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3,000	Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies to Supplement

	Curriculum
\$400	Site Discretionary 4000-4999 Books and Supplies English Language Learner Materials
\$1,000	Site Discretionary 4000-4999 Books and Supplies Adoption of NGSS Aligned Science Textbooks
\$1,000	Site Discretionary 4000-4999 Books and Supplies Adoption of Common Core Aligned Mathematics Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including students in subgroups, English Learners and Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities.

Strategy/Activity

All staff have access to updated technology and can say with confidence they are able to implement Common Core technology threads into their curriculum and classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$80,000	20-21 Cares LLM 4000 - 4999 Books and Supplies New computers are needed for teacher use. Prioritize Common Core teachers and core subject area teachers with the most need.
\$8,000	20-21 Title I (3070) 4000 - 4999 Books and Supplies Software to support Common Core Curriculum like Turnitin, Edpuzzle, Pear Deck, Flip Grid, Edpuzzle, Zoom
\$4,000	Title I (3070) 20-21Cares LLM 4000 - 4999 Books and Supplies Technology is needed for student use in

	classrooms. Increase in CCs (Computer Carts), media stations, upgrades to existing technology.
\$1,000	Professional Development for all teachers unpacking Common Core Standards & PBL aligned best practices
\$2,500	Professional Development for all teachers: Special education students best practices & pedagogy

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners/Students with Disabilities

Strategy/Activity

Students will be identified and have appropriate access to ELD and Special Education services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$130,000	20-21 Title I (30100) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Administrative Support for Special Ed services
\$75,000	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) EL Support Teacher .
\$22,500	Title I (3010) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classified Support - Extra Assistance
\$1,000	Title I (3010) 4000 - 4999 Books and Supplies

	Supplemental Materials and Supplies for ELD/SPED
\$1,500	Title I (3010) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Release time for teachers to visit effective classrooms/schools within and out of our LEA.
\$8,000	Title II (4035) Professional Development for teachers and staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including students in subgroups, English Learners and Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities.

Strategy/Activity

All students shall receive counseling and small group support on academic learning strategies that target the executive functions, stress relegated issues and social skills,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$91,000	1000 - 1999 Certificated and other Personnel Salaries (Includes 3000-3999 Benefits) College advising and transcript analysis support offered to all grade levels, meetings with families and students to ensure students are on track.
\$5,000	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Increase the availability of enrichment opportunities and field trips to colleges and universities for students to experience post

	secondary options.
\$30,000	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Credit recovery offered within the school day and over the summer.
\$1,000	Title I (3010) 4000 - 4999 Books and Supplies Career and College Center - Materials and supplies
\$60,000	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase variety of classes offered during the school day (Creative Tech, AP, ELD) Site Discretionary

Annual Review

SPSA Year Reviewed: 2020-2021

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1.1 Effective, Purchase order receipts show that all staff requests for supplies were filled. Teachers reported they have sufficient materials to support CCSS and they are looking forward to the adoption of a new curriculum for NGSS Science.

1.2 Not Effective, Due to aging technology, there is a need to replace technology in classrooms. The baseline of technology in a standard classroom at DCA is a projector, laptop and computer in each classroom, many classrooms do not have document cameras.

1.3 Need more time to evaluate, DCA continues to develop the ELD intervention support program this year. Our assumption is because so many of our ELs are long term ELs providing a year long ELD program that will support ELs to advance on the ELPAC and move from L1 and L2 to L3 and above. EL data will need to be evaluated to see how many student's improve on the ELPAC.

1.3 Need more time to evaluate. Due to the pandemic, we are using data from 18-19. CAASPP data shows that for EL Students, English Language and Math scores declined.

1.3 Need more time to evaluate. Due to the pandemic, we are using data from 18-19. We do not have sufficient data on our Students with Disabilities though the California Dashboard. The percent of Students with Disabilities has remained the same based on data kept by DCA internally.

1.4. Due to the pandemic in person college field trips by grade level were curtailed, however, we continue to implement virtual evening events for students where they can socialize and keep the PBIS incentives going.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2020-2021 is the first year DCA has completed a SPSA.

Due to the pandemic field trips were curtailed. The support on Sex Education by Plan Parenthood and on Suicide prevention by Teens for Live were also canceled.

Due to the pandemic all services thus far have been conducted remotely over zoom and google hangouts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NWEA data will be used to determine progress on goals and teachers will have time to collaborate in department and grade level meetings. Analysis of NWEA data by department and with instructional leaders will guide discussions.

Annual Measurable Outcomes Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$116,000
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Title I (3010-0)	\$92,000
Title II (4035-0)	\$13,000
Title III	
Title IV	\$10,000
SPED - Fed	\$40,000
Nutrition	\$22,000
CARES-ESSER	\$75,000
CARES-LMM**	\$250,000

Subtotal of additional federal funds included for this school: \$502,000 List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
SPED - State	\$206,000
School Facilities	\$349,000
Lottery	\$65,000
ASES	\$170,000
Other State	\$45,000
Other Local	\$2,000

Subtotal of state or local funds included for this school: \$837,000

Total of federal, state, and/or local funds for this school: \$1,339,000

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

School Site Council Membership/Family Staff Team

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the FST is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 8 Parent or Community Members

Name of members	Roll
Claudia Lee	Director/Principal
Esther Prokopienko	Dean of Instruction
Kimberly Chang	Classroom Teacher, 6th grade Level Chair
David Swinger	ELD teacher
Kailly Chai	School Registrar
Karen Rodriguez	Parent
Ramon Nunez	Parent and school custodian
Deisi Cruz	Parent
Cheryl Archer	Parent
Fabiola Galicia	Parent
Jian Fong	Parent
Kim Pham	Parent

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Henry High School	07 77354 0132233	May 12, 2021	May 19, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement describes the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. This includes goals and strategies that will improve student achievement, attendance, and college and career readiness.

Locally, our communities have been greatly affected by the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

As we worked through the various challenges, we also took into consideration our mission, which is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a

disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

The goals contained in the SPSA are carefully planned and feedback is requested from multiple stakeholders in order to create the best schoolwide programs and supports. All goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID-19 pandemic. We have hosted ZOOM meetings with families, where they have provided questions, feedback, and input since our transition to Distance Learning. In order to inform this plan, our school solicits stakeholder feedback and information starting in the summer and we continue to do so throughout the school year. Our stakeholder groups include: Family Staff Team (composed of parents, teachers, and administrators), students, our local Board, Home Office staff, and our administrative team.

Our school holds quarterly meetings with our FST to collect feedback, ideas, and improvement plans. We also survey stakeholders two times per year to collect information. We meet with our ILT (Instructional Leadership Team) on a monthly basis which has provided and continues to provide valuable input to inform the school's planning.

During meetings, translation was provided for families whose primary language is something other than English. We also provided the capability for stakeholders to connect through a computer or a phone. We used the chat feature to gather questions and feedback as well as a survey for families to fill out. In addition, we created times for families to provide spoken feedback and comments. We relied heavily on the cultural competency of the AMPS organization to set up alternatives to internet through usage of our phone and text system. We also posted resources and plans on our website and solicited feedback through use of our social media platforms.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable because the school is not identified for CSI or ATSI.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Improve academic outcomes by offering academic supports and interventions.

Identified Need

Students meeting or exceeding standards in mathematics decreased significantly.

English Language learners advancing towards proficiency is not as high as state levels and their performance on SBAC is low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EI students advancing in at least one category of the ELPAC or move towards reclassification	30%	38%
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	46%	55%
Percent of students meeting or exceeding standards in the SBAC mathematics exam	20%	30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Insert paraprofessional in math classrooms in order to provide supports and interventions. They will also be supporting English Language learners in the classroom by providing additional supports guided by the certificated teacher. Paraprofessional will also run tutoring program after school to further advance student's skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$90,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administer NWEA assessment to all students in Fall, Winter, and Spring to understand where students are at and how much they are progressing. The assessment will also allow the staff to understand how students are doing compared to national norms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,600

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

Purchase supplemental materials through Voyager Sopris to enhance our English Learner instructional program. Through the use of these materials, EL students will receive more targeted support in order to develop English skills and abilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,000

Title I

Goal 2

Improve the social-emotional well-being of our students by targeting school climate and culture through Positive Behavior and Intervention Supports.

Identified Need

Attendance is a concern at our school. The chronic absenteeism rate is high as compared to local and state metrics. It also has not decreased at our school over the past three years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	16%	12%
Suspension Rate	2.7%	2%
Percent of students expressing a sense of belonging/the belief that respect and support are commonplace at JHHS	65%	75%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement and promote the use of Kickboard to provide PBIS strategies and support within the classroom and outside of the classroom. Through Kickboard, the school will be able to assess positive and negative behaviors and target specific issues that arise. The school will also be able to promote a student's sense of accountability for their actions. Students will be able to earn points throughout the school year for showing up to class (attendance), displaying positive behaviors in the

classroom, and showing desired actions throughout the school. They will then be able to use their points to “purchase” various items.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$5,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Survey students to assess various components of our school program. Students will take the survey towards the middle of the year so that we can take appropriate actions and steps to work through challenges or issues that are identified in the survey, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

Since our school has a high percentage of English Language learners, we will translate materials for students and parents to be informed about programs, testing results, and academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	Title I

Goal 3

Provide professional development to teachers that is culturally relevant and responsive to student and classroom needs.

Identified Need

Teachers want professional development around creating engaging lessons and rigorous academic opportunities for students in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher attendance at PD	100%	100%
Staff expressing satisfaction with professional support and development	75%	80%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will partner with PBL Works for the Professional Based Learning professional development for all teachers. This is a three-day training over the course of three weeks. Teachers will select and implement a project by the end of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$12,000

Title II

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development for administrators to ensure that English teachers are coached on academically rigorous and engaging experiences for English Learners. It will also provide them with exemplary lessons for ELA and social studies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,000

Title II

Goal 4

Increase access to Advanced Placement program for all students.

Identified Need

College readiness metrics for John Henry High are low compared to state metrics.
Increase participation rates in Advanced Placement courses.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Number of seniors who took one or more Advanced Placement courses during high school

30

40

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students expressing satisfaction with the course selections at the school	60%	70%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Pay for Advanced Placement exams so that it is not a burden or an access barrier for students, especially those of low-income backgrounds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000	Title IV

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 129,781
Total Federal Funds Provided to the School from the LEA for CSI	Not Applicable

DESCRIPTION

AMOUNT

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 129,600

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$105,771
Title II	\$14,010
Title IV	\$10,000

Subtotal of additional federal funds included for this school: \$ 129,781

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$129,781

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Coversheet

Approval of Renewal Contract with Better 4 You Meals

Section: V. Consent Agenda
Item: G. Approval of Renewal Contract with Better 4 You Meals
Purpose: Vote
Submitted by:
Related Material:
(Draft)Amethod-B4YM Renewal Addendum 2021-22.docx
Board Briefing Sheet for Better 4 You Meals Contract Renewal 2021-2022.docx



ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Better 4 You Meals, Inc. and Amethod Public Schools

This addendum made on ____ / ____ / ____ between **Better 4 You Meals Inc.**, hereinafter referred to as **Better 4 You Meals** and Amethod Public Schools, hereinafter referred to as Amethod Public Schools, is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. Addendum Purpose

This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2021 and ending on June 30, 2022. The terms and conditions of the original Base Year service agreement are applicable to this contract renewal.

2. Service Agreement Period

Base Year: July 1, 2019 – June 30, 2020
 1st Renewal Year: July 1, 2020 – June 30, 2021
 Current Renewal Year: July 1, 2021 – June 30, 2022

3. Pricing

Per **Section 7.c of the original Vended Meal Agreement**, the adjusted renewal rates do not exceed the San Francisco Area Consumer Price Index, for Food Away From Home, which is **5.4% from December 2019 – December 2020**, as published by the Bureau of Labor and Statistics¹.

Meal	Units	Rate	Total
Breakfast	69,300	\$1.84	\$127,512.00
Lunch	154,800	\$2.91	\$450.468.00
Total			\$577,980.00

4. Pricing Disclosures for Additional or Upgrade Options

1. All meals are available as pre-pack or family style, based on school request.
2. Special Therapeutic Meals (medically requested/required):
 Breakfast: \$ No Additional Price Lunch: \$ No Additional Price
3. Vegan Special Request Meals

¹ https://www.bls.gov/regions/west/news-release/consumerpriceindex_sanfrancisco.htm#:~:text=Over%20the%20year%2C%20food%20prices,from%20home%20rose%205.4%20percent.

- Breakfast: \$ 5.50 _____ Lunch: \$ 7.50 _____
4. Salad Bar as Vegetable Side (price per meal): \$ No Additional Price
5. School can choose from 2 breakfast items each day, and up to 4 lunch items.

Amethod Public Schools and Better 4 You Meals hereby mutually exercise the option to renew the service agreement from Base Year 2019-20.

Name & Title of SFA Representative	Telephone Number
Mailing Address	
Signature	Date
Name & Title of Better 4 You Meals Representative Steven Holguin, Vice President of Sales & Marketing	Telephone Number (323) 838-5555
Mailing Address 5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	Date



HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 05/19/2021

Subject:

Annual renewal of meal vendor contract with Better 4 You Meals

Action:

Information:

Committee:

RECOMMENDATIONS:

Staff recommends the Board to approve AMPS action to renew contract with breakfast and lunch vendor- Better 4 You Meals for the coming school year, 2020-2021.

SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:

2019-2020 school year was the first year that AMPS contracted with Better 4 You Meals.

SUMMARY OF KEYS ISSUES:

- Better 4 You Meals delivers breakfast meals the day before service and lunch meals the day of service to all 6 schools.

FISCAL ANALYSIS :

FOOD PROGRAM DATA- Fast Facts	
Cost per breakfast 2020-2021	\$1.77
Cost per breakfast 2021-2022	\$1.84
Cost per lunch 2020-2021	\$2.83
Cost per lunch 2021-2022	\$2.91
Current San Francisco Area Consumer Price Index, for Food Away From Home, is 5.4%. Breakfast and Lunch price increases are 4% and 3% respectively.	

ATTACHMENT(S):

- Addendum to Agreement to Provide food Service Between Better 4 You Meals, Inc. and Amethod Public Schools (CEO signature and initials requested)

Coversheet

Approval of Science Curriculum for Benito Juarez Elementary

Section: V. Consent Agenda
Item: H. Approval of Science Curriculum for Benito Juarez Elementary
Purpose: Vote
Submitted by:
Related Material: Benito Juarez Elementary updated quote 5.5.2021 (1).pdf

PLEASE NOTE: YOU MUST INCLUDE A COPY OF THIS PROPOSAL WITH YOUR PURCHASE ORDER



Karen Moore, FOSS Specialist
karen.moore@schoolspecialty.com
 Direct: 206.841.6124



80 Northwest Blvd, Nashua, NH 03063
 PO Box 3000, Nashua, NH 03061-3000
 Phone: 800-338-5270 Fax: 888-440-2665

Prepared On: May 5, 2021
Valid Through: August 3, 2021

DELTA EDUCATION PRICE QUOTE

Prepared for: Benito Juarez Elementary
 1450 Marina Way S, Richmond, CA 94804
 Anjelica Zermeño
 o: 510.215.7009
 e: azermeno@amethodschools.org

Complete Kits	\$ 24,579.52		
Teacher Materials	\$ 6,269.76		
Professional Development	\$ -		
Refill Kits	\$ 5,797.12		
Reading Components	\$ 8,377.94		
Living Materials	\$ 2,875.15		
Conversion / Upgrade Kits	\$ -		
Miscellaneous	\$ -		
Online	\$ -		
	Subtotal	\$ 47,899.49	
			Subtotal \$ 47,899.49
			0% Shipping & Handling \$ -
			Living Material Shipping
			7.25% *Est. Sales Tax \$ 3,472.71

BID #7788088917 **Total* \$ 51,372.20**

Customer Savings:

****Discounts are based on the order AS IS****

Student eBook licenses at no charge	=	\$9,603.00
Refill kits for piloted modules	=	\$524.16
Two Professional Learning Days at no charge	=	\$5,600.00
Total discounts-----	=	\$15,727.16

** Please add sales tax where applicable. Exempt residents please provide Tax Exemption Certificate.*

Part Number	Item Description	Type	Unit Price	Qty	Extended Price	Comments
1585758	PD FOSS/DELTA IMPLEMENTATION 6 HR	PD	\$ 2,800.00	2	No charge	Teacher Training
	Transtional Kinder					
2028658	KIT FOSS OBSERVING NATURE NG	Kit	\$ 1,057.28	1	\$ 1,057.28	
2029125	ONLINE FOSS NG OBSERVING NATURE PRM ACS	Online	\$ 159.00	3	Bonus	
	Kindergarten					
1586455	KIT FOSS MAT+MOTION NG CA	Kit	\$ 1,079.68	1	\$ 1,079.68	Pilot conversion/Do not ship
1487627	SCI RES BK FOSS MATERIALS+MOTION NG 8PK	Reading	\$ 55.94	5	\$ 279.72	

Easy Ordering! Email to: curriculumorders@schoolspecialty.com | Fax to: 888-440-2665

PLEASE NOTE: YOU MUST INCLUDE A COPY OF THIS PROPOSAL WITH YOUR PURCHASE ORDER

2028658	KIT FOSS OBSERVING NATURE NG	Kit	\$ 1,057.28	1	\$ 1,057.28	
1487695	SCI RES BK FOSS MATERIALS+MOTION NG EA	Reading	\$ 7.78	6	\$ 46.70	
1487584	INV GUIDE FOSS MATERIALS+MOTION NG	TM	\$ 156.80	2	\$ 313.60	
1533746	REFILL FOSS MATERIALS+MOTION NEXT GEN	Refill	\$ 144.48	4	\$ 577.92	
1524340	ONLINE FOSS NG MAT+MOTION PRM ACC 1 CLS	Online	\$ 159.00	3	Bonus	
1586456	KIT FOSS TREES+WEATHER NG CA	Kit	\$ 1,152.48	1	\$ 1,152.48	
1487628	SCI RES BK FOSS TREES+WEATHER NG 8PK	Reading	\$ 55.94	5	\$ 279.72	
1487696	SCI RES BK FOSS TREES+WEATHER NG EA	Reading	\$ 7.78	6	\$ 46.70	
1487585	INV GUIDE FOSS TREES+WEATHER NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1533362	KIT REFILL FOSS TREES+WEATHER NG	Refill	\$ 33.60	5	\$ 168.00	
1524349	ONLINE FOSS NG TRESS+WTHER PRM ACC 1 CLS	Online	\$ 159.00	3	Bonus	
1586457	KIT FOSS ANIMALS 2X2 NG CA	Kit	\$ 984.48	1	\$ 984.48	
1459531	LM CARDS ANIMALS TWO BY TWO 3E/NG S/5	LM	\$ 222.82	3	\$ 668.47	
1487626	SCI RES BK FOSS ANIMALS 2X2 NG 8PK	Reading	\$ 55.94	5	\$ 279.72	
1487694	SCI RES BK FOSS ANIMALS 2X2 NG EA	Reading	\$ 7.78	6	\$ 46.70	
1487583	INV GUIDE FOSS ANIMALS 2X2 NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
	<i>No Refill Required - Animals 2x2</i>	Refill	\$ -	5	\$ -	
1524339	ONLINE FOSS NG ANMLS 2X2 PRM ACC 1 CLS	Online	\$ 159.00	3	Bonus	
	First Grade					
1586458	KIT FOSS SOUND+LIGHT NG CA	Kit	\$ 1,197.28	1	\$ 1,197.28	Pilot conversion/Do not ship
1487630	SCI RES BK FOSS SOUND+LIGHT NXT GN 8PK	Reading	\$ 55.94	6	\$ 335.66	
1487714	SCI RES BK FOSS SOUND+LIGHT NXT GN EA	Reading	\$ 7.78	5	\$ 38.92	
1487587	INV GUIDE FOSS SOUND+LIGHT NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
	<i>No Refill Required - Sound and Light</i>	Refill	\$ -	5	\$ -	
1511913	ONLINE FOSS SND+LGT NXT GN PREM PK 1 CLS	Online	\$ 159.00	3	Bonus	
1586459	KIT FOSS AIR+WEATHER NG CA	Kit	\$ 995.68	1	\$ 995.68	
1487629	SCI RES BK FOSS AIR+WTHER NXT GEN 8PK	Reading	\$ 55.94	6	\$ 335.66	
1487586	INV GUIDE FOSS AIR+WEATHER NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1512126	REFILL KIT FOSS AIR+WEATHER NEXT GEN	Refill	\$ 87.36	5	\$ 436.80	
1511914	ONLINE FOSS AIR+WTH NXT GN PREM PK 1 CLS	Online	\$ 159.00	3	Bonus	
1586460	KIT FOSS PLNTS+ANIMALS NG CA	Kit	\$ 1,029.28	1	\$ 1,029.28	
270-4063	Live Organism Coupon: 25 pill bugs and 25 sow bugs	LM	\$ 61.54	3	\$ 184.63	
1487631	SCI RES BK FOSS PLNTS+ANIMLS NX GN 8PK	Reading	\$ 55.94	6	\$ 335.66	
1487588	INV GUIDE FOSS PLANTS+ANIMALS NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1512186	KIT REFILL FOSS PLANTS+ANIMALS NEXT GEN	Refill	\$ 94.08	5	\$ 470.40	
1511915	ONLINE FOSS PLT+ANIM NX GN PREM PK 1 CLS	Online	\$ 159.00	3	Bonus	
	Second Grade					
1586461	KIT FOSS SOL + LIQ NG CA	Kit	\$ 1,320.48	1	\$ 1,320.48	Pilot conversion/Do not ship
1487634	SCI RES BK FOSS SOL+LIQ NEXT GEN 8PK	Reading	\$ 55.94	6	\$ 335.66	
1487591	INV GUIDE FOSS SOLIDS + LIQUIDS NXT GEN	TM	\$ 156.80	2	\$ 313.60	
1507166	REFILL KIT FOSS SOLIDS+LIQUIDS NEXT GEN	Refill	\$ 76.16	4	\$ 304.64	

Easy Ordering! Email to: curriculumorders@schoolspecialty.com | Fax to: 888-440-2665

PLEASE NOTE: YOU MUST INCLUDE A COPY OF THIS PROPOSAL WITH YOUR PURCHASE ORDER

2028658	KIT FOSS OBSERVING NATURE NG	Kit	\$ 1,057.28	1	\$ 1,057.28	
1504982	ONLINE FOSS NXT GN SOL+LIQ PRM ACC 1 CLS	Online	\$ 159.00	3	Bonus	
1586462	KIT FOSS PEBS SAND+SILT NG CA	Kit	\$ 1,158.08	1	\$ 1,158.08	
1487633	SCI RES BK FOSS PBLs SND+SILT NX GN 8PK	Reading	\$ 55.94	6	\$ 335.66	
1487590	INV GUIDE FOSS PBLs SAND + SILT NXT GN	TM	\$ 156.80	2	\$ 313.60	
1509200	REFILL KIT FOSS PEBS, SAND, SILT NEXT GEN	Refill	\$ 42.56	5	\$ 212.80	
1504989	ONLINE FOSS NXT GN PB SND SLT PRM ACC 1 CLS	Online	\$ 159.00	3	Bonus	
1586463	KIT FOSS INSECTS+PLANTS NG CA	Kit	\$ 1,085.28	1	\$ 1,085.28	
1459532	LM CARDS INSECTS AND PLANTS 3E/NG SET/4	LM	\$ 190.34	3	\$ 571.03	
1487632	SCI RES BK FOSS INST+PLNT NXT GN 8PK	Reading	\$ 55.94	6	\$ 335.66	
1487589	INV GUIDE FOSS INSECTS+ PLNTS NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1508800	REFILL KIT FOSS INSECTS+PLANTS NEXT GEN	Refill	\$ 110.88	5	\$ 554.40	
1504993	ONLINE FOSS NXT GN INS+PLNT PRM ACC 1 CLS	Online	\$ 159.00	3	Bonus	
	Third Grade					
1586466	KIT FOSS MOTION+MATTER NG CA	Kit	\$ 1,314.88	1	\$ 1,314.88	Pilot conversion/Do not ship
1487613	SRB FOSS MOTION+ MATTER NEXT GEN PK/16	Reading	\$ 189.28	3	\$ 567.84	
1487570	GDE INV FOSS MOTION+ MATTER NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1495403	FOSS MOTION+MATTER NEXT GEN REFILL KIT	Refill	\$ 44.80	4	\$ 179.20	
1491622	ONLINE FOSS NXT GN MOTION+MTRR PRM ACC 1 C	Online	\$ 179.00	3	Bonus	
1586465	KIT FOSS WATER+CLIMATE NG CA	Kit	\$ 1,365.28	1	\$ 1,365.28	
1487615	SRB FOSS WATER + CLIMATE NEXT GEN 16PK	Reading	\$ 189.28	3	\$ 567.84	
1487571	INV GUIDE FOSS WATER+CLIMATE NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1495419	FOSS WATER+CLIMATE NEXT GEN REFILL KIT	Refill	\$ 31.36	5	\$ 156.80	
1491621	ONLINE FOSS NXT GN WATER+CLIMATE PRM ACC	Online	\$ 179.00	3	Bonus	
1586464	KIT FOSS STRUC OF LIFE NG CA	Kit	\$ 1,348.48	1	\$ 1,348.48	
270-4184	LM FOSS STRUC OF LIFE CRAYFISH+ELODEA/EA	LM	\$ 109.70	3	\$ 329.11	
1487614	SCI RES BK FOSS STRCTR OF LIFE NGSS P/16	Reading	\$ 189.28	3	\$ 567.84	
1586434	TTK FOSS STRUC OF LIFE NG CA	TM	\$ 260.96	2	\$ 521.92	
1495414	FOSS STRCTRS OF LIFE NEXT GEN REFILL KIT	Refill	\$ 50.40	5	\$ 252.00	
1491619	ONLINE FOSS NXT GN STRUC OF LIFE PRM ACC 1 C	Online	\$ 179.00	3	Bonus	
	Fourth Grade					
1586467	KIT FOSS ENERGY NG CA	Kit	\$ 1,891.68	1	\$ 1,891.68	Pilot conversion/Do not ship
1487616	SCI RES BK FOSS ENERGY NEXT GEN 16PK	Reading	\$ 189.28	3	\$ 567.84	
1586437	TTK FOSS ENERGY NG CA	TM	\$ 260.96	2	\$ 521.92	
1521060	REFILL FOSS ENERGY NEXT GEN	Refill	\$ 43.68	4	\$ 174.72	
1514675	ONLINE FOSS NXT GN ENERGY PRM ACC 1 CLS	Online	\$ 179.00	3	Bonus	
1586468	KIT FOSS SOL, RK, LNFM NG CA	Kit	\$ 1,499.68	1	\$ 1,499.68	
1487619	SCI RES BK FOSS SOLS RCKS+LNFRMS NG 16PK	Reading	\$ 189.28	3	\$ 567.84	
1586438	TTK FOSS SOL, RK, LNFM NG CA	TM	\$ 260.96	2	\$ 521.92	
1515871	KIT REFILL FOSS SOILS ROCKS+LANDFORMS NG	Refill	\$ 54.88	5	\$ 274.40	
1514677	ONLINE FOSS NG SOILS RKS+LNFRS PRM ACC 1 CL	Online	\$ 179.00	3	Bonus	

Easy Ordering! Email to: curriculumorders@schoolspecialty.com | Fax to: 888-440-2665

PLEASE NOTE: YOU MUST INCLUDE A COPY OF THIS PROPOSAL WITH YOUR PURCHASE ORDER

2028658	KIT FOSS OBSERVING NATURE NG	Kit	\$ 1,057.28	1	\$ 1,057.28	
1586469	KIT FOSS ENVIRONMENTS NG CA	Kit	\$ 1,477.28	1	\$ 1,477.28	
1459533	LM CARDS ENVIRONMENTS 3E/NG SET/6	LM	\$ 296.74	3	\$ 890.23	
1487617	SCI RES BK FOSS ENVIRONMENTS NG 16PK	Reading	\$ 189.28	3	\$ 567.84	
1487573	INV GUIDE FOSS ENVIRONMENTS NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1514856	KIT REFILL FOSS ENVIRONMENTS NEXT GEN	Refill	\$ 62.72	4	\$ 250.88	
1514676	ONLINE FOSS NG ENVIRONMENTS PRM ACC 1 CLS	Online	\$ 179.00	3	Bonus	
	Fifth Grade					
1586470	KIT FOSS MIX+SOL NG CA	Kit	\$ 1,594.88	1	\$ 1,594.88	Pilot conversion/Do not ship
1487621	SCI RES BK FOSS MIX+SOLUTIONS NG 16PK	Reading	\$ 189.28	3	\$ 567.84	
1487711	SCI RES BK FOSS MIX+SOLUTIONS NG EA	Reading	\$ 15.68	5	\$ 78.40	
1487579	INV GUIDE FOSS MIX+SOLUTIONS NEXT GEN	TM	\$ 156.80	2	\$ 313.60	
1526690	REFILL FOSS MIX + SOL NEXT GEN	Refill	\$ 215.04	4	\$ 860.16	
1524501	ONLINE FOSS NG MIX+SOL PRM ACC 1 CLS	Online	\$ 179.00	3	Bonus	
1586471	KIT FOSS EARTH+SUN NG CA	Kit	\$ 1,555.68	1	\$ 1,555.68	
1487624	SCI RES BK FOSS EARTH AND SUN NG 16PK	Reading	\$ 189.28	3	\$ 567.84	
1487713	SCI RES BK FOSS EARTH AND SUN NG EA	Reading	\$ 15.68	5	\$ 78.40	
1487581	INV GUIDE FOSS EARTH AND SUN NG	TM	\$ 156.80	2	\$ 313.60	
1530522	REFILL FOSS EARTH AND SUN NEXT GEN	Refill	\$ 36.96	5	\$ 184.80	
1524502	ONLINE FOSS NG EARTH+SUN PRM ACC 1 CLS	Online	\$ 179.00	3	Bonus	
1586472	KIT FOSS LIVING SYSTEMS NG CA	Kit	\$ 1,471.68	1	\$ 1,471.68	
1459534	LM CARDS LIVING SYSTEMS 3E/NG SET/2	LM	\$ 77.22	3	\$ 231.67	
1487620	SCI RES BK FOSS LIVING SYSTEMS NG 16PK	Reading	\$ 189.28	3	\$ 567.84	
1487710	SCI RES BK FOSS LIVING SYSTEMS NG EA	Reading	\$ 15.68	5	\$ 78.40	
1487577	INV GUIDE FOSS LIVING SYSTEMS NG	TM	\$ 156.80	2	\$ 313.60	
1531644	KIT REFILL FOSS LIVING SYSTEMS NEXT GEN	Refill	\$ 147.84	5	\$ 739.20	
1524500	ONLINE FOSS NG LVNG SYSTMS PRM ACC 1 CLS	Online	\$ 179.00	2	Bonus	
	No Charge					
1533746	REFILL FOSS MATERIALS+MOTION NEXT GEN	Refill	\$ 144.48	1	Bonus	
1507166	REFILL KIT FOSS SOLIDS+LIQUIDS NEXT GEN	Refill	\$ 76.16	1	Bonus	
1495403	FOSS MOTION+MATTER NEXT GEN REFILL KIT	Refill	\$ 44.80	1	Bonus	
1521060	REFILL FOSS ENERGY NEXT GEN	Refill	\$ 43.68	1	Bonus	
1526690	REFILL FOSS MIX + SOL NEXT GEN	Refill	\$ 215.04	1	Bonus	

Easy Ordering! Email to: curriculumorders@schoolspecialty.com | Fax to: 888-440-2665

Coversheet

Approval of AMPS Education Protection Account (EPA) Spending Resolution

Section:	VI. Business
Item:	B. Approval of AMPS Education Protection Account (EPA) Spending Resolution
Purpose:	Vote
Submitted by:	
Related Material:	AMPS EPA Resolution FY2022 For Board Approval.pdf

Amethod Public Schools
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Amethod Public Schools shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Amethod Public Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Amethod Public Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: May 19, 2021

Board Chair or Representative

Amethod Public Schools Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2021 - June 30, 2022

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Benito Juarez Elementary	Downtown Charter Academy	John Henry High School	Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy	Amethod Public Schools Total
Amount Available for this Fiscal Year								
Education Protection Account	8012	\$94,373	\$62,821	\$62,293	\$256,833	\$518,146	\$301,649	\$1,296,115
Expenditures								
Certificated Salaries	1000s							
Teacher Salaries	1100	\$94,373	\$62,821	\$62,293	\$256,833	\$518,146	\$301,649	\$1,296,115
Administrator Salaries	1300	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classified Salaries	2000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Employee Benefits	3000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Books and Supplies	4000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Services and Other Operating Expenses	5000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	6000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures		\$94,373	\$62,821	\$62,293	\$256,833	\$518,146	\$301,649	\$1,296,115

Coversheet

Approval of High School Math Curriculum Adoption

Section: VI. Business
Item: D. Approval of High School Math Curriculum Adoption
Purpose: Vote
Submitted by:
Related Material: AMPS High School Math Curriculum Adoption Briefing Sheet.docx
OCHS _ McGraw-Hill Illustrative Math.pdf
JHHS _ McGraw-Hill Illustrative Math.pdf
Math Curriculum Adoption Committee 2021.pdf
What is a problem-based curriculum__ LearnZillion.pdf



HONOR HARD WORK

**Amethod Public Schools
Board Item Overview**

Date: May 19, 2021

Subject:

Approval of High School Math Curriculum Adoption

Action:

Information:

Committee:

RECOMMENDATIONS:	We recommend that the board approve the adoption of the Illustrative Mathematics curriculum for Algebra I, Geometry, and Algebra II.
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	
SUMMARY OF KEYS ISSUES:	<p>The school's previous math curriculum for these three courses were outdated books by Pearson. This curriculum receives a fairly low score on EdReports and is not fully aligned with modern pedagogy related to math instruction.</p> <p>We previously piloted CPM at the highschool level with a shaky roll out and poor reception. While the materials themselves are in line with modern math pedagogy, they are difficult to unpack and train new teachers to use properly.</p> <p>The math team at OCHS took the time to research Illustrative Math and has found it to be a solid program for supporting productive struggle for both new and experienced teachers.</p>
FISCAL ANALYSIS:	See accompanying cost pdf for materials totaling \$30692.4 We anticipate up to \$10,000 for professional development.
ATTACHMENT (S):	



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

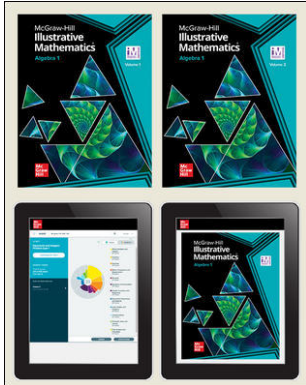
(<https://www.mheducation.com/highered/>) **HIGHER ED** ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword



MY CART

Share my cart



Illustrative Mathematics Algebra 1, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264211163.html>)
1st Edition
Grades 9
By:McGraw Hill
© 2021Publication Date: Jul 1, 2020
ISBN:1264211163 / 9781264211166
Format:
This product will be shipped to you.

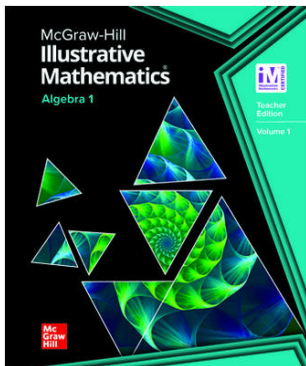
(<https://www.mheducation.com/prek-12/product/1264211163.html>)
\$33.00

65

Update

\$2,145.00

Remove



Illustrative Mathematics Algebra 1 & Algebra 1 Supports, Teacher Bundle Digital and Print, 1-year subscription (<https://www.mheducation.com/prek-12/product/1264214413.html>)
1st Edition
Grades 9
By:McGraw Hill
© 2021Publication Date: Jul 7, 2020
ISBN:1264214413 / 9781264214419
Format:
This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264214413.html>)
\$441.30

1

Update

\$441.30

Remove

Illustrative Mathematics Algebra 1 & Algebra 1 Supports, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264214197.html>)
1st Edition
Grades 9
By:McGraw Hill
© 2021Publication Date: Jul 6, 2020
ISBN:1264214197 / 9781264214198
Format:
This product will be shipped to you.



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

(<https://www.mheducation.com/prek-12/home-guest.html>)

HIGHER ED ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword



(<https://www.mheducation.com/prek-12/product/1264214197.html>)

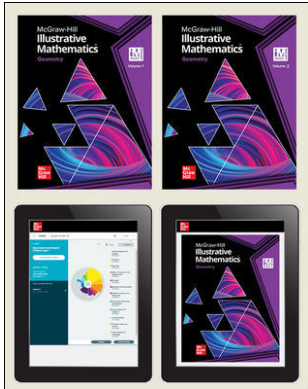
\$60.39

60

\$3,623.40

Update

Remove



Illustrative Mathematics Geometry, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264211473.html>)

1st Edition

Grades 10

By:McGraw Hill

© 2021Publication Date: Jul 6, 2020

ISBN:1264211473 / 9781264211470

Format:

This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264211473.html>)

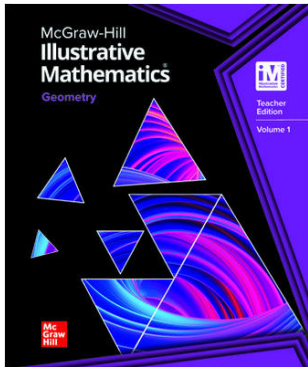
\$33.00

125

\$4,125.00

Update

Remove



Illustrative Mathematics Geometry, Teacher Bundle Digital and Print, 1-year subscription (<https://www.mheducation.com/prek-12/product/1264211546.html>)

1st Edition

Grades 10

By:McGraw Hill

© 2021Publication Date: Jul 6, 2020

ISBN:1264211546 / 9781264211548

Format:

This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264211546.html>)

\$267.45

1

\$267.45

Update

Remove

Illustrative Mathematics Algebra 2, Teacher Bundle Digital and Print, 1-year subscription (<https://www.mheducation.com/prek-12/product/1264212275.html>)

1st Edition

Grades 11

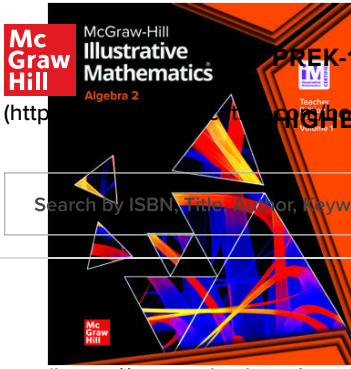
By:McGraw Hill

© 2021Publication Date: Jul 1, 2020

ISBN:1264212275 / 9781264212279

Format:

This product will be shipped to you.



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

HIGHER ED ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword

(<https://www.mheducation.com/prek-12/product/1264212275.html>)

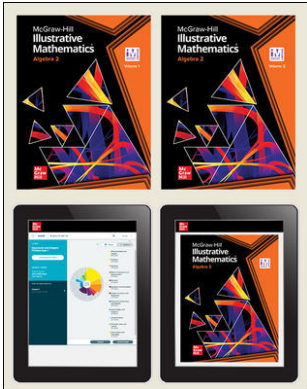
\$267.45

2

\$534.90

Update

Remove



Illustrative Mathematics Algebra 2, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264212240.html>)
1st Edition
Grades 11
By:McGraw Hill
© 2021Publication Date: Jul 6, 2020
ISBN:1264212240 / 9781264212248
Format:
This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264212240.html>)

\$33.00

215

\$7,095.00

Update

Remove

Tip: Have a promo code?
Enter it on the order review page.

Subtotal: \$18232.05

Estimated Shipping: Enter zip code
(Standard shipping rate)

Estimated Total: \$18232.05

(Before tax) Return policy (<https://www.mheducation.com/return-policy.html>)

[CHECKOUT \(HTTPS://SHOP.MHEDUCATION.COM/STORE/PARIS/CHECKOUT/ANONYMOUSCHECKOUT.HTML\)](https://shop.mheducation.com/store/paris/checkout/anonymouscheckout.html)

[CONTINUE SHOPPING \(HTTPS://WWW.MHEDUCATION.COM\)](https://www.mheducation.com)

Follow McGraw Hill:



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

McGraw Hill - Because learning changes everything.®

(<https://www.mheducation.com/home-guest.html>)
 HIGHER ED ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword



Company Info

About Us (<https://www.mheducation.com/about.html>)

Contact & Locations (<https://www.mheducation.com/locations.html>)

Careers (<http://careers.mheducation.com>)

Inclusion & Diversity (<https://www.mheducation.com/about/inclusion-diversity.html>)

Social Responsibility (<https://www.mheducation.com/about/social-responsibility-sustainability.html>)

Investor Relations (<http://investors.mheducation.com>)

Social Media Directory (<https://www.mheducation.com/social-media-directory.html>)

Get Help

Place an Order (<https://mhedu.force.com/CSOM/s/>)

Get Tech Support (<https://www.mheducation.com/support.html>)

Contact Customer Service (<https://mhedu.force.com/CSOM/s/>)

Contact Sales Rep (<https://www.mheducation.com/contact.html>)

Check System Status (<http://status.mheducation.com/>)

Sign In

Log in to Higher Ed Connect (<http://connect.mheducation.com>)

Log in to PreK-12 Products (<https://my.mheducation.com/login>)

Additional Resources

Permissions (<https://www.mheducation.com/permissions.html>)

Suppliers (<https://www.mheducation.com/suppliers.html>)

Accessibility (<https://www.mheducation.com/about/accessibility.html>)

Author Support (<https://www.mheducation.com/author-support.html>)

International Rights (<https://www.mheducation.com/international-rights.html>)

Purchase Order (<https://www.mheducation.com/purchase-order.html>)

TERMS OF USE

PRIVACY CENTER

REPORT PIRACY

SITE MAP ([Https://Www.Mheducation.Com/Site-Map.Html](https://www.mheducation.com/site-map.html))

©2021 McGraw Hill. All Rights Reserved.

This site uses cookies. By continuing to browse this site you are agreeing to our use of cookies. Find out more here (<https://www.mheducation.com/privacy.html>).

}



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

(<https://www.mheducation.com/highered/home-guest.html>)
HIGHER ED ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword





PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

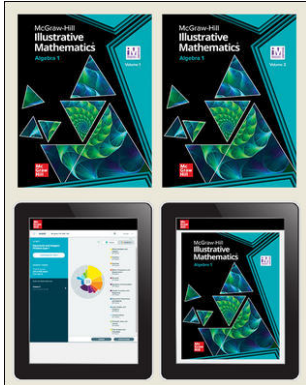
(<https://www.mheducation.com/highered/>) **HIGHER ED** ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword



MY CART

Share my cart



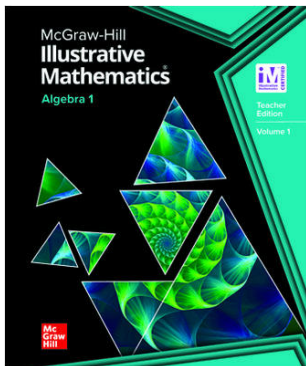
Illustrative Mathematics Algebra 1, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264211163.html>)
1st Edition
Grades 9
By:McGraw Hill
© 2021Publication Date: Jul 1, 2020
ISBN:1264211163 / 9781264211166
Format:
This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264211163.html>)
\$33.00

Update

\$2,475.00

Remove



Illustrative Mathematics Algebra 1 & Algebra 1 Supports, Teacher Bundle Digital and Print, 1-year subscription (<https://www.mheducation.com/prek-12/product/1264214413.html>)
1st Edition
Grades 9
By:McGraw Hill
© 2021Publication Date: Jul 7, 2020
ISBN:1264214413 / 9781264214419
Format:
This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264214413.html>)
\$441.30

Update

\$441.30

Remove

Illustrative Mathematics Algebra 1 & Algebra 1 Supports, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264214197.html>)
1st Edition
Grades 9
By:McGraw Hill
© 2021Publication Date: Jul 6, 2020
ISBN:1264214197 / 9781264214198
Format:
This product will be shipped to you.



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

(<https://www.mheducation.com/highered/home-guest.html>)

Search by ISBN, Title, Author, Keyword



(<https://www.mheducation.com/prek-12/product/1264214197.html>)

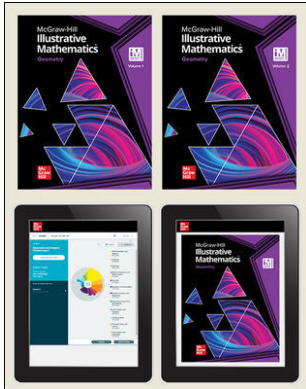
\$60.39

30

\$1,811.70

Update

Remove



Illustrative Mathematics Geometry, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264211473.html>)

1st Edition
Grades 10
By:McGraw Hill
© 2021Publication Date: Jul 6, 2020
ISBN:1264211473 / 9781264211470
Format:
This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264211473.html>)

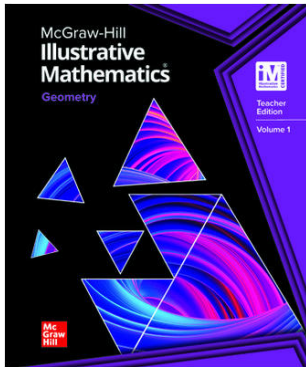
\$33.00

105

\$3,465.00

Update

Remove



Illustrative Mathematics Geometry, Teacher Bundle Digital and Print, 1-year subscription (<https://www.mheducation.com/prek-12/product/1264211546.html>)

1st Edition
Grades 10
By:McGraw Hill
© 2021Publication Date: Jul 6, 2020
ISBN:1264211546 / 9781264211548
Format:
This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264211546.html>)

\$267.45

1

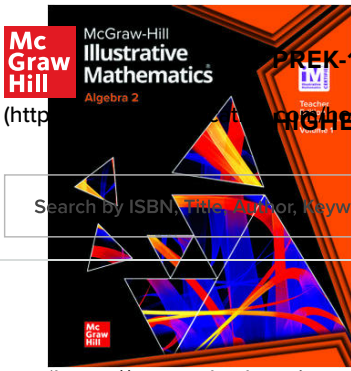
\$267.45

Update

Remove

Illustrative Mathematics Algebra 2, Teacher Bundle Digital and Print, 1-year subscription (<https://www.mheducation.com/prek-12/product/1264212275.html>)

1st Edition
Grades 11
By:McGraw Hill
© 2021Publication Date: Jul 1, 2020
ISBN:1264212275 / 9781264212279
Format:
This product will be shipped to you.



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

HIGHER ED ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword

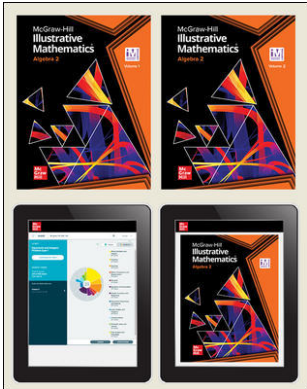
(<https://www.mheducation.com/prek-12/product/1264212275.html>)

\$267.45

\$267.45

Update

Remove



Illustrative Mathematics Algebra 2, Student Bundle Digital and Consumable Print with ALEKS (via ALEKS.com), 1-year subscription (<https://www.mheducation.com/prek-12/product/1264212240.html>)

1st Edition
Grades 11
By:McGraw Hill
© 2021Publication Date: Jul 6, 2020
ISBN:1264212240 / 9781264212248
Format:
This product will be shipped to you.

(<https://www.mheducation.com/prek-12/product/1264212240.html>)

\$33.00

\$3,465.00

Update

Remove

Tip: Have a promo code?
Enter it on the order review page.

Subtotal: **\$12192.90**

Estimated Shipping: Enter zip code
(Standard shipping rate)

Estimated Total: **\$12192.90**

(Before tax) Return policy (<https://www.mheducation.com/return-policy.html>)

CHECKOUT ([HTTPS://SHOP.MHEDUCATION.COM/STORE/PARIS/CHECKOUT/ANONYMOUSCHECKOUT.HTML](https://shop.mheducation.com/store/paris/checkout/anonymouscheckout.html))

CONTINUE SHOPPING ([HTTPS://WWW.MHEDUCATION.COM](https://www.mheducation.com))

Follow McGraw Hill:



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

McGraw Hill - Because learning changes everything.[®]

(<https://www.mheducation.com/highered/>) **HIGHER ED** ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))

Search by ISBN, Title, Author, Keyword



Company Info

About Us (<https://www.mheducation.com/about.html>)

Contact & Locations (<https://www.mheducation.com/locations.html>)

Careers (<http://careers.mheducation.com>)

Inclusion & Diversity (<https://www.mheducation.com/about/inclusion-diversity.html>)

Social Responsibility (<https://www.mheducation.com/about/social-responsibility-sustainability.html>)

Investor Relations (<http://investors.mheducation.com>)

Social Media Directory (<https://www.mheducation.com/social-media-directory.html>)

Get Help

Place an Order (<https://mhedu.force.com/CSOM/s/>)

Get Tech Support (<https://www.mheducation.com/support.html>)

Contact Customer Service (<https://mhedu.force.com/CSOM/s/>)

Contact Sales Rep (<https://www.mheducation.com/contact.html>)

Check System Status (<http://status.mheducation.com/>)

Sign In

Log in to Higher Ed Connect (<http://connect.mheducation.com>)

Log in to PreK-12 Products (<https://my.mheducation.com/login>)

Additional Resources

Permissions (<https://www.mheducation.com/permissions.html>)

Suppliers (<https://www.mheducation.com/suppliers.html>)

Accessibility (<https://www.mheducation.com/about/accessibility.html>)

Author Support (<https://www.mheducation.com/author-support.html>)

International Rights (<https://www.mheducation.com/international-rights.html>)

Purchase Order (<https://www.mheducation.com/purchase-order.html>)

TERMS OF USE

PRIVACY CENTER

REPORT PIRACY

SITE MAP (<https://www.mheducation.com/site-map.html>)

©2021 McGraw Hill. All Rights Reserved.

This site uses cookies. By continuing to browse this site you are agreeing to our use of cookies. Find out more here (<https://www.mheducation.com/privacy.html>).

}



PREK-12 ([HTTPS://WWW.MHEDUCATION.COM/PREK-12/HOME-GUEST.HTML](https://www.mheducation.com/prek-12/home-guest.html))

(<https://www.mheducation.com/highered.html>) **HIGHER ED ([HTTPS://WWW.MHEDUCATION.COM/HIGHERED/HOME-GUEST.HTML](https://www.mheducation.com/highered/home-guest.html))**

Search by ISBN, Title, Author, Keyword



AMPS High School Curriculum Adoption Committee 2021

Committee members: Ms. Natalie Garcia (JHHS Co-Director), Ms. Allyson Schoolcraft (JHHS Co-Director), Mr. Stephen Chee (OCHS Math Dept. Chair), Mr. John Shifton (OCHS Math Teacher), Ms. Bianca Forrester (OCHS Site Director), Mr. Eric Becker (OCHS AP), Mr. Felix Cabrera (OCHS Dean of Instruction)

Algebra I, Geometry, and Algebra II

Math Curriculum	Publisher Rep Contact Info	Pros	Cons	Score on EdReports
enVision A/G/A Core (formerly Pearson)	Account General Manager Chance Catterton chance.catterton@savvas.com	CCSS Aligned	Too many options for our smaller institution. Lack of focused concise curriculum with an emphasis on productive struggle. No integrative qualities.	59/70 (2018 report)
CPM	Michael Marsh michealmarsh@cpm.org	CCSS Aligned Some integrative qualities. Emphasis on productive struggle.	Requires a tremendous amount of training for anyone new to the curriculum.	62/70 (2015 report)
Illustrative	Lisa Scott lscott@illustrativemathematics.org	CCSS Aligned. More concise language than CPM/Pearson. Uses accessible and visual-based problem-centered learning. ¹ Curriculum outlines instructional “teacher moves” that support novice teachers in productive-struggle questioning. ² Easier	Minimum staff experience with this curriculum. Will require training and coaching for all staff implementing the curriculum.	70/70 (2019 report)

¹ <https://curriculum.illustrativemathematics.org/HS/students/3/3/10/index.htm> Shows highly visual based problem-centered learning approach to complex numbers.

² Examples that show “teacher moves”

<https://curriculum.illustrativemathematics.org/HS/teachers/3/3/1/index.html>

		transition for novice teachers less familiar with productive struggle. Distance and in-person learning highly supported. Website contains built-in supports and tools for students with prerequisite Algebra I learning needs.		
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Notes:

- The 2019-20 school year saw an unorganized and unsupported trial of CPM. While the feedback on CPM was positive in relation to what it was trying to do, there was avid concern as to the ability to implement such a curriculum without adequate support for new and experienced teachers alike.

Timeline:

- Have Math Leaders Review and Propose Curriculum
- Meet with representatives for curriculum
- Vote on our top choices by end of April
- Have recommendations for board by: 5/7

In a problem-based curriculum, students work on carefully crafted and sequenced mathematics problems during most of the instructional time.

Our ultimate purpose is to impact student learning and achievement.

First, we define the **attitudes and beliefs** about mathematics and mathematics learning we want to cultivate in students, and **what mathematics students should know and be able to do.**



Attitudes and Beliefs We Want to Cultivate

Many people think that mathematical knowledge and skills exclusively belong to “math people.”

Yet research shows that students who believe that hard work is more important than innate talent learn more mathematics.¹

We want students to believe anyone can do mathematics and that persevering at mathematics will result in understanding and success.

In the words of the NRC report *Adding It Up*, we want students to develop a “productive disposition—[the] habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.”²



Knowledge and aspects of mathematical proficiency

Conceptual understanding: Students need to understand the why behind the how in mathematics. Concepts build on experience with concrete contexts. Students should access these concepts from a number of perspectives in order to see math as more than a set of disconnected procedures.

Procedural fluency: We view procedural fluency as solving problems expected by the standards with speed, accuracy, and flexibility.

Application: Application means applying mathematical or statistical concepts and skills to a novel mathematical or real-world context.

These three aspects of mathematical proficiency are interconnected: procedural fluency is supported by understanding, and deep understanding often requires procedural fluency. In order to be successful in applying mathematics, students must both understand and be able to do the mathematics.



Mathematical Practices

In a mathematics class, students should not just learn *about* mathematics, they should *do* mathematics.

This can be defined as engaging in the mathematical practices: making sense of problems, reasoning abstractly and quantitatively, making arguments and critiquing the reasoning of others, modeling with mathematics, making appropriate use of tools, attending to precision in their use of language, looking for and making use of structure, and expressing regularity in repeated reasoning.



What teaching and learning should look like

How teachers should teach depends on what we want students to learn.

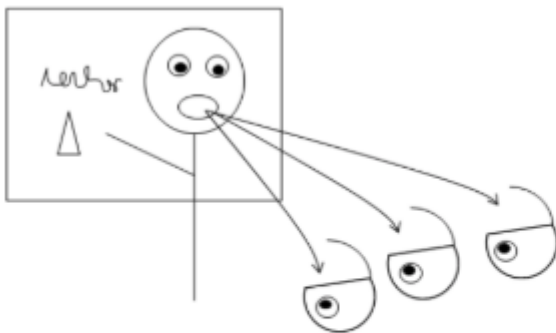
To understand what teachers need to know and be able to do, we need to understand how students develop the different (but intertwined) strands of mathematical proficiency, and what kind of instructional moves support that development.



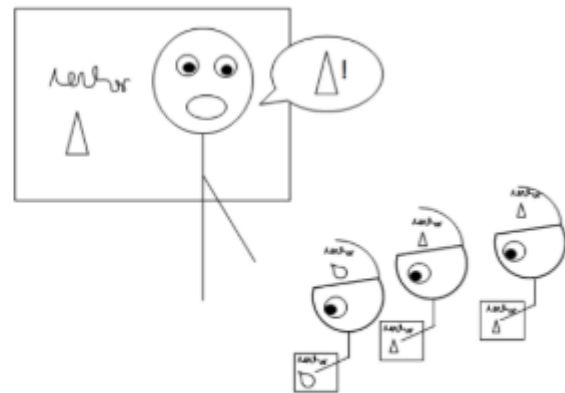
Principles for Mathematics Teaching and Learning

Active learning is best

Students learn best and retain what they learn better by solving problems. Often, mathematics instruction is shaped by the belief that if teachers tell students how to solve problems and then students practice, students will learn how to do mathematics.



Teacher tells
Students listen



Students practice
Teacher corrects

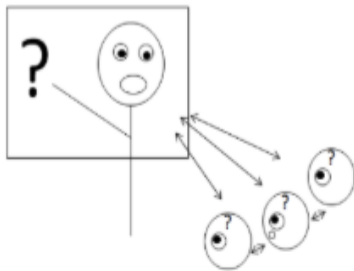
Decades of research tells us that the traditional model of instruction is flawed. Traditional instructional methods may get short-term results with procedural skills, but students tend to forget the procedural skills and do not develop problem solving skills, deep conceptual understanding, or a mental framework for how ideas fit together. They also don't develop strategies for tackling non-routine problems, including a propensity for engaging in productive struggle to make sense of problems and persevere in solving them.

In order to learn mathematics, students should spend time in math class *doing mathematics*.

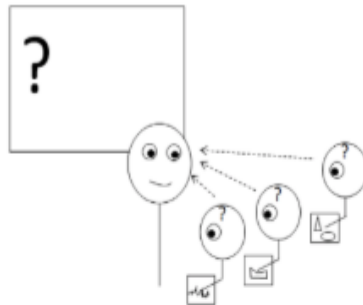
“Students learn mathematics as a result of solving problems. Mathematical ideas are the outcomes of the problem-solving experience rather than the elements that must be taught before problem solving.”³

Students should take an active role, both individually and in groups, to see what they can figure out before having things explained to them or being told what to do. Teachers play a critical role in mediating student learning, but that role looks different than simply showing, telling, and correcting. The teacher’s role is

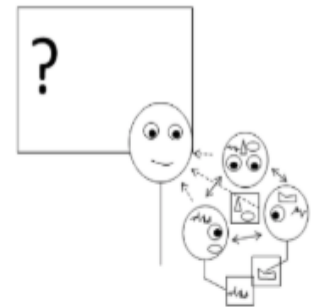
1. to ensure students understand the context and what is being asked,
2. ask questions to advance students’ thinking in productive ways,
3. help students share their work and understand others’ work through orchestrating productive discussions, and
4. synthesize the learning with students at the end of activities and lessons.



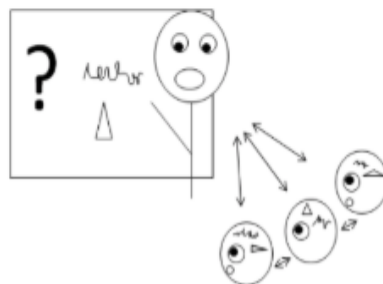
1. Teacher ensures students understand the question



2. Students work individually
Teacher monitors, listens, questions



3. Students work in groups
Teacher monitors, listens, and asks questions to understand students’ thinking



4. Teacher helps students synthesize their learning

Teachers should build on what students know

New mathematical ideas are built on what students already know about mathematics and the world, and as they learn new ideas, students need to make connections between them.⁴ In order to do this, teachers need to understand what knowledge

students bring to the classroom and monitor what they do and do not understand as they are learning. Teachers must themselves know how the mathematical ideas connect in order to mediate students' learning.

Good instruction starts with explicit learning goals

Learning goals must be clear not only to teachers, but also to students, and they must influence the activities in which students participate. Without a clear understanding of what students should be learning, activities in the classroom, implemented haphazardly, have little impact on advancing students' understanding. Strategic negotiation of whole-class discussion on the part of the teacher during an activity synthesis is crucial to making the intended learning goals explicit. Teachers need to have a clear idea of the destination for the day, week, month, and year, and select and sequence instructional activities (or use well-sequenced materials) that will get the class to their destinations. If you are going to a party, you need to know the address and also plan a route to get there; driving around aimlessly will not get you where you need to go.

Different learning goals require different instructional moves

The kind of instruction that is appropriate at any given time depends on the learning goals of a particular lesson. Lessons and activities can:

- Introduce students to a new topic of study and invite them to the mathematics
- Study new concepts and procedures deeply
- Integrate and connect representations, concepts, and procedures
- Work towards mastery
- Apply mathematics

Lessons should be designed based on what the intended learning outcomes are. This means that teachers should have a toolbox of instructional moves that they can use as appropriate.

Each and every student should have access to the mathematical work

With proper structures, accommodations, and supports, all students can learn mathematics. Teachers' instructional toolboxes should include knowledge of and skill in implementing supports for different learners.



Critical Practices

- 1. Intentional planning:** Because different learning goals require different instructional moves, teachers need to be able to plan their instruction appropriately. While a high-quality curriculum does reduce the burden for teachers to create or curate lessons and tasks, it does not reduce the need to spend deliberate time planning lessons and tasks. Instead, teachers' planning time can shift to high-leverage practices (practices that teachers without a high-quality curriculum often report wishing they had more time for): reading and understanding the high-quality curriculum materials; identifying connections to prior and upcoming work; diagnosing students' readiness to do the work; leveraging instructional routines to address different student needs and differentiate instruction; anticipating student responses that will be important to move the learning forward; planning questions and prompts that will help students attend to, make sense of, and learn from each other's work; planning supports and extensions to give as many students as possible access to the main mathematical goals; figuring out timing, pacing, and opportunities for practice; preparing necessary supplies; and the never-ending task of giving feedback on student work.
- 2. Establishing norms:** Norms around doing math together and sharing understandings play an important role in the success of a problem-based curriculum. For example, students must feel safe taking risks, listen to each other, disagree respectfully, and honor equal air time when working together in groups. Establishing norms helps teachers cultivate a community of learners where making thinking visible is both expected and valued.
- 3. Building a shared understanding of a small set of instructional routines:** Instructional routines allow the students and teacher to become familiar with the classroom choreography and what they are expected to do. This means that they can pay less attention to what they are supposed to do and more attention to the mathematics to be learned. Routines can provide a structure that helps strengthen students' skills in communicating their mathematical ideas.
- 4. Using high quality curriculum:** A growing body of evidence suggests that using a high-quality, coherent curriculum can have a significant impact on student learning.⁵ Creating a coherent, effective instructional sequence from the ground up takes significant time, effort, and expertise. Teaching is already a full-time job, and

adding curriculum development on top of that means teachers are overloaded or shortchanging their students.

- 5. Ongoing formative assessment:** Teachers should know what mathematics their students come into the classroom already understanding, and use that information to plan their lessons. As students work on problems, teachers should ask questions to better understand students' thinking, and use expected student responses and potential misconceptions to build on students' mathematical understanding during the lesson. Teachers should monitor what their students have learned at the end of the lesson and use this information to provide feedback and plan further instruction.



Citations & further reading

¹ Uttal, D.H. (1997). Beliefs about genetic influences on mathematics achievement: a cross-cultural comparison. *Genetica*, 99(2-3), 165-172. doi.org/10.1023/A:1018318822120

² National Research Council. (2001). *Adding it up: Helping children learn mathematics*. J.Kilpatrick, J. Swafford, and B.Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press. doi.org/10.17226/9822

³ Hiebert, J., et. al. (1996). Problem solving as a basis for reform in curriculum and instruction: the case of mathematics. *Educational Researcher* 25(4), 12-21. doi.org/10.3102/0013189X025004012

⁴ National Research Council. (2001). *Adding it up: Helping children learn mathematics*. J.Kilpatrick, J. Swafford, and B.Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press. doi.org/10.17226/9822

⁵ Steiner, D. (2017). Curriculum research: What we know and where we need to go. *Standards Work*. Retrieved from <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

IM Algebra 1, Geometry, Algebra 2 is copyright 2019 [Illustrative Mathematics](#) and licensed under the [Creative Commons Attribution 4.0 International License](#) (CC BY 4.0).

The Illustrative Mathematics name and logo are not subject to the Creative Commons license and may not be used without the prior and express written consent of Illustrative Mathematics.

Coversheet

Approval of High School Science Curriculum Adoption

Section: VI. Business
Item: E. Approval of High School Science Curriculum Adoption
Purpose: Vote
Submitted by:
Related Material: Briefing Sheet Science Curriculum Adoption.docx.pdf
Science Curriculum Adoption 2021.pptx
Inspire Chemistry 8YR Quote - John Henry High School.pdf
Inspire Chemistry 8YR Quote - Oakland Charter High School.pdf
John Henry HS quote 90006140 dtd 5 10 2021.pdf
Oakland Charter quote 90006141 dtd 5 10 2021.pdf



HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 5/19/2021

Subject:

Science Curriculum Adoption for Biology and Chemistry at JHHS and OCHS

Action:

Information:

Committee:

RECOMMENDATIONS:	The Science Curriculum Adoption Committee recommends buying new textbooks and materials for both Biology and Chemistry for both JHHS and OCHS to have up-to-date books and materials that are NGSS aligned and help teachers with hybrid learning.
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	
SUMMARY OF KEYS ISSUES:	<ol style="list-style-type: none"> 1) Both JHHS and OCHS have outdated science textbooks for Biology and Chemistry 2) The move to distance learning and hybrid models have require teachers to use more technology and tools to engage students in content
FISCAL ANALYSIS:	
ATTACHMENT (s):	<ol style="list-style-type: none"> 1) JHHS quote from LabAids for Biology 2) OCHS quote from LabAids for Biology 3) JHHS quote from McGraw Hill for Chemistry 4) OCHS quote from McGraw Hill for Chemistry



19th May 2021

Science Curriculum Adoption





Agenda

01 Why adopt ?

03 Chosen one

02 Curriculums

04 Cost



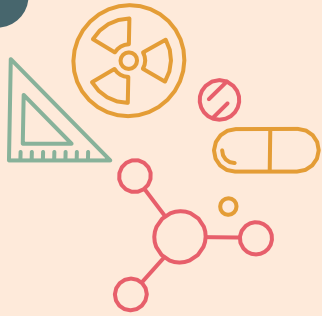
* Why do we need a new curriculum? *

2010

Common Core
Standard

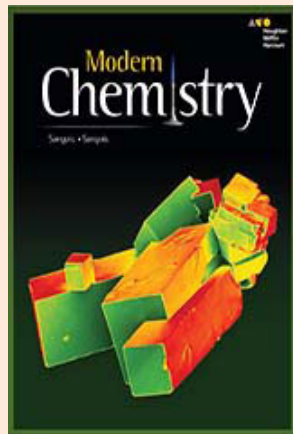
2021

Common Core
NGSS
Virtual components*





HMH

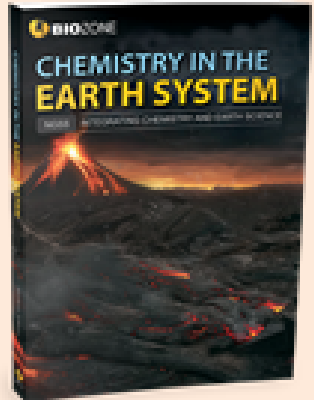
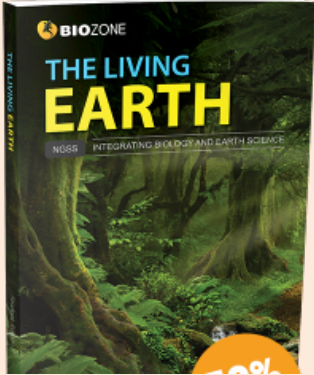


	Positive	Negative
Textbook	NGSS aligned	Low EL accessibility
Experiments/ Activities	Phenomenon based relatable topics	Limited number of lab simulations included
E-resources for teachers	Editable powerpoint for all lessons. Lesson plans provided with a pacing guide.	The platform has too much information to navigate,
E-resources for students	Read aloud available	Very detailed - not student friendly.





Biozone

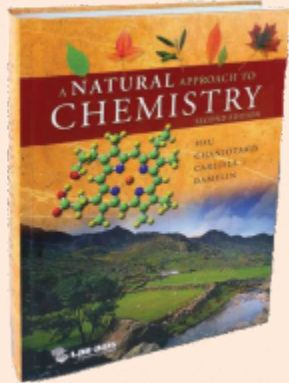
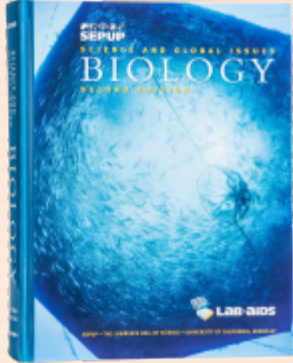


	Positive	Negative
Textbook	Concise	A consumable
Experiments/ Activities	Compiled as a single unit at the beginning of textbook.	Limited activities. Does not come with kits.
E-resources for teachers		Only textbook available -No extra resources
E-resources for students	Textbook pdf available	Not google classroom compatible





Lab-aids

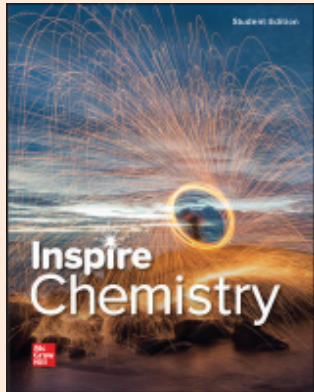


	Positive	Negative
Textbook	EL accessibility Online copy	
Experiments/ Activities	Kits that are not consumable - so they will last a long time	Physical activities instead of online activities
E-resources for teachers	Updated copy of the textbook Can share lessons with students	
E-resources for students	Students have access to lessons when they are absent	





McGraw Hill



	Positive	Negative
Textbook	NGSS Aligned Structured 5E model Aligned course pacing Continuity - BJE and 9th grade Geophysical Sciences textbooks	
Experiments/ Activities	Curriculum based on Storylines/phenomenon	Experimental lab supplies not provided
E-resources for teachers	Complete teacher manual G. Classroom syncing	
E-resources for students	App available to access entire textbook -spanish Translation ALEKS (AI engine)	Cost for additional resources? (ALEKS,





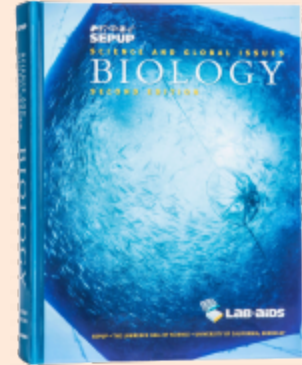
Comparison Chart

	HMH	Biozone	Lab-aids/ SEPUP	McGraw Hill
Textbook	Low EL accessibility	Consumable Workbook	-Organized -Text matches activities, - Strong NGSS alignment	NGSS Aligned Structured 5E model Aligned course pacing Continuity
Experiments/ Activities	Limited number of lab simulations included	Limited number of physical activities	based on storylines/phenomenon	Based on phenomenon based storylines
E-resources for teachers	The platform has too much information to navigate	Concise Not organized as units and no sharable lessons	-Updated copy of the textbook -Sharable lessons	Complete teacher manual G. Classroom syncing
E-resources for students	Very detailed - not student friendly.	Limited	Students have access to lessons when they are absent	App for textbook Spanish Translation ALEKS (AI engine)



Our Selection

- Biology Textbooks: SEPUP Lab-Aids
- Biology Supplementals: Activity Kit
- Chemistry Textbooks: McGraw Hill Inspire Chemistry
- Chemistry Supplementals:





Pricing for JHHS- Biology

LabAids (Biology) for a projected 95 students

- Biology textbooks: \$9495.25
- Online portal access for students (1 year): \$475
- *Equipment Package w/ Teacher online portal: \$9882.85
- Shipping and Handling \$1937.80
- Tax \$2078.30

TOTAL: \$23, 869.20

*85% of the equipment packages can go for several years before needing a refill, so the multiple year outlook as far as cost outlays go is very small.

Here is what all the refills and drawer images look like:

<https://www.lab-aids.com/3eRefills>





Pricing for JHHS- Chemistry

McGraw Hill (Chemistry) for a projected 65 students

- INSPIRE CHEMISTRY COLLABORATIVE STUDENT BUNDLE;
SYNCBLASTS 8YR SUBSCRIPTION \$10,605.40
- ALEKS 6-12 ADD ON HS CHEMISTRY MY.MHEDUCATION.COM 8YR
STUDENT SUBSC \$3,900
- Tax \$1034.03

TOTAL: \$15,539.43





Pricing for OCHS Biology

Lab Aids (Biology) for a projected 135 students

- Biology textbooks: \$13,493.25
- Online portal access for students: \$ 675
- *Equipment Package w/ Teacher online portal: \$9882.85
- Shipping and Handling: \$2337.60
- Taxes: \$2378.50

TOTAL: \$28,767.20

*85% of the equipment packages can go for several years before needing a refill, so the multiple year outlook as far as cost outlays go is very small.

Here is what all the refills and drawer images look like:

<https://www.lab-aids.com/3eRefills>





Pricing for OCHS Chemistry

McGraw Hill (Chemistry) for a projected 75 students

- INSPIRE CHEMISTRY COLLABORATIVE STUDENT BUNDLE;
SYNCBLASTS 8YR SUBSCRIPTION \$12,237.00
- ALEKS 6-12 ADD ON HS CHEMISTRY MY.MHEDUCATION.COM 8YR
STUDENT SUBSC \$4,500
- Tax \$1131.92

TOTAL: \$17,868.92





Thanks to..



Curriculum Adoption Committee :

Ms. Natalie Garcia (JHHS)

Ms. Ajanta De (OCHS)

Ms. Pushpinder Kaur (JHHS)

Ms. Ariel Glenboski (JHHS)

Mr. Liam Dillow (JHHS)

Ms. Andrea Almanzar (RCA)





Because learning changes everything.®

QUOTE PREPARED FOR:

John Henry High School
 1402 MARINA WAY S
 RICHMOND, CA 94804-3747
 ACCOUNT NUMBER: 10643601

SUBSCRIPTION/DIGITAL CONTACT:

CONTACT:

SALES REP INFORMATION:

Ross Wilson
 ross.wilson@mheducation.com
 415-254-6075

Section Summary	Value of All Materials	Free Materials	Product Subtotal
INSPIRE CHEMISTRY SCIENCE © 2020 8YR	\$15,061.07	(\$555.67)	\$14,505.40
PRODUCT TOTAL*	\$15,061.07	(\$555.67)	\$14,505.40
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$1,034.03
GRAND TOTAL*			\$15,539.43

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/11/2021

ACCOUNT NAME: John Henry High School

EXPIRATION DATE: 06/25/2021

QUOTE NUMBER: MROSS-05112021-016

ACCOUNT #: 10643601

PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
INSPIRE CHEMISTRY SCIENCE © 2020 8YR					
<i>Student Resources</i>					
CA INSPIRE CHEMISTRY COLLABORATIVE STUDENT BUNDLE SYNCBLASTS 8YR SUBSCRIPTION	978-0-07-692580-3	65	\$163.16	\$0.00	\$10,605.40
ALEKS 6-12 ADD ON HS CHEMISTRY MY.MHEDUCATION.COM 8YR STUDENT SUBSC	978-1-26-432510-8	65	\$60.00	\$0.00	\$3,900.00
Student Resources Subtotal:				\$0.00	\$14,505.40
<i>Teacher Resources</i>					
CALIFORNIA CHEMISTRY TEACHER WALKAROUND EDITION	978-0-07-683072-5	1	\$192.60	\$192.60	*Free Materials
INSPIRE CA HIGH SCHOOL PROGRAM GUIDE A TEACHERS TOUR (PDLSD)	978-0-07-687517-7	1	\$10.69	\$10.69	*Free Materials
INSPIRE SCIENCE CA G9-12 CAST INSPIRING CAST SUCCESS GUIDE	978-0-07-683067-1	1	\$21.38	\$21.38	*Free Materials
CALIFORNIA CHEMISTRY ETEACHER EDITION 8 YEAR SUBSCRIPTION	978-0-07-683076-3	1	\$246.00	\$246.00	*Free Materials
INSPIRE SCIENCE STUDYSYNC BLASTS ADD-ON TEACHER 8 YEAR SUBSCRIPTION (OLP)	978-0-07-702162-7	1	\$25.00	\$25.00	*Free Materials
ALEKS 6-12 ADD ON HS CHEMISTRY VIA MY.MHEDUCATION.COM 8YR TEACHER SUBSC	978-1-26-432520-7	1	\$60.00	\$60.00	*Free Materials
Teacher Resources Subtotal:				\$555.67	\$0.00
INSPIRE CHEMISTRY SCIENCE © 2020 8YR Subtotal:				\$555.67	\$14,505.40

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/11/2021
 QUOTE NUMBER: MROSS-05112021-016

ACCOUNT NAME: John Henry High School
 ACCOUNT #: 10643601

EXPIRATION DATE: 06/25/2021
 PAGE #: 2



Because learning changes everything.®

QUOTE PREPARED FOR:

John Henry High School
 1402 MARINA WAY S
 RICHMOND, CA 94804-3747
 ACCOUNT NUMBER: 10643601

CONTACT:

VALUE OF ALL MATERIALS	\$15,061.07
FREE MATERIALS	(\$555.67)
PRODUCT TOTAL*	\$14,505.40
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$1,034.03
GRAND TOTAL	\$15,539.43

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

Thank you!

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

 Name of School Official (Please Print)

 Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/11/2021

ACCOUNT NAME: John Henry High School

EXPIRATION DATE: 06/25/2021

QUOTE NUMBER: MROSS-05112021-016

ACCOUNT #: 10643601

PAGE #: 3



Because learning changes everything.®

QUOTE PREPARED FOR:

OAKLAND CHARTER HIGH SCHOOL
 2433 COOLIDGE AVE
 OAKLAND, CA 94601-2630
 ACCOUNT NUMBER: 4738087

SUBSCRIPTION/DIGITAL CONTACT:

CONTACT:

SALES REP INFORMATION:

Kerry Richmond
 kerry.richmond@mheducation.com
 530-408-8852

Section Summary	Value of All Materials	Free Materials	Product Subtotal
INSPIRE CHEMISTRY SCIENCE © 2020 8YR	\$17,292.67	(\$555.67)	\$16,737.00
PRODUCT TOTAL*	\$17,292.67	(\$555.67)	\$16,737.00
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$1,131.92
GRAND TOTAL*			\$17,868.92

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/11/2021 ACCOUNT NAME: OAKLAND CHARTER HIGH SCHOOL EXPIRATION DATE: 06/25/2021
 QUOTE NUMBER: MROSS-05112021-017 ACCOUNT #: 4738087 PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
INSPIRE CHEMISTRY SCIENCE © 2020 8YR					
<i>Student Resources</i>					
CA INSPIRE CHEMISTRY COLLABORATIVE STUDENT BUNDLE SYNCBLASTS 8YR SUBSCRIPTION	978-0-07-692580-3	75	\$163.16	\$0.00	\$12,237.00
ALEKS 6-12 ADD ON HS CHEMISTRY MY.MHEDUCATION.COM 8YR STUDENT SUBSC	978-1-26-432510-8	75	\$60.00	\$0.00	\$4,500.00
Student Resources Subtotal:				\$0.00	\$16,737.00
<i>Teacher Resources</i>					
CALIFORNIA CHEMISTRY TEACHER WALKAROUND EDITION	978-0-07-683072-5	1	\$192.60	\$192.60	*Free Materials
INSPIRE CA HIGH SCHOOL PROGRAM GUIDE A TEACHERS TOUR (PDLSD)	978-0-07-687517-7	1	\$10.69	\$10.69	*Free Materials
INSPIRE SCIENCE CA G9-12 CAST INSPIRING CAST SUCCESS GUIDE	978-0-07-683067-1	1	\$21.38	\$21.38	*Free Materials
CALIFORNIA CHEMISTRY ETEACHER EDITION 8 YEAR SUBSCRIPTION	978-0-07-683076-3	1	\$246.00	\$246.00	*Free Materials
INSPIRE SCIENCE STUDYSYNC BLASTS ADD-ON TEACHER 8 YEAR SUBSCRIPTION (OLP)	978-0-07-702162-7	1	\$25.00	\$25.00	*Free Materials
ALEKS 6-12 ADD ON HS CHEMISTRY VIA MY.MHEDUCATION.COM 8YR TEACHER SUBSC	978-1-26-432520-7	1	\$60.00	\$60.00	*Free Materials
Teacher Resources Subtotal:				\$555.67	\$0.00
INSPIRE CHEMISTRY SCIENCE © 2020 8YR Subtotal:				\$555.67	\$16,737.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/11/2021 ACCOUNT NAME: OAKLAND CHARTER HIGH SCHOOL EXPIRATION DATE: 06/25/2021
 QUOTE NUMBER: MROSS-05112021-017 ACCOUNT #: 4738087 PAGE #: 2



Because learning changes everything.®

QUOTE PREPARED FOR:

OAKLAND CHARTER HIGH SCHOOL
 2433 COOLIDGE AVE
 OAKLAND, CA 94601-2630
 ACCOUNT NUMBER: 4738087

CONTACT:

VALUE OF ALL MATERIALS	\$17,292.67
FREE MATERIALS	(\$555.67)
PRODUCT TOTAL*	\$16,737.00
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$1,131.92
GRAND TOTAL	\$17,868.92

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

Thank you!

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

 Name of School Official (Please Print)

 Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 05/11/2021 ACCOUNT NAME: OAKLAND CHARTER HIGH SCHOOL EXPIRATION DATE: 06/25/2021
 QUOTE NUMBER: MROSS-05112021-017 ACCOUNT #: 4738087 PAGE #: 3



Proven Science Programs

QUOTE

Quote #	Quote Date	Page
90006140	5/10/2021	1

Quote good for 90 days
LAB-AIDS terms: Net 30 days

Bill To:

John Henry High School
Amethod PS - Accts Pay
2101 Livingston St
Richmond, CA 94606
USA

Ship To:

Attn: Natalie Garcia
John Henry High School
1402 Marina Way South
Richmond, CA 94804
USA

Questions? Contact: Lee Wohlwerth, Science Curriculum Specialist at 916-606-5256 or leew@lab-aids.com

Upon purchase of curriculum and/or Portal subscription, a School/District Administrator must be identified and will be responsible for student and teacher license distribution. The Administrator will receive login details from Lab-Aids when that person is identified by the Customer.

REFERENCE NUMBER	TERMS	SHIP VIA	F.O.B. POINT
	ET 30	PS - Ground	RONKONKOMA, NY
REQUESTED BY	SALES REPRESENTATIVE	QUOTE DATE	OUR QUOTE #
	LEE WOHLWERTH	5/10/2021	90006140
		CUSTOMER ID	77006991

LN	DL	ORDER QUANTITY	DUE DATE	PART IDENTIFIER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
					COMMENTS		
01	01	95.00	5/10/2021	SIG-B2SB	SCIENCE & GLOBAL ISSUES BIOLOGY, 2nd Edition STUDENT BOOK	99.95	9495.25
02	01	95.00	5/10/2021	SIG-B-20LSP-1	SIG BIOLOGY, 2nd Edition, ONLINE PORTAL FOR STUDENTS, 1-YEAR	5.00	475.00
03	01	1.00	5/10/2021	SIG-B-2000	SCIENCE AND GLOBAL ISSUES BIOLOGY, 2nd EDITION EQUIPMENT PACKAGE WITH ONLINE TEACHER PORTAL	9882.85	9882.85
04	01	1.00	5/10/2021	S/H FROM 12% TO 10%		1937.80	1937.80
05	01	1.00	5/10/2021	9.75% TAX		2078.30	2078.30
						Total.....	23,869.20

S/H AND TAX DOES
NOT INCLUDE PORTALS

www.lab-aids.com

Interested in Professional Development:
<http://lab-aids.com/professional-development>

Orders can be faxed or mailed to: 631-737-1286
LAB-AIDS, Inc.
17 Colt Court
Ronkonkoma, NY 11779
customerservice@lab-aids.com



Proven Science Programs

QUOTE

Quote #	Quote Date	Page
90006141	5/10/2021	1

Quote good for 90 days
LAB-AIDS terms: Net 30 days

Bill To:

Oakland Charter High School
Amethod PS - Accts Pay
2101 Livingston Street
Richmond, CA 94606
USA

Ship To:

Attn: Natalie Garcia
Oakland Charter High School
2433 Coolidge Avenue
Oakland, CA 94601
USA

Questions? Contact: Lee Wohlwerth, Science Curriculum Specialist at 916-606-5256 or leew@lab-aids.com

Upon purchase of curriculum and/or Portal subscription, a School/District Administrator must be identified and will be responsible for student and teacher license distribution. The Administrator will receive login details from Lab-Aids when that person is identified by the Customer.

REFERENCE NUMBER	TERMS	SHIP VIA	F.O.B. POINT
	ET 30	PS - Ground	Ronkonkoma, NY
REQUESTED BY	SALES REPRESENTATIVE	QUOTE DATE	OUR QUOTE #
	LEE WOHLWERTH	5/10/2021	90006141
		CUSTOMER ID	73025OA

LN	DL	ORDER QUANTITY	DUE DATE	PART IDENTIFIER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
					COMMENTS		
01	01	135.00	5/10/2021	SIG-B2SB	SCIENCE & GLOBAL ISSUES BIOLOGY, 2nd Edition STUDENT BOOK	99.95	13493.25
02	01	135.00	5/10/2021	SIG-B-20LSP-1	SIG BIOLOGY, 2nd Edition, ONLINE PORTAL FOR STUDENTS, 1-YEAR	5.00	675.00
03	01	1.00	5/10/2021	SIG-B-2000	SCIENCE AND GLOBAL ISSUES BIOLOGY, 2nd EDITION EQUIPMENT PACKAGE WITH ONLINE TEACHER PORTAL	9882.85	9882.85
04	01	1.00	5/10/2021	S/H FROM 12% TO 10%		2337.60	2337.60
05	01	1.00	5/10/2021	9.25% TAX		2378.50	2378.50
						Total.....	28,767.20

S/H AND TAX DOES
NOT INCLUDE PORTALS

www.lab-aids.com

Interested in Professional Development:
<http://lab-aids.com/professional-development>

Orders can be faxed or mailed to: 631-737-1286
LAB-AIDS, Inc.
17 Colt Court
Ronkonkoma, NY 11779
customerservice@lab-aids.com

Coversheet

Approval of Extended Learning Opportunity (ELO) Grant

Section: VI. Business
Item: F. Approval of Extended Learning Opportunity (ELO) Grant
Purpose: Vote
Submitted by:
Related Material: Expanded Learning Opportunities Grant Plan JHHS.pdf
BJE Expanded Learning Opportunities Grant Plan .pdf
Expanded Learning Opportunities Grant Plan Template.docx
RCA Expanded Learning Opportunities Grant Plan .pdf
Board Briefing Sheet for Expanded Learning Opportunity Grant.docx
OCHS - Expanded Learning Opportunities Grant Plan.pdf

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Allyson Schoolcraft, Co-Site Director	aschoolcraft@amethodschools.org 213-300-4269

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The administrative team considered existing priorities compared to the grant categories and created a draft of expenditures that would supplement and advance student instruction at John Henry in alignment with our site goals and plans. Department Lead Teachers in areas where supplements were suggested were consulted about plans and implementation within their department. Mental Health and College Counselors also gave input on the programming that they felt would support both academic and SEL interventions. Families were presented with the proposals at our May Family-Staff Team meeting and feedback was solicited.

A description of how students will be identified and the needs of students will be assessed.

We currently implement an MTSS protocol where student risk factors and interventions are recorded in order to ensure that high risk students are being paired with appropriate interventions. This also allows us to track participation in interventions (academic, mental health, and behavioral) in order to assess the efficacy of current intervention programs. For academics, the NWEA MAP assessment and ELPAC provide significant information about students with academic needs. Similarly, student transcripts reveal challenges that

may represent any sort of intersection of academic, mental health, or behavioral need. We also have a teacher reporting system where teachers can flag students of concern. Many of the students flagged in the above scenarios are paired with a case manager and end up having SSTs in order to formalize an individualized plan of support. Some of the interventions that we would be able to implement with these funds would be assigned to students with certain needs that are flagged as the result of these processes. As more than 90% of our students fall into the categories enumerated above, any of the supplemental programs that we will be implementing schoolwide will de facto support the specified groups.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Many of the supplements listed below will be used across classrooms or to support all students within a particular subject area or grade level. Other opportunities will be shared with the families of students who have or who currently are failing courses or who test below grade level on the NWEA MAP tests. These families will be contacted directly and given the opportunity to opt in to these supports, be it after school Algebra tutoring or attending after school tutoring. Other opportunities will be advertised at the school site and in parent meetings and digital communications, such as participating in our robotics team or utilizing our Maker Space. We will also use parent communication tools such as our mass communication tool which supports text, phone calls, and email messaging to parents and students. We will post opportunities on our website and social media accounts, as applicable and will send home memos so that parents and students can be informed of opportunities for supplemental instruction and support.

A description of the LEA's plan to provide supplemental instruction and support.

Supplemental Summer Programming: John Henry will be providing summer programming to extend student learning time. Summer Bridge is a three week program for incoming 9th graders that will focus on math and English fundamentals, community building, and how to be successful in high school. We will also be using Edgenuity as a Credit Recovery program for any students who have failed courses and are now behind on credits. They will be grouped with case managers who will support their progress through the courses and increase their likelihood of completion.

Curricular Supplements: Several programs will be acquired to supplement school day instruction. Achieve 3000 provides literacy resources across subject areas and translation support for our ELs. Some funds will be used to provide a paraprofessional for classes with newcomer ELs and a classroom aide to support classes with hybrid learning demands. A stipend will provide for our Algebra teacher to teach a 7th period class of Algebra intervention to support students who need assistance to master the Algebra 1 standards.

Before & After School Intervention & Supports: Funds will be used to pay for before and after school tutors to staff our Learning Lab.

SEL Supplements: Many plans relate to SEL support. Challenge Day (10th & 11th grade) is a program that helps connect students to each other and the school. We have restructured our bell schedule next year to allow for an advisory period, and we will be using the Naviance program to provide SEL instruction and college/career advising and planning during that time. Teachers will be receiving PD and training on Restorative Practices, which they will use to develop community in their advisory, as well as to support their students

throughout the school day. Engagement incentives will be used in conjunction with our PBIS program to reward students for academic success, as well as excellent citizenship and community participation.

Supplemental School Year Programming: Funding will also be used to formalize the creation of a library at our site. Creating a library space and outfitting it with engaging reading materials will support students' continued literacy development. Ensuring a collection of high interest/low reading level materials will provide literacy materials appropriate for our English Learners. Additionally, funding will be used to expand our current College and Career Center to provide more resources for our students, who are almost all first-generation college goers. With the growing need to support our students in the development of 21st century skills, creating a Maker Space will allow students to expand their STEAM skills by learning various technologies and design programs and by promoting creative and critical thinking. Additional funding will support our fledgling robotics team, which also encourages STEAM exploration and technology integrated learning for our students. Both of these initiatives will close learning gaps and accelerate progress.

Supplemental Assessment: Fountas and Pinell will be added as a Tier 2 literacy assessment at our site in order to get more specific data on the reading needs of our lowest performing students.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> ● Before & After School Tutoring: \$13,000 ● Summer Bridge: \$40,000 ● Algebra 1 Intervention: \$4,000 	\$57,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> ● Achieve3000 + boost: \$33,000 ● Library Development: \$17,000 ● College & Career Center Development: \$3,000 ● Maker Space Development: \$17,000 ● Robotics Program Expansion: \$3,000 	\$73,000	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> ● Paraprofessional: \$25,000 ● Challenge Day for 10th & 11th graders: \$6,000 	\$46,908	[Actual expenditures will be provided when available]

<ul style="list-style-type: none"> Engagement Incentives: \$5,500 Hybrid Learning Support: \$10,408 		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility <ul style="list-style-type: none"> Credit recovery case management: \$25,200 Edgenuity: \$12,000 	\$37,200	[Actual expenditures will be provided when available]
Additional academic services for students <ul style="list-style-type: none"> Naviance College & Career Advisory Program: \$26,300 Fountas & Pinnell Benchmark Assessment System & Training: \$1,000 	\$27,300	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs <ul style="list-style-type: none"> Professional Development Texts for staff: \$1,000 Professional Development Services related to SEL: \$2,000 Professional Development Services, Trainings, or Conferences related to academics: \$3,000 	\$6,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 0.00]	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Our ESSER funds were and are being used towards physical health and safety of students and staff as well as meeting the technology supports needed by students and staff as a result of COVID. ESSER funds were used to fund added custodial services for cleaning and disinfection, the purchase of air purifiers, HVAC upgrades, PPEs, plexiglas barriers for classroom desks, physical distancing markers, portable hand washing stations, etc. ESSER funds were also used for the purchase of hotspots and additional chromebooks that were needed for students to successfully complete required distance learning objectives, as well as to subscribe to a remote tutoring service for students to receive tutoring support 24hrs/day. Now that we have students starting to return to campus, our focus is shifting on how to supplement their on campus learning experience and to support them in the transition back to in-person schooling.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
 March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Benito Juarez Elementary	Anjelica Zermeno, Site Director	510.215.7009

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other support, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

An FST was held on May 10th to discuss strategic recovery plans, we reviewed data from the NWEA assessment indicating approximately 75% of students did not meet NWEA requirements for meeting grade level proficiencies. Grade level reports were also reviewed with Teachers, Deans, site directors, and consultants as they collaborated around the data and various strategies for targeting students. Together they designed the summer recovery plan targeting students that were disengaged during the pandemic year, failed to meet grade level requirements in various course subjects and were not meeting NWEA standards.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Families will receive an invitation letter describing the summer recovery plan which includes pre and post assessment, mental health activities, academic support, hands on math/science and in-person instruction. Additionally, summer book battles and field trips will be offered and are designed to target re-engagement, motivation and standards not met while preparing students for future learning.

A description of the LEA's plan to provide supplemental instruction and support.

Students will be identified utilizing classroom grade level reports and winter/spring NWEA assessment scores. Scores indicate a correlation between the grades and the NWEA assessment. Additionally, students attending summer will be tracked throughout the school year for follow up and support. All other students will receive additional time in courses throughout the newly designed master schedule. Instruction will be targeted to include scaffolding and acceleration of instruction. Additional intercessions will be provided before, during and after school which will include success labs throughout the school year, provided by additional tutors and paraprofessionals. Summer literacy will be increased by purchasing cultural books for the homes, fundamental summer assignments with targeted content will be provided with follow ups by teachers.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time and targeted group/one on one instruction, additional time in program before/during/after school provided by Certificated Teachers and paraprofessionals.	\$100,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports and targeted curriculum , software and professional development for teachers.	\$20,000.00	[Actual expenditures will be provided when available]
Integrated student support/mental health, mental health curriculum and other related activities for re-engagement and motivation to address other barriers to learning.	\$26,234.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$10,000.00	[Actual expenditures will be provided when available]
Targeted hands on math manipulative/science kits for fundamental student learning with coaching, school STEM activities and family nights will be provided.	\$50,000.00	[Actual expenditures will be provided when available]
Additional academic services for students: summer cultural book bundles for summer battle of the books and parent education for shared reading.	\$100,000.00	[Actual expenditures will be provided when available]

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 25,000.00	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 326,234.00	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Our ESSER funds were and are being used towards overall health and wellness of students and staff as well as meeting the technology supports, software and platforms needed by students and staff as a result of COVID19. ESSER funds were used to fund added custodial services for cleaning and disinfection, the purchase of air purifiers, HVAC upgrades, PPEs, plexiglas barriers for classroom desks, physical distancing markers, portable hand washing stations, etc. ESSER funds were also used for the purchase of hotspots and additional chromebooks that were needed for students to successfully complete required distance learning objectives, as well as to seek additional engagement tutors to help serve students. Now that we have students starting to return to campus, our focus is shifting on how to supplement their on campus learning experience and to support them in the transition back to in-person schooling via wellness, hands on, STEM and motivational activities and curriculum. Lastly, ESSER funds were also utilized to support family engagement, health, mental health and educational learning activities.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
 March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

[Add text here]

A description of how students will be identified and the needs of students will be assessed.

[Add text here]

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

[Add text here]

A description of the LEA’s plan to provide supplemental instruction and support.

[Add text here]

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	[\$ 0.00]	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	[\$ 0.00]	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

[Add text here]

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

California Department of Education
 March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Academy	Anjelica Zermeno, Site Director	510.215.7009

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other support, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

An FST was held on May 10th to discuss strategic recovery plans, we reviewed data from the NWEA assessment indicating approximately 75% of students did not meet NWEA requirements for meeting grade level proficiencies. Grade level reports were also reviewed with Teachers, Deans, site directors, and consultants as they collaborated around the data and various strategies for targeting students. Together they designed the summer recovery plan targeting students that were disengaged during the pandemic year, failed to meet grade level requirements in various course subjects and were not meeting NWEA standards.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Families will receive an invitation letter describing the summer recovery plan which includes pre and post assessment, mental health activities, academic support, hands on math/science and in-person instruction. Additionally, summer book battles and field trips will be offered and are designed to target re-engagement, motivation and standards not met while preparing students for future learning.

A description of the LEA’s plan to provide supplemental instruction and support.

Students will be identified utilizing classroom grade level reports and winter/spring NWEA assessment scores. Scores indicate a correlation between the grades and the NWEA assessment. Additionally, students attending summer will be tracked throughout the school year for follow up and support. All other students will receive additional time in courses throughout the newly designed master schedule. Instruction will be targeted to include scaffolding and acceleration of instruction. Additional intercessions will be provided before, during and after school which will include success labs throughout the school year, provided by additional tutors and paraprofessionals. Summer literacy will be increased by purchasing cultural books for the homes, fundamental summer assignments with targeted content will be provided with follow up by teachers.

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time and targeted group/one on one instruction provided by Certificated Teachers and paraprofessionals.	\$60,000.00	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports and targeted curriculum, software and Professional Development for Teachers	\$20,000.00	[Actual expenditures will be provided when available]
Integrated student support/mental health and other related activities for re-engagement and motivation to address other barriers to learning.	\$10,000.00	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$5,000.00	[Actual expenditures will be provided when available]
Targeted hands on math manipulative/science kits for fundamental student learning with coaching, school STEM activities and family nights will be provided.	\$35,000.00	[Actual expenditures will be provided when available]
Additional academic services for students: summer cultural book bundles for summer battle of the books and parent education for shared reading.	\$25,398.00	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs	\$15,000.00	[Actual expenditures will be provided when available]

Total Funds to implement the Strategies	\$ 170,398.00	[Actual expenditures will be provided when available]
-----------------------------------------	---------------	-------------------------------------------------------

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Our ESSER funds were and are being used towards overall health and wellness of students and staff as well as meeting the technology supports, software and platforms needed by students and staff as a result of COVID19. ESSER funds were used to fund added custodial services for cleaning and disinfection, the purchase of air purifiers, HVAC upgrades, PPEs, plexiglas barriers for classroom desks, physical distancing markers, portable hand washing stations, etc. ESSER funds were also used for the purchase of hotspots and additional chromebooks that were needed for students to successfully complete required distance learning objectives, as well as to seek additional engagement tutors to help serve students. Now that we have students starting to return to campus, our focus is shifting on how to supplement their on campus learning experience and to support them in the transition back to in-person schooling via wellness, hands on, STEM and motivational activities and curriculum. Lastly, ESSER funds were also utilized to support family engagement, health, mental health and educational learning activities.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021



HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 05/19/2021

Subject:

Application for funding for CDE Expanded Learning Opportunities Grant

Action:

Information:

Committee:

RECOMMENDATIONS:

Staff recommends Board to approve Learning Recovery Plans for Amethod Schools, which includes the plan description and anticipated expenditures.

SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:

N/A

SUMMARY OF KEYS ISSUES:

The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

FISCAL ANALYSIS :

School	Expanded Learning Opportunity Grant Amount
Downtown Charter Academy	\$223,512
John Henry High	\$247,408
Oakland Charter Academy	\$170,312
Oakland Charter High	\$375,006
Richmond Charter Academy	\$170,398
Richmond Charter Elementary-Benito Juarez	\$323,234
Total for Amethod Schools	\$1,509,870

ATTACHMENT(S):

- Expanded Learning Opportunities Grant Template, with Requirements and Instructions
- Amethod School Sites ELO Grant Funding Plans

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Bianca Forrester, Site Director	bforrester@amethodschools.org 510-459-0244

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The administrative team considered existing priorities compared to the grant categories and created a draft of expenditures that would supplement and advance student instruction at Oakland Charter High School in alignment with our site goals and plans. Department Lead Teachers in areas where supplements were suggested were consulted about plans and implementation within their department. Mental Health and College Counselors also gave input on the programming that they felt would support both academic and SEL interventions. Families were presented with the proposals at our May Family-Staff Team meeting and feedback was solicited.

A description of how students will be identified and the needs of students will be assessed.

We currently implement an MTSS protocol where student risk factors and interventions are recorded in order to ensure that high risk students are being paired with appropriate interventions. This also allows us to track participation in interventions (academic, mental health, and behavioral) in order to assess the efficacy of current intervention programs. For academics, the NWEA MAP assessment and ELPAC provide significant information about students with academic needs. Similarly, student transcripts reveal challenges that

may represent any sort of intersection of academic, mental health, or behavioral need. We also have a teacher reporting system where teachers can flag students of concern. Many of the students flagged in the above scenarios are paired with a case manager and end up having SSTs in order to formalize an individualized plan of support. Some of the interventions that we would be able to implement with these funds would be assigned to students with certain needs that are flagged as the result of these processes. As more than 90% of our students fall into the categories enumerated above, any of the supplemental programs that we will be implementing schoolwide will de facto support the specified groups.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Many of the supplements listed below will be used across classrooms or to support all students within a particular subject area or grade level. Other opportunities will be shared with the families of students who have or who currently are failing courses or who test below grade level on the NWEA MAP tests. These families will be contacted directly and given the opportunity to opt in to these supports, be it after school Algebra tutoring or attending after school tutoring. Other opportunities will be advertised at the school site and in parent meetings and digital communications, such as utilizing our Maker Space. We will also use parent communication tools such as our mass communication tool which supports text, phone calls, and email messaging to parents and students. We will post opportunities on our website and social media accounts, as applicable and will send home memos and postcards so that parents and students can be informed of opportunities for supplemental instruction and support.

A description of the LEA's plan to provide supplemental instruction and support.

Supplemental Summer Programming: Oakland Charter High School will be providing summer programming to extend student learning time. Summer Bridge is a three week program for incoming 9th graders that will focus on math and English fundamentals, the robust summer program will include social studies and science instruction, as well as a social emotional focus on community building and high school readiness. Our incoming 9th graders will also participate in Link Crew with our Link Leaders. We will also be using Edgenuity as a Credit Recovery program for any students who have failed courses and are now behind on credits. They will be grouped with case managers and tutors who will support their progress through the courses and increase their likelihood of completion. Additionally intensive credit recovery for all Biological science students will support our most vulnerable learners. All Creative Technologies I & II students will participate in an intensive summer skills and orientation program.

Curricular Supplements: Several programs will be acquired to supplement school day instruction. Some funds will be used to provide a paraprofessional for classes with newcomer ELs and a classroom aide to support classes with hybrid learning demands. An additional paraprofessional will offer a 7th period class of Algebra intervention to support students who need assistance to master the Algebra 1 standards. Also, the IXL Math and Spanish Foreign language program will be used to support robust remediation and acquisition of skills in these two essential curricular domains.

Before & After School Intervention & Supports: Funds will be used to pay for after school tutors to staff our Learning Lab.

SEL Supplements: Many plans relate to SEL support. Link Crew is a program that helps connect students to each other and the school. We have restructured our bell schedule next year to allow for tumbling blocks. During our advisory period, we will be using the Naviance program to provide SEL instruction and college/career advising and planning. Teachers will be receiving PD and training on Restorative Practices, Trauma Informed Practices and Culturally Relevant Pedagogy which they will use to develop community in their advisories and core classes, as well as to support their students throughout the school day. Engagement incentives will be used in conjunction with our PBIS program to reward students for academic success, as well as excellent citizenship and community participation. Additionally engagement incentives will be used to support students in the extended day after school tutoring program.

Supplemental School Year Programming: Funding will be used to expand our current College and Career Center to provide more resources for our students, who are almost all first-generation college goers. With the growing need to support our students in the development of 21st century skills, building out a Maker Space will allow students to expand their STEAM skills by learning various technologies and design programs and by promoting creative and critical thinking. Additional funding will support our computer science courses which also encourages STEAM exploration and technology integrated learning for our students. Both of these initiatives will close learning gaps and accelerate progress.

Supplemental Assessment: Fountas and Pinell will be added as a Tier 2 literacy assessment at our site in order to get more specific data on the reading needs of our lowest performing students.

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
	\$375,000	[Actual expenditures will be provided when available]
Extending instructional learning time <ul style="list-style-type: none"> ● Summer Bridge: \$50,400 ● Algebra 1 Intervention: \$23,500 ● Creative Technologies Summer Bridge Program: \$4,200 ● After school tutorial stipends: \$2,050 	\$80,150	[Actual expenditures will be provided when available]

<p>Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</p> <ul style="list-style-type: none"> ● College & Career Center Development: \$2,000 ● Maker Space Development: \$17,000 ● Computer Science Hands on Activities Expansion: \$8,000 ● Creative Technologies Hands on Activities Expansion: \$10,000 	<p>\$37,000</p>	<p>[Actual expenditures will be provided when available]</p>
<p>Integrated student supports to address other barriers to learning</p> <ul style="list-style-type: none"> ● Paraprofessional: \$61,100 ● Engagement Incentives: \$12,000 ● Hybrid Learning Support: \$30,000 ● Extended Day Engagement Incentives: 15,000 	<p>\$118,100</p>	<p>[Actual expenditures will be provided when available]</p>
<p>Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility</p> <ul style="list-style-type: none"> ● Credit recovery case management: \$24,000 ● Edgenuity: \$16,000 ● Intensive Credit Recovery Biological Sciences: \$7,200 	<p>\$83,200</p>	<p>[Actual expenditures will be provided when available]</p>
<p>Additional academic services for students</p> <ul style="list-style-type: none"> ● Naviance College & Career Advisory Program: \$28,000 ● Fountas & Pinnell Benchmark Assessment System & Training: \$2,000 ● IXL Math program for all grade levels and subjects for intensive remediation and acquisition of math skills and concepts from Algebra I through Calculus AB. IXL for Spanish language and culture levels I, II, & III: \$17,550 	<p>\$47,550</p>	<p>[Actual expenditures will be provided when available]</p>
<p>Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p> <ul style="list-style-type: none"> ● Professional Development Texts for staff: \$1,000 ● Professional Development Services related to SEL: \$3,000 ● Professional Development Services related to Culturally Relevant Pedagogy: \$5,000 ● Professional Development Services, Trainings, or Conferences related to academics: \$3,000 	<p>\$12,000</p>	<p>[Actual expenditures will be provided when available]</p>

Total Funds to implement the Strategies	\$375,000	[Actual expenditures will be provided when available]
-----------------------------------------	-----------	-------------------------------------------------------

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Our ESSER funds were and are being used towards physical health and safety of students and staff as well as meeting the technology supports needed by students and staff as a result of COVID. ESSER funds were used to fund added custodial services for cleaning and disinfection, the purchase of air purifiers, HVAC upgrades, PPEs, plexiglas barriers for classroom desks, physical distancing markers, portable hand washing stations, etc. ESSER funds were also used for the purchase of hotspots and additional chromebooks that were needed for students to successfully complete required distance learning objectives, as well as to subscribe to a remote tutoring service for students to receive tutoring support 24hrs/day. Now that we have students starting to return to campus, our focus is shifting on how to supplement their on campus learning experience and to support them in the transition back to in-person schooling

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Coversheet

Public Hearing of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)

Section: VI. Business
Item: G. Public Hearing of the Draft 2021-2022 Local Control and Accountability
Plans (LCAP)
Purpose: Discuss
Submitted by:
Related Material: John Henry 2021-2024 LCAP .docx
Oakland Charter Academy 2021-2024 LCAP .docx
Richmond Charter 2021-2024 LCAP .docx
Benito Juarez 2021-2024 LCAP .docx
Oakland Charter High School 2021-2024 LCAP .docx
Downtown Charter 2021-2024 LCAP .docx
AMPS LCAP Drafts May Boarding.pptx

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Natalie Garcia Allyson Schoolcraft	nagarcia@amethodschools.org aschoolcraft@amethodschools.org (510) 235-2439

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

John Henry High School (JHHS) is a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. JHHS was established in 2015 and is located in Richmond, California. The school serves approximately 300 students. It is one of six schools under the Amethod Public Schools charter management organization. John Henry High School’s goal is to provide a fundamental and rigorous college preparatory education to all of our students. Our core values are: Students First, Adaptability, Perseverance, Responsibility, Teamwork, and Commitment to Distinction.

Our student body is representative of our location and we strive to provide all of our students with equitable access to student services, activities, and enrichment programs to support our students’ growth and success. John Henry High School seeks to advance students’ motivation and belief in academic achievement while in their pursuit of a thriving future. John Henry High School will provide a rigorous academic program to all students who wish to attend, yet will specifically outreach to families that live in low income areas, survive below the federal poverty line, or whose parents have never attended college.

The goal of John Henry High School is to achieve higher academic results than neighboring high school campuses by focusing on rigorous state aligned academic programs, accountability, and excellence by providing an educational program that reinforces structured and demanding A-G coursework. Under the guidance of our college advising team, over 95% of our seniors applied to a four year university in 2018-2019. JHHS meets its mission by working in collaboration with all stakeholders.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

<identify areas of greatest success for this school year --- leverage local data to the extent possible>

WASC 6 year Accreditation Higher performance on CAASPP: 62% in ELA & 41% in Math 92% of seniors accepted to four-year universities (higher than last year) Added new electives, including more AP classes Increased extra-curricular opportunities for students CCSS ELA aligned curriculum (College Board Springboard) – 4th year of implementation

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We plan to improve on the following areas: - Increase STEM course offerings - Additional supports for ELA and Math - Additional supports for EL students; including an ELD class - Increased extra-curricular offerings for students - Increase student clubs

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP is organized into 4 goals:

- Goal 1: Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills
- Goal 2: Hire and retain a High Quality Teaching Staff who are developed, supported, and cultivate a shared sense of community.
- Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.
- Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

To meet the above goals we will be adding curriculum and services to support not only academic gaps that occurred during this pandemic during distance learning, but also to support the social and emotional growth of our students as they transition back to in-person instruction. The highlights of the new LCAP include: continuing the use of NWEA and other assessments to focus on the specific skills and content still need to meet the standards for their grade level, purchasing curriculum that aligns to standards like Common Core in Math and NGSS in Science, implement a robust advisory program which will focus on both College and Career readiness and socio-emotional growth, investing

in teacher support by continuing to provide Professional Development and coaching, and doubling down on parent engagement with more community events and parent workshops.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA --- Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA --- Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA --- Not on CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Given the many challenges we faced as a result of the COVID-19 pandemic, we were able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of our new LCAP. Throughout our Distance Learning program, we regularly communicated with our families to gauge their level of satisfaction with online learning and obtain data on support needed to ensure all students were engaged and participating in online learning.

Ryan to write, but get a sense of what the process was from each site.

A summary of the feedback provided by specific stakeholder groups.

During consultations with students, families, and staff members, a few trends emerged and influenced the creation of the LCAP for the coming year. Those trends include:

Tag the site leaders to identify themes

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

[Respond here]

Goals and Actions

Goal

Goal #	Description
1	Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.

An explanation of why the LEA has developed this goal.

It is critical that our students leave high school with the knowledge and skills that will enable them to be successful in college and beyond. The skills required by the workforce are constantly changing, so we must continue to innovate and adapt so that our students are equipped with a competitive skill set. A strong academic program is an essential piece of this preparation, and its efficacy must be regularly monitored via assessment systems that provide multiple data points. Finally, a robust intervention system must be in place to respond to those students who are not demonstrating success on said assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of applicable courses with CCSS/ NGSS aligned Instructional Materials and with a publishing date within the last 10 years	100% of instructional materials in core subjects aligned to CCSS ____% published within the past 10 years	Data coming 2022	Data coming 2023	Data coming 2024	100% of instructional materials in core subjects aligned to CCSS 100% published within the past 10 years
Provide a broad course of study	<i>100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music</i>				<i>100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music</i>
Percent of graduating seniors will have					

taken and passed an AP course.					
Percentage of students participating in advanced placement exams achieving a score of "3" or higher	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here] Annual increase of at least 5%
Percent of EL students advancing in at least one category of the ELPAC	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percent of EL students reclassifying each year	<insert baseline data>				Increase of at least 5%
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	<insert baseline for all students and significant student groups>				
College and Career Indicator as measured by the CA School Dashboard	<insert 2019 CCI CA School Dashboard data>				At least 85% of student are identified as Prepared for College and Career as identified by the CA School Dashboard
A-G completion as a percentage					100%
Implementation of CCSS/NGSS curriculum	<insert baseline data>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	<ul style="list-style-type: none"> • Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement • New Math curriculum adoption --- Illustrative Math • New Science Curriculum in Biology and Chemistry to be NGSS aligned • Continued use of curriculum to support EL students (licenses and consumables) • adoption of Naviance curriculum for advisory to continue college and career mindset and readiness 	[\$ 60000.00]	[Y]
2	CCSS aligned assessments	Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year for grades 9-11.	[\$ 2000.00]	[Y]
3	Academic Supports and Interventions	<ul style="list-style-type: none"> • Further development and refinement of Multi-Tiered Support System with Safety Nets and Student Support Team meetings. • Creating of a fourth section of 9th grade math in order to have reduced class size and more opportunity for teacher support • Creating a zero or 7th period math intervention class for students currently failing Algebra 1 	[\$ 5000.00]	[Y]
4	Increased Course Offerings	<ul style="list-style-type: none"> • Implementation of SAT preparation curriculum for 11th grade students to support strong academic skills and a college-going culture • Use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year • Addition of more AP courses 	[\$ 5000.00]	[Y]
5	English Language Development	<ul style="list-style-type: none"> • Employing an ELD Specialist and Coordinator to coach teachers • Continued PD's specifically on how to support ELs in the general ed classroom • <i>Continue to maintain English Learners participation in a CCSS aligned ELD program and have access to all elements of the regular curriculum.</i> • Maintaining a 7th period Direct English Instruction section for English Learners not enrolled in an ELD course 	[\$ 70000.00]	[Y]

	Special Education	<ul style="list-style-type: none"> Continue contracting with Futures for the provision of adequate Special Education service providers, including RSPs, paras, counselors, and related services providers. Continue to provide push-in services when appropriate to support students in mainstreamed classes Continue to provide an Academic Support class for students who need the additional intervention 	[\$ 150000.00]	[Y]
7	Field Trips	<ul style="list-style-type: none"> Providing field trips and other activities related to promoting a college going culture 	[\$ 50000.00]	[Y]
	Technology	<ul style="list-style-type: none"> Maintain 1:1 student laptops Continue to provide teachers with training on high quality technology programs and integrations to support their instruction and student skill development 	[\$ 20000.00]	[Y]

Goal Analysis [2021]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal 2

Goal #	Description
2	Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.

An explanation of why the LEA has developed this goal.

As the country-wide teacher shortage continues, it remains challenging to fill vacancies credentialed and excellent teachers. With more than half of teachers leaving the profession within the first five years, our highest leverage point is focusing on developing and retaining the teachers that we already have employed. To prevent this exodus, teachers need to feel safe and supported. They need to feel that they are being provided the necessary tools to do their jobs well, and they need to feel like they have continued opportunities to learn, grow, and develop professionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional staff retention from previous school year	<insert baseline data>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Quantity and retention of paraprofessionals	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Staff expressing satisfaction with professional support and development	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	At least 90% report being “satisfied” or “very satisfied” with the scope and depth of provided profession development and support
Teacher credentials	<insert from SARC>				100% of teachers will be credentialed for

					the subjects that they are teaching
Teacher Sense of Safety and School Connectedness as a Percentage					At least 90% report feeling safe and at least 70% report feeling of belonging

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Hiring & Retention	<ul style="list-style-type: none"> Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts Talent Manager will execute Faculty Recruitment policy and participate in teacher recruitment fairs in and around the Bay Area, California, and the West Coast Qualifying teachers will be supported through Induction in order to clear their credentials Continued development and implementation of AMPS Career Path process for staff advancement. 	[\$ 1000.00]	[Y]
2	Professional Development	<ul style="list-style-type: none"> All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year Leadership opportunities will be provided to staff, including department chairs and induction coaching At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction AP Summer Institute Workshops for all AP teachers Department chairs will meet with site leadership at least monthly to continue their own learning and to support site PD planning 	[\$ 20000.00]	[Y]
3	EL Focus Professional Development	<ul style="list-style-type: none"> At least one professional development workshop relevant to working with English Language Learner 	[\$ 1000.00]	[Y]

Goal Analysis [2021]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal 3

Goal #	Description
3	Create an engaged parent community that is invested in and connected to the school culture and academic program.

An explanation of why the LEA has developed this goal.

The pandemic has created rifts between families and schools. Despite the efforts of our administration and teachers, families were less connected this year simply by not being able to be on campus, not able to meet teachers in person, and not able to attend the community events that we have historically hosted. Because of this, it is critical that we double down on our engagement of parents in order to

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation of jhhs families at outreach/orientation events throughout the school year		[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here] 100% of families participate in at least one event throughout the year
Parents expressing satisfaction with school outreach orientation events (parent survey)	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95% of parents responded Strongly Agree or Agree to the family survey question “I am satisfied with the quantity and content of school outreach and orientation events.”
Efforts we make to seek parent input on making decisions	___% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”
Parental participation in programs for EL, Low-Income, SPED, and Foster Youth					
Surveys of parents to measure safety and school connectedness	___% of parents responded Strongly Agree or Agree to the family survey question “I feel welcomed and connected to my child's school..” ___% of parents responded Strongly Agree or Agree to the family survey question “The school provides a safe environment for my child.”				90% of parents responded Strongly Agree or Agree to the family survey question “I feel welcomed and connected to my child's school..” 90% of parents responded Strongly Agree or Agree to the family survey question “The school provides a safe environment for my child.”

Actions

Action #	Title	Description	Total Funds	Contributing
1	Post Secondary Parent Engagement	<ul style="list-style-type: none"> Hold at least 4 informational sessions for families to allow for parental input on school related matters and to educate parents on academic programs that relate to student success after high school 	[\$ 1000.00]	[Y]
2	Parent Survey	<ul style="list-style-type: none"> Continue the use of a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns. Continue providing quarterly short surveys on top of the mid-year and end of year surveys to capture more data and allow for increased parent input. 	[\$ 500.00]	[Y]
3	Family Welcome & Transition Events	<ul style="list-style-type: none"> Hold a freshmen orientation and specified freshman parent meetings throughout the year to support parents in the transition from middle school to high school Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs 	[\$ 1000.00]	[Y]
4	Outreach Coordinator	<ul style="list-style-type: none"> Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement. Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators. 	[\$ 30000.00]	[Y]
5	Technology	<ul style="list-style-type: none"> Hold at least 2 technology specific parent sessions to support access to progress monitoring tools. such as PowerSchool, Naviance, and Kickboard 	[\$ 1000.00]	[Y]
6	EL and SPED Parent Engagement	<ul style="list-style-type: none"> <list specific Actions taking place to increase EL and SPED parent engagement> 	[\$ 1000.00]	[Y]

Goal Analysis [2021]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal 4

Goal #	Description
4	<i>Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.</i>

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

Students expressing a sense of belonging and the belief that respect and support are commonplace at jhhs	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here] At least 80% of students report feeling safe and at least 70% report feelings of belonging
Suspension rate as a percentage	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here] [Respond here] Maintain below 4%
Expulsion rate as a percentage	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here] [Respond here] Maintain less than 1%
Attendance Rate as a percentage				97%
Graduation Rate as a percentage				98%
Graduating seniors accepted into university as a percentage				100%
High school dropout rate as a percentage				less than 2%
Chronic Absenteeism Rate as a percentage				Decrease by 3%
Facilities in good repair	<insert from SARC>			

Actions

Action #	Title	Description	Total Funds	Contributing
1	Personel	<ul style="list-style-type: none"> Maintain a full time school wellness counselor to meet with students experiencing non-academic problems. Employ a Dean of Students to develop, manage, and support climate & culture programs. 	[\$ 50000.00]	[Y]

		<ul style="list-style-type: none"> Employ a college advisor to guide 12th grade students through the college and financial aid application process 		
2	School-wide Assemblies	<ul style="list-style-type: none"> Hold at least one school-wide assembly that focuses on student achievement Hold at least two school-wide assemblies that focus on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, etc.) Hold at least two grade-level assemblies (one in Fall and one in Spring) to address specific class challenges and celebrate class accomplishments Hold at least two pep rallies (one in Fall and one in Spring) to build camaraderie and continue to build Wildcat pride 	[\$ 1000.00]	[Y]
3	School Supplies	<ul style="list-style-type: none"> Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.) 	[\$ 40000.00]	[Y]
4	Youth Truth Survey	<ul style="list-style-type: none"> Youth Truth Survey: Leverage Youth Truth license to survey parents, students, and teachers and assess whether we need to make program changes to support learning loss. 	[\$ 1000.00]	[Y]
5	School Counselor	<ul style="list-style-type: none"> Hire an additional School Counselor to provide core and supplemental counseling services to students. Provide supports to implement equity-driven staffing processes and course scheduling 	[\$ 50000.00]	[Y]
6	SEL	<ul style="list-style-type: none"> Purchase and maintain a SEL and College Advising curriculum to be implemented during Advisory period 	[\$ 5000.00]	[Y]

Goal Analysis [2021]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg Site Director	pellingberg@amethodschools.org (510) 719- 7810

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Oakland Charter Academy is the oldest charter school in the city of Oakland and is the flagship school of the Amethod Public Schools organization. It opened in 1994 and is the fourteenth charter school authorized in the State of California. Located in the Fruitvale District, OCA is the only National Blue Ribbon School in East Oakland. In the past 20 years, OCA has doubled in size and serves a predominantly Hispanic/Latino population but also has small numbers of African-American, Asian-American, Arab-American and White American students. OCA offers Common core aligned curriculum for math and English language arts. OCA focuses on supporting CCSS instruction that is aligned to the significant shifts prompted the nationwide shift to the common core. We promote and are in the processing of fully implementing the Reading Apprenticeship model and utilizing Close Reading as a consistent powerful practice to provide sustained and consistent academic growth for all the students we serve.

2-3 hours of homework is assigned each night; homework packets are assigned for each holiday break. OCA offers a three-week summer session each year to ensure students are prepared as they move forward through middle school.

OCA offers an After School Education and Safety (ASES) program that is aligned with, and does not repeat the content of regular school day and other extended learning opportunities. A safe physical and emotional environment is provided, as well as opportunities for relationship building, This after school program consist of the two elements below and ASES program leaders work closely with school site principals, staff and Family Staff Team (FST) members to integrate both elements with the school's curriculum, instruction, and learning support activities. CA's educational and literacy element provides tutoring and/or homework assistance and is designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities are implemented based on local student needs and interests.

OCA's educational enrichment element offers a wide array of additional services, programs, and activities that reinforce and complement the school's academic program. Examples are positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work

preparation activities; community service-learning; and other youth development activities based on student needs and interests. These enrichment activities are, at times, designed to enhance the core

Family Staff Team (FST) members to integrate both elements with the school's curriculum, instruction, and learning support activities.

OCA's educational and literacy element provides tutoring and/or homework assistance and is designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities are implemented based on local student needs and interests.

OCA's educational enrichment element offers a wide array of additional services, programs, and activities that reinforce and complement the school's academic program. Examples are positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. These enrichment activities are, at times, designed to enhance the core curriculum.

Comprehensive implementation of balanced literacy and MTSS is in implementation and development. OCA believes in providing academic and behavioral supports that grow students. We have begun the process of developing consistent learning cycles and cycles of inquiry that develop long term growth and operations for school improvement and thus teacher, family, and student retention by providing the highest quality instruction for our students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

[Respond here]

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

[Respond here]

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA --- Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA --- Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA --- Not on CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

<insert response here>

A summary of the feedback provided by specific stakeholder groups.

<insert response here>

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

<insert response here>

Goals and Actions

Goal

Goal #	Description
1	College and Career Readiness for All: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional staff retention	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Appropriately assigned instructional staff	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Standards-aligned curriculum for all students for all core subjects	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Math SBAC % Meeting or Exceeding	All Students: FRL: EL: SPED: Latinx:				
ELA SBAC % Meeting and Exceeding	All Students: FRL:				

	EL:				
	SPED:				
	Latinx:				
EL Progress % of students moving up at least one level as measured by ELPAC					
RFEP Rate as a percentage					
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)					
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey.					
Turn-around time between initiation of maintenance requests and job completion					

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1	Staff Development & Support	Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA	[\$ 8000.00]	Y
2	Teammate Retention	Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	[\$ 4000.00]	Y
3	Coaching & Support	Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions.	[\$ 20000.00]	Y
4	Intervention & Acceleration	Continued identification, analyzation and prioritization of instructional interventions and acceleration primarily directed to English Learners for reclassification and support, SPED/T1 and T2 students based on multiple sources of academic assessment data.	[\$ 3000.00]	Y
5	Assessments & Programs	Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.	[\$ 5000.00]	Y
6	Library	Purchase and develop school libraries according to model library standards as well as classroom leveled readers.	[\$ 1000.00]	Y

Goal Analysis 2021

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal

Goal #	Description
2	Positive School Climate and Student Engagement: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate as a percentage	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Suspension rate as a percentage	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Expulsion rate as a percentage	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percentage of students reporting Positive School Climate on Mid- Year and End of Year Student Surveys					

Number of discipline incident reports with student office referrals and/or discipline log entries				
Percentage of students logging into Parent Portal				
Chronic Absenteeism as a percentage				

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Further develop MTSS, PBIS Activities and provide staff development via analysis of Youth Truth and Dashboard data	[\$ 1000.00]	[Y]
2	Assemblies	Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety and programs addressing equity and social justice.	[\$ 1000.00]	[Y]
3	Team Building	Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community.	[\$ 1000.00]	[Y]
4	Engagement Activities	Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.	[\$ 1000.00]	[Y]
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	[\$ 1000.00]	[Y]
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students.	[\$ 2000.00]	[Y]
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	[\$ 1000.00]	[Y]
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	[\$ 20000.00]	[Y]

9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	\$ 10000.00	Y
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students	\$ 50000.00	Y
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism	\$ 1000.00	Y
12	SART Training & Support	Provide training and support resource for SART in an effort to reduce chronic absenteeism	\$ 1000.00	Y
13	Class Dojo	Implement and use Class Dojo to engage students throughout the day.	\$ 1000.00	Y

Goal Analysis 2021

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal

Goal #	Description
3	Parent Support and Engagement: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Average parent attendance rates at school events and parent/teacher conferences	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percentage of parents logging on to Parent Portal	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
<metric for seeking parent input on decision making>					
<metric for promoting participation from parents of EL, Sped, FY, Low Income>					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Workshops	Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc.	\$ 1000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families	\$ 1000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	\$ 1000.00	Y
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	\$ 1000.00	Y

Goal Analysis 2021

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal

Goal #	Description
--------	-------------

4

Increased student access to technology: *Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.*

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student to device ratio	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percentage of classrooms with dedicated audio/video equipment	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percentage of teachers regularly utilizing technology in the classroom	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	[\$ 20000.00]	[Y]
2	Software for Students	Purchase appropriate software to increase student access to core curriculum and monitor student usage.	[\$ 20000.00]	[Y]
3	Tech Training	Provide staff and students training in the use of technology and different software platforms.	[\$ 2000.00]	[Y]

4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swytle Camera and other live streaming equipment.	\$ 5000.00	Y
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	\$ 2000.00	Y

Goal Analysis 2021

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Academy	Anjelica Zermeno, Site Director	azermeno@amethodschools.org (510) 215-7009

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

At AMPS Richmond Charter Academy, we are committed to our students' academic success and developing a strong community of learners. Established in 2012, Richmond Charter Academy is located within the boundaries of West Contra Costa Unified School District (WCCUSD) and represents the organization's first school to operate outside of the OUSD umbrella. In its first year of operation, RCA became WCCUSD's highest-performing middle school with an 812 API score, thereby making it the highest performing middle school in the history of WCCUSD, since the inception of the API and Public Schools Accountability Act of 1998.

Richmond Charter Academy is one of six Amethod Public Schools (AMPS). AMPS is a 501(c)(3) tax exempt nonprofit public benefit corporation that was founded in Oakland in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. The organization's flagship school Oakland Charter Academy, is the oldest charter school in the city of Oakland, and the 12th school chartered in the state of California. For over twenty years AMPS has been serving the Bay Area families with effective academic programs that produce life changing results. It is the objective of the charter school organization to create a positive school environment where being diligent and taking personal responsibility is the norm. AMPS demonstrates that public schools at any level can produce successful students if they are operated in small and organized settings. It is the organizational belief that any child can be successful if they receive the proper education.

Richmond Charter Academy's mission is to advance students' motivation and belief in academic achievement while in pursuit of a thriving future. We are a free and public charter school that believes in the promise of hardworking students from diverse perspectives, socio-economic status, backgrounds, and talents. RCA will provide a rigorous college preparatory education to all students who wish to attend, yet will specifically outreach to those families that live in low income areas, survive below the poverty line, or whose parents have never attended college. The school will serve students in grade six through grade eight with the goal of achieving higher academic results than those neighboring campuses focusing on rigorous state aligned academic programs, accountability and excellence. RCA is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses

At AMPS Richmond Charter Academy, we serve over 250 students from sixth through eighth grade. We are committed to our students' academic success and developing a strong community of learners. We serve around 94% Hispanic or Latino, nearly 32% Asian and 2% African American students. Close to 87% of our students are considered socioeconomically disadvantaged, over 6% are students with

disabilities, and over 31% of students are multi-language learners. We are committed to our students' academic success and developing a strong community of learners.

We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

Here at RCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

Mission

Our mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

1. Students First
2. Be Adaptable
3. Persevere
4. Take Responsibility
5. Commitment to Distinction

We are proud to offer a wide variety of activities every day for our students through our ASES program including homework help, tutoring, music, art, chess, rugby, and MESA.

RCA is a proud partner of the John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses.

Community Oriented Campus

Families are an integral part of our school and throughout the year we invite them to events including school game nights,, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more!

Turbulent times calls for a team that comes together to encourage and support one another, to do what our very school is made for. The RCA Faculty remains relentless in their work to ensure this COVID-19 year is barrier free by creating a multi-tiered system of support that offers support for every child, parent and faculty member. Schedules this school year were created to ensure every child receives virtual core instruction at the highest levels with support systems infused in the day. Teachers offer office sessions to connect on a level that serves students in individual and small group settings, increased mental health, mindfulness and social support systems for faculty, students and families. Parent University Nights, Coffee Chats and weekly library and material drive throughs are conducted to ensure students and families receive the materials necessary to support being successful at home. Additionally, we know that during times of darkness, there is

light. RCA believes in honoring hard work and bringing light to our families in a way that encourages success in learning. Families and students receive yard signs, medals, and awards that remind them of their potential and amazing capabilities.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Over the past several years Dashboard data indicates that RCA has seen progress. Most recent 2019 Dashboard data indicates increases in mathematics, ELA, and in some cases “significant progress” such as our English Learners and Special Education population to name a few. However due to COVID-19 and school closures in March of 2020, we do not have a current CA School Dashboard. Local data in March of 2020 showed that 73.4% of families indicated a need for more support for more intervention/support due to learning loss in March 2020. As a result, a Student Attendance Review Team was initiated this school year with specific student plans for targeting and eliminating barriers that disrupt learning. Through our newly implemented SART process we were able to reduce COVID disengagement by 76%, with these new support systems in place we can continue monitoring student engagement and success in learning and growth.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Given that we do not have current CA School Dashboard data, we will have to rely on the current local data. The greatest area of need is acceleration of learning due to the massive learning loss caused by COVID-19. According to local NWEA data administered in the spring of 2021 more than 75% of students were considered not meeting national NWEA norms. Therefore, more time in learning is required for students and staff along with Mental Health and Multi-tiered systems of support. In early 2020 just after the pandemic in several surveys conducted, students indicated a need for peer interaction while 40% of teachers indicated feeling stressed. 60% of teachers requested Professional development for teachers for addressing acceleration of students, mental health and new software platforms and teaching strategies.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Over the past several years Dashboard data indicates that RCA has seen progress. Most recent 2019 Dashboard data indicates increases in mathematics, ELA, and in some cases “significant progress” such as our English Learners and Special Education population to name a few. However due to COVID-19 and school closures in March of 2020, we do not have a current CA School Dashboard. Local data in March of 2020 showed that 84.4% of families indicated a need for more support for more intervention/support due to learning loss in March

2020. As a result, a Student Attendance Review Team was initiated this school year with specific student plans for targeting and eliminating barriers that disrupt learning. Through our newly implemented SART process we were able to reduce COVID disengagement by 76%, with these new support systems in place we can continue monitoring student engagement and success in learning and growth. Additionally, engagement, motivation and overall health and wellness is key to success for students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA --- Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA --- Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA --- Not on CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2021-2022 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2021-2022 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrant from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during September 3, 2020 and September 17, 2020. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of September 23, 2020.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020. Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

A summary of the feedback provided by specific stakeholder groups.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with over 50% of families concerned with the learning loss and the need for tutoring, small group learning and one on one support. 99% of families reporting indicated that connectivity was not an issue. Comments left by parents indicated a concern for the social and emotional supports of their children as well as a need to support the family with help they would need as they learn to tutor and teach their own children during the COVID time. The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. The

survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning.
- Guidance/support for how they can support their students through the required minutes.
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.' - This is an opportunity to do things differently/disrupt the status quo.
- to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential.
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- Survey data indicates that students need a quiet place to study and a quiet place to reduce anxiety.
- Survey data indicates, over 30% of families indicate that their stress level has gone up since Covid-19, we need to offer family support and mental wellness.

- Survey data indicates over 66% of students feel more stress, we need to increase SEL services and support/mental wellness.
- Teachers share that their levels of stress has increased, we need more mental health support.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- Teachers need to be available for parents and students.
- have office hours where they can be contacted.
- Teachers need more professional development in distance learning to support subgroups and ALL students.
- Teachers need more planning time to share and develop virtual lessons.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The specific stakeholder input received throughout the summer months has significantly influenced the district's LCAP both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement.

Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
1	College and Career Readiness for All: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

Families are an integral part of evaluating the needs of their children. Together the parents and staff members reviewed various forms of data including and not limited to the dashboard and local data. Together the families agreed in meetings and in surveys for the need to ensure academic success of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate	10%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	50%
Maintain appropriately assigned instructional staff	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Ensure Standards-aligned curriculum for all students for all core subjects PD/PGPS	Level 1 AMPS rubric	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Increase 1 level on district rubric
Math SBAC % Maintained or Increased	4.4 Increase overall All Students: 252 FRL: 228 EL: 186 SPED:25				Increase overall by 10 points

	Black:2 Latinx: 238				
ELA SBAC % Maintained or Increased	15.2 Increase overall 254 FRL: 229 EL: 186 Black: 2 SPED: 26 Latinx: 239				Increase overall by 10 points
%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 24%				Increase by 10%
% meeting or exceeding in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 10%				Increase by 10%
EL Progress % of students moving up at least one level as measured by ELPAC	55.2%				Increase to 75% of EL students
RFEP Rate as a percentage	16.3 points				Increase by 10 points
Participation rate of teachers and paraprofessionals in professional development workshops, teaching	80%				100%

domain walkthroughs, and Professional Growth Plans (PGPs)				
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey.	3.5%			4.0%
Achieve & Maintain "good" indicator or higher on FIT Report	good			good

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	<ul style="list-style-type: none"> - Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA - Continued development and implementation of AMPS Career Path process for staff advancement. - Teacher and paraprofessional participation in Professional Growth Plans with bi-weekly observation/feedback, quarterly film sessions and target goal monitoring. - First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support through Department Meetings, Grade Level Meetings, and Observations. - Continued bi-weekly Coaching for all instructional staff. 	\$ 40000.00	Y
2	Teammate Retention	<ul style="list-style-type: none"> - Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts - Talent Manager will execute Faculty Recruitment Policy and attend teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. 	\$ 5000.00	Y

3	Coaching & Support	Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions.	\$ 12000.00	Y
4	Intervention & Acceleration	<ul style="list-style-type: none"> - Continued identification, analyzation and prioritization of instructional interventions and acceleration primarily directed to English Learners for reclassification and support, SPED/T1 and T2 students based on multiple sources of academic assessment data. - Continued implementation of ELD program by a credentialed teacher for students for English Learners in a designated and integrated model. - Continue use of Actively Learn to differentiate instruction and monitor and support students below grade level. - Additional paraprofessional staff hired and trained for ELA and Math classrooms, offering support during the regular school schedule and in the after school. 	\$ 40000.00	Y
5	Assessments & Programs	<p>Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.</p> <p>All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)</p>	\$ 3000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers.	\$ 1000.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for students	\$ 1000.00	Y
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction	\$ 5000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
2	Positive School Climate and Student Engagement: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

Families are an integral part of evaluating the needs of their children. Together the parents and staff members reviewed various forms of data including and not limited to the dashboard and local data. Together the families agreed in meetings and in surveys for the need to ensure academic success of students. To support academic access they felt that due to the pandemic that the overall health mentally and physically was a necessity to help motivate and re-engage students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate as a percentage	8.1%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	4.1%
Suspension rate as a percentage	4.4%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0%

Expulsion rate as a percentage	.39%			[Insert outcome here]	0%
Percentage of Teachers using Kickboard reward system daily to increase positive behaviors	50%				100%
Percentage of students reporting Positive School Climate on Mid- Year and End of Year Student Surveys	3.50%				4.0%
Decrease the number of referrals and Number of negative log entries via kickboard	30%				20%
Percentage of parent logging into Parent Portal	51%				60%
C-19 Chronic Absentee number of students	16 students				5 students

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Further develop MTSS, PBIS Activities and provide staff development via analysis of Youth Truth and Dashboard data Continue to implement restorative practices, character reflection time, and incentives to promote school values	\$ 1000.00	Y

2	Assemblies	Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety and programs addressing equity and social justice.	[\$ 1000.00]	Y
3	Team Building	Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community.	[\$ 1000.00]	Y
4	Engagement Activities	<ul style="list-style-type: none"> - Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families. - Monthly selection of the Griffins of the Month to celebrate students who distinguished themselves by following school BRICKS (values): Bravery, Responsibility, Integrity, Compassion and Kindness. 	[\$ 2000.00]	Y
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	[\$ 1000.00]	Y
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students.	[\$ 5000.00]	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	[\$ 1000.00]	Y
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	[\$ 15000.00]	Y
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	[\$ 5000.00]	Y
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students	[\$ 15000.00]	Y
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism	[\$ 1000.00]	Y
12	SART Training & Support	Provide training and support resource for SART in an effort to reduce chronic absenteeism	[\$ 1000.00]	Y
13	Safety Material for Hybrid Learning	Provide safety materials necessary to support hybrid/remote instruction	[\$ 1000.00]	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
3	Parent Support and Engagement: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

Families are an integral part of evaluating the needs of their children. Together the parents and staff members reviewed various forms of data including and not limited to the dashboard and local data. Together the families agreed in meetings and in surveys for the need to ensure academic success of students. To support academic access they felt that due to the pandemic that the overall engagement of our parents and students was difficult as it related to communication, and interaction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	3.3%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	4.4%
Average parent attendance rates at school events and parent/teacher conferences	40%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	60%
Percentage of parents logging on to Parent Portal	51%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	60%
Number of families contributing/ providing parent input on decision making at meetings	20%				50%
metric for promoting participation from parents of various subgroups.	70 families				100 families
YT Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	3.33	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	3.5

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Workshops	<ul style="list-style-type: none"> - Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc. - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school program and activities and to receive their feedback and ideas. - Continue to offer Workshops for Parents on Sex Education, Internet Safety, and/or other topics that they express interest in. 	\$ 1000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families	\$ 1000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	\$ 1000.00	Y
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	\$ 1000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
4	Increased student access to technology: <i>Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.</i>

An explanation of why the LEA has developed this goal.

[Respond here] Explain why you have chosen to focus on this goal and how you identified this goal for a focus area (include input from stakeholders). Your explanation should be rooted in data (CA School Dashboard data or other local/state data).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student to device ratio	80%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Percentage of classrooms with dedicated audio/video equipment	80%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Percentage of teachers regularly utilizing technology in the classroom	80%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	\$ 15000.00	Y
2	Software for Students	<ul style="list-style-type: none"> - Purchase appropriate software to increase student access to core curriculum and monitor student usage. - Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning. 	\$ 10000.00	Y
3	Tech Training	<ul style="list-style-type: none"> - Provide staff and students training in the use of technology and different software platforms. - Continue to develop Internet Fluency for teachers and students. - Continue to develop Internet Citizenship for students. 	\$ 1000.00	Y
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swytle Camera and other live streaming equipment.	\$ 5000.00	Y
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	\$ 1000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Benito Juarez Elementary	Anjelica Zermeno, Site Director	azermeno@amethodschools.org (510) 215-7009

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

At AMPS Benito Juarez Elementary (BJE), we are committed to our students' academic success and developing a strong community of learners.

Established in 2014, BJE is located in the beautiful Marina Bay area of Richmond, CA and is a part of Amethod Public Schools (AMPS). By taking the name of the hero and first president of Mexico Benito Juarez, AMPS focused on building upon the community pride that defines the City of Richmond. BJE currently serves a K-5th grade student body. BJE has quickly become a high-performing community school, and was highlighted by the State of California as a school that performed better than most Bay Area elementary schools in the new common core state aligned exams (CAASPP) in 2015.

Here at BJE, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

At AMPS Benito Juarez Elementary, we serve about 500 students from transitional kindergarten through fifth grade. We serve around 90% Hispanic or Latino, nearly 3% Asian and 3.5% African American students. Close to 86% of our students are considered socioeconomically disadvantaged, roughly 7% are students with disabilities, and over 35% of students are multi-language learners. We are committed to our students' academic success and developing a strong community of learners.

It is our mission to ensure that each child exceeds state standards. Through our interactive and rigorous curriculum, we instill a love of learning that carries our kids throughout their life and helps them become socially and emotionally well-rounded. We believe through hard work, students can achieve any goal they set for themselves.

Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

1. Students First
2. Be Adaptable

3. Persevere
4. Take Responsibility
5. Commitment to Distinction

Academic Program

All BJE students are given instruction in courses including English Language Arts, Mathematics, Science, Social Studies, Physical Education, and Mastery.

After-School Activities

We offer daily after-school activities including sports, art, music, and our homework club!

BJE is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses.

Community Oriented Campus

Families are an integral part of our school and throughout the year we invite them to events including school carnivals, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Over the past several years Dashboard data indicates that BJE has seen an increase in attendance and a reduction in suspensions. Additionally, Special education students increased significantly in ELA. However due to COVID-19 and school closures in March of 2020, we do not have a current CA School Dashboard. Local data in March of 2020 showed that 73.4% of families indicated a need for more support for more intervention/support due to learning loss in March 2020. As a result, a Student Attendance Review Team was initiated this school year with specific student plans for targeting and eliminating barriers that disrupt learning. Through our newly implemented SART process we were able to reduce COVID disengagement by 42%, with these new support systems in place we can continue monitoring student engagement and success in learning and growth.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Given that we do not have current CA School Dashboard data, we will have to rely on the current local data. The greatest area of need is acceleration of learning due to the massive learning loss caused by COVID-19. According to local NWEA data administered in the winter of 2020 students had an average score of 189 to 203 RIT Scores in both math and ELA, an indication of the impact of the National Pandemic. Therefore, more time in learning is required for students and staff along with Mental Health and Multi-tiered systems of support. In early 2020 just after the pandemic in several surveys conducted, students indicated a need for peer interaction while 40% of teachers indicated feeling stressed. 60% of teachers requested Professional development for teachers for addressing acceleration of students, mental health and new software platforms and teaching strategies.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

With the impact of the COVID-19 Pandemic and the transition to post pandemic education there is a need to accelerate learning at the same time address the impact and post pandemic effects. Mental health and wellness is a great priority this school year moving forward for both teachers and students. In a Youth Truth Survey students and families indicated a lack of peer connection and collaboration indicating a need for social interaction and school wellness. Professional development is necessary for high quality intervention and acceleration of student learning to help staff transition in post pandemic education. Families have also faced job loss and trauma which impacts student learning, and attendance a great deal, requiring a great deal of support and reengagement for our families via culture building activities and education.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA --- Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA --- Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA --- Not on CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2021-2022 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2021-2022 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during September 3, 2020 and September 17, 2020. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of September 23, 2020.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020. Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

A summary of the feedback provided by specific stakeholder groups.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with over 50% of families concerned with the learning loss and the need for tutoring, small group learning and one on one support. 99% of families reporting indicated that connectivity was not an issue. Comments left by parents indicated a concern for the social and emotional supports of their children as well as a need to support the family with help they would need as they learn to tutor and teach their own children during the COVID time. The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. The

survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning.
- Guidance/support for how they can support their students through the required minutes.
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.' - This is an opportunity to do things differently/disrupt the status quo.
 - to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential.
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- Survey data indicates that students need a quiet place to study and a quiet place to reduce anxiety.
- Survey data indicates, over 30% of families indicate that their stress level has gone up since Covid-19, we need to offer family support and mental wellness.

- Survey data indicates over 66% of students feel more stress, we need to increase SEL services and support/mental wellness.
- Teachers share that their levels of stress have increased, we need more mental health support.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- Teachers need to be available for parents and students.
 - have office hours where they can be contacted.
- Teachers need more professional development in distance learning to support subgroups and ALL students.
- Teachers need more planning time to share and develop virtual lessons.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The specific stakeholder input received throughout the summer months has significantly influenced the district's LCAP both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement.

Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
1	College and Career Readiness for All: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

77% of our students come from socio-economically disadvantaged homes and were already facing poverty, with COVID-19 we found that many of our families were essential workers facing additional impact and after effects. In an early survey 90% of families requested services for intervention and acceleration for students due to the impact of the March closures.

According to local NWEA data administered in the winter of 2020 students had an average score of 189 to 203 RIT Scores in both math and ELA, an indication of the impact of the National Pandemic. Therefore, there has been an urgent need for more education and increased education surrounding college preparation, acceleration and intervention programs providing more time in learning for students and staff.

In the 2019 Dashboard our Special Education Population was 6% below their target of growth, while 50% of ELs indicated a need for progress. Less than 10% of Special education, Homeless, Foster Youth and English Learner Groups attended Cohorts throughout the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teacher retention rate	62%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80%
Maintain appropriately assigned instructional staff	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Maintain standards-aligned curriculum for all students for all core subjects	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

<p>Math SBAC Grades 3-8 % Meeting or Exceeding</p>	<p>All Students: Declined 7.5 pts. overall FRL: declined -29.8 EL: declined, -27.9 SPED: Increase -29.8 Black:NA Latinx: Decrease -28</p>				<p>Increase all by 10 points</p>
<p>ELA SBAC % Meeting and Exceeding</p>	<p>All Students: Declined 7.5 pts FRL: declined -46.4 EL: declined, 47.1 Black:NA SPED:Increased 27.8 Latinx: declined , 46.6</p>				<p>Increase all by 10 points</p>
<p>%meeting or exceeding 2020-21 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)</p>	<p>All Students: 20%</p>				<p>10% increase</p>
<p>% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)</p>	<p>All Students: 17%</p>				<p>10% increase</p>
<p>EL Progress % of students moving up</p>	<p>48.2%</p>				<p>10% increase</p>

at least one level as measured by ELPAC				
RFEP Rate as a percentage	Declined 10.6			10% increase
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	80%			100%
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey.	2.89%			3.5%
Maintain level of FIT Report	Good			Maintain level

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA	\$ 50000.00	Y
2	Teammate Retention	Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	\$ 4000.00	Y
3	Coaching & Support	Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions.	\$ 20000.00	Y

4	Intervention & Acceleration	Continued identification, analyzation and prioritization of instructional interventions and acceleration primarily directed to English Learners for reclassification and support, SPED/T1 and T2 students based on multiple sources of academic assessment data.	\$ 10000.00	Y
5	Assessments & Programs	Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.	\$ 10000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers.	\$ 5500.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
2	Positive School Climate and Student Engagement: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

77% of our students come from socio-economically disadvantaged homes and were already facing poverty, with COVID-19 we found that many of our families were essential workers facing additional impact and after effects.

40% of family surveys indicated a need for Mental Health, counseling and Multi-tiered systems of support. Throughout the COVID year teachers and parents shared a great desire for motivational and reengagement strategies for the children. Additionally, In early 2020 just after the pandemic in a survey, 40% of teachers indicated feeling stressed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate	62%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	72%
Maintain appropriately assigned instructional staff	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Standards-aligned instruction for all students for all core subjects	25% of Teachers	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of Teachers
Math SBAC % Meeting or Exceeding	All Students: Declined 7.5 pts. overall FRL: declined -29.8 EL: declined, -27.9				Increase all by 10%

	<p>SPED: Increase - 29.8</p> <p>Black:NA</p> <p>Latinx: Decrease -28</p>				
<p>ELA SBAC % Meeting and Exceeding</p>	<p>All Students: Declined 7.5 pts</p> <p>FRL: declined -46.4</p> <p>EL: declined, 47.1</p> <p>Black:NA</p> <p>SPED:Increased 27.8</p> <p>Latinx: declined , 46.6</p>				Increase all by 10%
<p>%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)</p>	<p>All Students: 20%</p>				Increase by 10%
<p>% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)</p>	<p>All Students: 17%</p>				Increase by 10%
<p>EL Progress % of students moving up at least one level as measured by ELPAC</p>	<p>51.9</p>				61.9%

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1	MTSS & PBIS	Further develop MTSS, PBIS Activities and provide staff development via analysis of Youth Truth and Dashboard data	[\$ 5000.00]	[Y]
2	Assemblies	Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety and programs addressing equity and social justice.	[\$ 1000.00]	[Y]
3	Team Building	Quarterly team building events such as outdoor field days or community clean up days, assemblies and activities that promote a sense of school community.	[\$ 1000.00]	[Y]
4	Engagement Activities	Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.	[\$ 2000.00]	[Y]
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	[\$ 1000.00]	[Y]
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students.	[\$ 2000.00]	[Y]
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	[\$ 5000.00]	[Y]
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	[\$ 20000.00]	[Y/N]
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	[\$ 20000.00]	[Y/N]
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students	[\$ 50000.00]	[Y/N]
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism	[\$ 10000.00]	[Y/N]
12	SART Training & Support	Provide training and support resource for SART in an effort to reduce chronic absenteeism	[\$ 5000.00]	[Y/N]
13	Class Dojo	Implement and use Class Dojo to engage students throughout the day.	[\$ 3000.00]	[Y/N]

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
3	Parent Support and Engagement: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

Family and parents are critical for the healthy development of their children; happy, healthy children have a positive impact on the climate of the school, resulting in improvement in academic outcomes. Families play an integral role in school climate improvement. 77% of our students come from socio-economically disadvantaged homes and were already facing poverty, with COVID-19 we found that many of our families were essential workers facing additional impact and after effects. Early family engagement and attendance at educational meetings averaged 5-10 parents. Our goal is to increase that number to help build a community that is actively involved and learning alongside their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	3.84%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	4.5%
Average parent attendance rates at school events and parent/teacher conferences	80%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90%
Percentage of parents logging on to Parent Portal	12%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Increase by 10
Number of families contributing/ providing parent input on decision making during meetings					
YT Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	3.8	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	4.0

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1	Parent Workshops	Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc.	[\$ 2000.00]	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families	[\$ 5000.00]	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	[\$ 5000.00]	Y
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	[\$ 2000.00]	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
4	Increased student access to technology: <i>Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.</i>

An explanation of why the LEA has developed this goal.

77% of our students come from socio-economically disadvantaged homes and were already facing poverty, with COVID-19 we found that many of our families were essential workers facing additional impact and after effects. Over 40% of our families responded to our surveys indicating a need for technology support and connection. With software and technology being our only means of providing education and communication there is a continued need to support our families by providing education to develop their fluency. With the post pandemic style of education as we transition into unprecedented education our students and staff will need to continue researching best practices as it relates to technology, access and education for utilizing technology, cyber safety and digital citizenship. Less than 10 percent of students attended cohorts which relied heavily on learning technology that helped students and families to adhere to C-19 policies and protocols according to the California Health Department.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain student to device ratio	1 to 1	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	1 to 1
Percentage of classrooms with dedicated audio/video equipment that support the C-19 school year.	50%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Percentage of teachers regularly utilizing technology in the classroom	[60%]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	[\$ 20000.00]	[Y]
2	Software for Students	Purchase appropriate software to increase student access to core curriculum and monitor student usage.	[\$ 30000.00]	[Y]
3	Tech Training	Provide staff and students training in the use of technology and different software platforms.	[\$ 1000.00]	[Y]
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swivel Camera and other live streaming equipment.	[\$ 5000.00]	[Y]
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	[\$ 1000.00]	[Y]

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Bianca Forrester, Site Director	bforrester@amethodschools.org 510-436-1000 ext. 501

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Oakland Charter High School (OCHS) was established in 2007 and is located in the heart of East Oakland. OCHS serves approximately 470 students. It is one of six schools under the Amethod Public Schools charter management organization. Oakland Charter High School's goal is to provide a rigorous college preparatory and character development program that will prepare students from traditionally underserved communities to succeed in college and beyond. Our core values are: Students First, Adaptability, Perseverance, Responsibility, Teamwork, and Commitment to Distinction.

Our student body is representative of our location and we strive to provide all of our students with equitable access to student services, activities, and enrichment programs to support their growth and success. Our current race/ethnic breakdown is approximately 57% Hispanic, 36% Asian, 7% African American, 1% White, and 3% Two or More Races. OCHS has 9% English Language Learners, 87% of our students are Socio-economically Disadvantaged, and 7% of our students have learning disabilities. The 2018-'19 school year saw a rise in the number of newcomer students, in 2017-'18 OCHS served 11 newcomers, last year that number jumped to 24. We anticipate that this trend of increasing numbers of newcomer students choosing OCHS to continue in the 2019-2020 school year. The numbers of students identified as students with disabilities has also been steadily increasing year over year from 4.8% in 2017 to 9.78% for the 2019-2020 school year.

OCHS is known for having a strong college-going culture. We require all students to take classes that will allow them to meet A-G requirements. Over the course of the last three years, we have dramatically expanded our course offerings to ensure our students are able to meet those requirements while having a variety of elective and AP courses from which to choose. Under the guidance of our college advising team, 99% of our seniors applied to a four - year university. We are committed to providing one-on-one college application assistance to all of our seniors. With an understanding that college acceptance is just one element in the success of the students we serve, we have developed a strong program supporting our students and their families to navigate the complex financial assistance programs available. We hold Cash for College evening events and assist our students and families to fill out FAFSA and Dream Act applications. Moreover we follow up with each student individually to ensure completion of these crucial documents. Our Multi-Tiered System of Supports (MTSS) ensures that students are met at their current level, and provided the personalized support they need to support them to succeed and achieve excellence. We have a network of para-professional educators and tutors who offer individualized support and keep in touch with families weekly to provide regular support, encouragement and feedback. Through our MTSS program we monitor and mediate student growth and progress.

Grade level meetings are held each month to share best practices, discuss possible intervention methods, and create action plans for teachers and students.

Understanding that students need extra curricular opportunities in addition to a strong academic program, we have expanded our student clubs and athletic programs towards improving student life and school culture. Our students participate in basketball, soccer, cross-country, track, and volleyball through the Bay Area Charter School Athletic Conference (BACSAC). We have increased student voice and leadership opportunities through the development of key initiatives. OCHS currently offers more than 15 student led clubs and in the 2016-2017 school year, we held our inaugural Student Body Government elections. Continuing to build on these earlier successes, in 2018-19 OCHS launched the Link Crew student mentorship program in which thirty juniors and seniors provide robust mentorship to the freshmen class. Our Link Leaders were trained through The Boomerang Project, a national organization dedicated to reaching every student. Student council and Link Crew students meet regularly with school administrators to provide insight and input into the direction of the school. Moreover, Link Crew students and Student Council regularly cycle through our advisory classes to mentor their peers, discuss student life and teach our healthy schools advisory curriculum.

Continuing the success of these initiatives is a priority for our staff and the '19-'20 school year will see the Assistant Principal taking an expanded role with our Link Leaders as one of their advisors. The Link Leaders and Student Council students hosted several community nights during the '18-'19 school year, this year we plan to hold monthly community events hosted by our student groups as our data has shown that when students plan and execute these events we have a higher parent turnout than when school personnel host events. In fact, in '18-'19 as part of our LCAP process, we held a community night hosted by Link Leaders to discuss our college initiatives and LCAP goals, for the

'19-'20 school year, this meeting had a record turn out and parents reported feeling better informed and clearer about the manner in which our school funds are used to support our students.

In addition to improving student voice and school culture, OCHS has increased opportunities for staff and families to participate in the LCAP and the school's decision-making processes at large. We invite all stakeholders to join us at parent nights such as: Orientation, College Info Nights, AP information sessions, Family Staff Team (FST) Meetings, LCAP meetings, and regular Community nights organized and led by student leaders.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Ryan to write up boilerplate language and school site to add additional context

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ryan to write up boilerplate language and school site to add additional context

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

OCHS new LCAP ...ryan to write up response

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA --- Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA --- Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA --- Not on CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Given the many challenges we faced as a result of the COVID-19 pandemic, we were able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of our new LCAP. Throughout our Distance Learning program, we regularly communicated with our families to gauge their level of satisfaction with online learning and obtain data on support needed to ensure all students were engaged and participating in online learning.

<insert description of the process that was taken this year to gather input from stakeholders>

A summary of the feedback provided by specific stakeholder groups.

During consultations with students, families, and staff members, a few trends emerged and influenced the creation of the LCAP for the coming year. Those trends include:

Notes for current themes from families:

- Additional resume building support and interview preparation for post secondary
-

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

<

Goals and Actions

Goal

Goal #	Description
1	Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CCSS Aligned Instructional Materials	2020-2021: 100% of instructional materials in core subjects aligned to CCSS; Spanish Language & Culture Levels I-III updates needed & NGSS expected 2021-2022	Explore Spanish Language & Culture Levels I-III updates & NGSS implemented 2021-2022; Adoption process for ELA	Implementation process for ELA Adoption; Implementation of Spanish Language Curriculum	Data coming SY 23-24	<insert desired 3-year outcome>
All students participating in advanced placement exams will achieve a score of "3" or higher	2019-2020: 52% of students participating in AP exams scored 3 or higher.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
ELPAC: % of EL students making progress as measured by the CA School Dashboard EL Progress Indicator	19-20 CA School Dashboard: 51.2% making progress towards English language proficiency	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>

EL RFEP as a percentage	2020-2021: 20.7% students RFEPed as measured by CDE Dataquest				<insert desired 3-year outcome>
Interim assessment growth	<insert baseline for all students and significant student groups>				<insert desired 3-year outcome>
College and Career Indicator as measured by the CA School Dashboard	2019 CA School Dashboard: All Students: 60.9% Prepared Hispanic: 43.5% FRL: 59.4% Asian: 77.4% EL: 37%				<insert desired 3-year outcome>
A-G completion as a percentage	<insert baseline data>				<insert desired 3-year outcome>
Students expressing satisfaction with the selection of courses offered	<insert baseline data>				<insert desired 3-year outcome>
Students participating in extracurricular activities	<insert baseline data>				<insert desired 3-year outcome>
Implementation of CCSS/NGSS curriculum	100% of classrooms fully engaged in CCSS/NGSS implementation curriculums				<insert desired 3-year outcome>
SBAC ---					

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1	Textbook and curriculum	<ul style="list-style-type: none"> ● Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement ● New Math curriculum adoption --- Illustrative Math ● Continued use of curriculum to support EL students (licenses and consumables) 	[\$ 60000.00]	[Y]
2	CCSS aligned assessments	<ul style="list-style-type: none"> ● Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year for grades 9-11. 	[\$ 2000.00]	[Y]
3	Academic Supports and Interventions	<ul style="list-style-type: none"> ● <list interventions> 	[\$ 0.00]	[Y]
4	Increased Course Offerings	<ul style="list-style-type: none"> ● Implementation of SAT preparation curriculum for 11th grade students to support strong academic skills and a college-going culture ● Use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year ● Additional resume building support and interview preparation for post secondary ● Maintaining two language course options for each following school-year 	[\$ 5000.00]	[Y]
5	English Language Development	<ul style="list-style-type: none"> ● Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English. ● <additional EL focused Actions> 	[\$ 3000.00]	[Y]
	Special Education	<ul style="list-style-type: none"> ● <insert Actions focused on students with Acute Needs> 	[\$ 0.00]	[Y]

Goal Analysis 2021

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal 2

Goal #	Description
2	Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional staff retention from previous school year	<insert baseline data>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
Retention of paraprofessionals to support math and ela	<insert baseline data>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>

instruction and students with el designations					
Staff expressing satisfaction with professional support and development	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
Teacher credentials	<insert from SARC>				<insert desired 3-year outcome>
Teacher Sense of Safety and School Connectedness as a Percentage	<insert baseline data>				<insert desired 3-year outcome>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Retention	<ul style="list-style-type: none"> Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts 	[\$ 4000.00]	[Y]
2	Professional Development	<ul style="list-style-type: none"> All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year 	[\$ 20000.00]	[Y]
3	EL Focus Professional Development	<ul style="list-style-type: none"> At least one professional development workshop relevant to working with English Language Learner 	[\$ 3000.00]	[Y]
4	Staff Workshops	<ul style="list-style-type: none"> At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction 	[\$ 3000.00]	[Y]

Goal Analysis [2021]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal 3

Goal #	Description
3	Create an engaged parent community that is invested in and connected to the school culture and academic program.

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

Participation of families at outreach/orientation events throughout the school year	<insert baseline data here>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
Parents expressing satisfaction with school outreach orientation events (parent survey)	<insert baseline data here>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
Efforts we make to seek parent input on making decisions	<insert baseline data here>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
parental participation in programs for EL, Low-Income, SPED, and Foster Youth	<insert baseline data here>				<insert desired 3-year outcome>
Surveys of parents to measure safety and school connectedness	<insert baseline data here>				<insert desired 3-year outcome>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Post Secondary Parent Engagement	<ul style="list-style-type: none"> Hold at least 4 informational sessions for families to allow for parental input on school related matters and to educate parents on academic programs that relate to student success after high school 	[\$ 2000.00]	[Y]
2	Parent Survey	<ul style="list-style-type: none"> Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns 	[\$ 1000.00]	[Y]
3	Parent Orientations	<ul style="list-style-type: none"> Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms Hold at least 2 orientations in the summer and early fall for new, incoming families to give an overview of high school programs 	[\$ 1000.00]	[Y]

4	Outreach Coordinator	<ul style="list-style-type: none"> Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement. Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators. 	[\$16000.00]	[Y]
5	Technology	<ul style="list-style-type: none"> Increase engagement participation through Class Dojo 	[\$ 1000.00]	[Y]
6	EL and SPED Parent Engagement	<ul style="list-style-type: none"> <list specific Actions taking place to increase EL and SPED parent engagement> 	[\$ 0.00]	[Y]

Goal Analysis [2021]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Goal 4

Goal #	Description
4	Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students expressing a sense of belonging and the belief that respect and support are commonplace at jhhs	<insert baseline data here>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
Suspension rate as a percentage	<insert baseline data here>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
Expulsion rate as a percentage	<insert baseline data here>	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<insert desired 3-year outcome>
Attendance Rate as a percentage	<insert baseline data here>				<insert desired 3-year outcome>
Graduation Rate as a percentage	<insert baseline data here>				<insert desired 3-year outcome>
Graduating seniors accepted into university as a percentage	<insert baseline data here>				<insert desired 3-year outcome>
High school dropout rate as a percentage	<insert baseline data here>				<insert desired 3-year outcome>
Chronic Absenteeism Rate as a percentage	<insert baseline data here>				<insert desired 3-year outcome>
Facilities in good repair	<insert from SARC>				<insert desired 3-year outcome>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Counselor	<ul style="list-style-type: none"> School psychologist/wellness counselor to meet with students experiencing non- academic problems 	[\$ 10000.00]	[Y]
2	Assemblies	<ul style="list-style-type: none"> Hold at least one assembly that focuses on student achievement Hold at least two assemblies that focus on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, etc.) 	[\$ 1000.00]	[Y]
3	School Supplies	<ul style="list-style-type: none"> Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.) 	[\$ 10000.00]	[Y]
4	College Advisor	<ul style="list-style-type: none"> Provide a college-readiness advisory class to 12th grade students to teach and help seniors through the college and financial aid application process 	[\$ 20000.00]	[Y]
5	Youth Truth Survey	<ul style="list-style-type: none"> Youth Truth Survey: Leverage Youth Truth license to survey parents, students, and teachers and assess whether we need to make program changes to support learning loss.. 	[\$ 1000.00]	[Y]
6	School Counselor	<ul style="list-style-type: none"> Hire an additional School Counselor to provide core and supplemental counseling services to students. Provide supports to implement equity-driven staffing processes and course scheduling 	[\$ 50000.00]	[Y]
7	Field Trips	<ul style="list-style-type: none"> Provide field trip opportunities for students to attend colleges in California 	[\$ 40000.00]	[Y]

Goal Analysis [2021]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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

NA

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

NA

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Claudia Lee, Site Director	cllee@amethods.org (510) 535-1580

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

At AMPS Downtown Charter Academy (DCA), we are committed to our students' academic success and developing a strong community of learners.

Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA serves students in 6th-8th grade, and has quickly become one of the highest performing schools in the city achieving the California Department of Education Gold Ribbon Award in 2017 and 2018. With a very active student body, the school offers a multitude of additional programs that support the rigorous academics offered to every student.

Here at DCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

We pride ourselves on being one of the highest performing public middle schools in Alameda County. We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

At AMPS Downtown Charter Academy, we serve over 326 students from sixth through eighth grades. We believe all students can achieve their academic goals, attend college, and succeed in life. We are committed to our students' academic success and developing a strong community of learners. We serve around 16% Hispanic or Latino, nearly 71% Asian and 10% African American students. Close to 78% of our students are considered socioeconomically disadvantaged, nearly 7% are students with disabilities, and nearly 13% of students are multi-language learners. We are committed to our students' academic success and developing a strong community of learners.

We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

Mission

Our mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

1. Students First
2. Be Adaptable
3. Persevere
4. Take Responsibility
5. Commitment to Distinction

We are proud to offer a wide variety of activities every day for our students through our ASES program including homework help, tutoring, music, art, chess, rugby, and MESA.

RCA is a proud partner of the John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses.

Community Oriented Campus

Families are an integral part of our school and throughout the year we invite them to events including school game nights,, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more!

DCA is also very proud to be named CA Distinguished School for 2021-2022 and 2022-2023!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We are most proud of: Small Group Instruction for Tier 2 and Tier 1 students:

- All students who need academic support get small group instruction for all disciplines at least twice/week.
- Attendance: Our attendance record this year is 99.6%. This is due to our Engagement Tracker created with the teachers to keep everyone informed of the attendance and engagement of all students on a daily basis. This is a process where everyone in the school is involved in one way or another, parents are informed of their students' attendance everyday and every period and they have supported this effort.
- Suspension rate: In addition, our suspension rate has improved this year, we have had just one suspension. All staff has worked hard to keep the positive reinforcement, open communication with students and families, and kept the school values (Bravery, Responsibility, Integrity,

Compassion and Kindness) alive during distance learning by reminding students of these values during homeroom and discussing topics of interest with students during the SEL weekly lesson. Virtual Social Events to keep students connected: In addition, teachers have organized social virtual events to keep students connected with each other and with teachers in an informal way.

- Assessments: We also have been able to complete MAP interim assessments for >95% of students three times this year; teachers have analysed the data to plan instruction, select the fundamental standards and skills to be taught this year, and form students' small groups for support depending on their levels. We have also completed Summative ELPAC assessments for 100% of our English Learners.

- Parent Engagement: We are proud of having conducted 2 parents' meetings every month to receive input and feedback in addition to informing parents about activities, assessments data, covid-19 updates, school safety, and other school related information. We feel accomplished because we noticed that because the meetings happened online this year, there was a significant increase in parent participation during our monthly meetings, especially during the evening meeting. We plan to keep the increase in parent engagement by hosting evening meetings online so that more parents are able to participate. Another effort that was appreciated by parents was the weekly update, where parents were able to see students' weekly assignments and activities. We plan to continue providing at least a monthly update and send it electronically as well as a printed copy. In addition, and because we had to send frequent parents' surveys, we received responses from about 65% on regular bases, so we are going to continue sending short parents' surveys to collect feedback and input..

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In relation to this year experience and to be better prepared to respond to students' needs after the Pandemic, these are the issues we have identified with teachers, staff and parents that we would like to work on for next year:

1. We would like to become a Trauma Informed School next year to better support the needs of our students after this year.
2. We would like to plan and develop Units of study with the accelerating model that takes into account the fundamental Standards and skills by grade.
3. Since research has proven that students learn best by participating in class, we would like to continue increasing students' participation in class by developing student's voices and independent thinking by continuing the Professional Development on Academic Discourse and students' participation.
4. We would like to continue the small group instruction model as much as possible so that we can offer this support to all Tier 2 and GTier 1 students.
5. Since our parents and other stakeholders responded well to Online meetings, we see the need of continuing to offer online meetings to increase their participation.

Given that we do not have current CA School Dashboard data, we will have to rely on the current local data we do have available to identify the greatest area of need for your site. For any areas identified as a need, you must address the steps you are planning to take to address these areas of low performance and performance gaps -- which will ultimately show up in the Goal and Actions section below for next year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

1. Academic rigor: The reopening efforts will focus on academic acceleration by providing adequate training for teachers on fundamental standards and skills and by using students' assessments data to inform teacher instructional plans. In addition, we will continue small group instruction for Tier 2 and Tier 1 students.
2. Parental Involvement, Offer at least 1 of the 2 Parents' meetings online to continue the high engagement and parent participation.
3. Professional Development: Another action to increase students' success is to continue developing Academic Discourse and develop students' voice as focus for observations, coaching and teacher training, and the partnership with TeachFX.
4. Students Social Emotional Learning: Become a Trauma Informed School by providing appropriate training and resources to teachers and by choosing fundamental processes to follow on an ongoing basis and include lessons in our SEL curriculum. This goal responds to the needs of students traumatic experiences due to Covid-19
5. Curriculum and Teaching and Learning Practices: Continue to use Standards based curriculum. Since our Math program is the most recently adopted, we will continue to focus on developing teachers' proficiency in task based instruction in Mathematics.
6. Continue to focus on developing students' writing skills across the curriculum.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA --- Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA --- Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA --- Not on CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning last year. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2021-2022 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2021-2022 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during September 3, 2020 and September 17, 2020. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of September 23, 2020.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020. Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

A summary of the feedback provided by specific stakeholder groups.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with over 50% of families concerned with the learning loss and the need for tutoring, small group learning and one on one support. 99% of families reporting indicated that connectivity was not an issue. Comments left by parents indicated a concern for the social and emotional supports of their children as well as a need to support the family with help they would need as they learn to tutor and teach their own children during the COVID time. The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. The

survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning.
- Guidance/support for how they can support their students through the required minutes.
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.
- Parents felt they had excellent communication from our school.
- They would like us to offer more opportunities for World Languages.
- Parents also had the desire for our school to create activities to promote connection between students outside the school and during the summer

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a challenging home environment, or other factors. Student specific supports are needed to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential.
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be called out in our planning.
- Qualified Teachers and Teaching Assistants
- Tutoring and Small Group Support is of High Quality
- Content Relevant for Students
- Inquiry Based Approach was important.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- Survey data indicates that students need a quiet place to study and a quiet place to reduce anxiety.
- Survey data indicates, over 30% of families indicate that their stress level has gone up since Covid-19, we need to offer family support and mental wellness.
- Survey data indicates over 66% of students feel more stress, we need to increase SEL services and support/mental wellness.
- Teachers share that their levels of stress has increased, we need more mental health support.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- Teachers need to be available for parents and students.
 - have office hours where they can be contacted.
- Teachers need more professional development in distance learning to support subgroups and ALL students.
- Teachers need more planning time to share and develop virtual lessons.

Conditions of Learning

- Increase the ability to present their work in front of the class individually and in groups
- Increase their ability to defend their ideas in front of the class
- Students will improve their participation in class
- The ratio of Students' voice during class will increase

Based on these engagement sessions, it was requested that DCA become a trauma informed school. This means students feel safe, teachers have the tools and resources to address issues. Some suggestions to do this was to tailor SEL lessons to address needs as per COVID and distance learning, SEL Lessons should include content and tools to improve confidence and build character, students should improve their participation in class, and instruction should include lessons on Life Skills

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The specific stakeholder input received throughout the past year has significantly influenced the district's LCAP both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement.

Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
1	College and Career Readiness for All: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

Our families choose our school because of the academic rigor of the program. They believe that we can educate them so that they get a real possibility of entering college after high school. 79% of our students are reduced and free lunch students and their families have not had access to college before.

All curriculum programs for core subjects have been selected based on alignment of Common Core Standards and New Generation Science Standards because as per assessment data, our entering 6th graders performing below grade level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate	80%	[80%	[80%	[80%	[80%
Appropriately assigned instructional staff	[100%	[100%	[100%	[100%	[100%
Standards-aligned curriculum for all students for all core subjects	[100%	[100%	[100%	[100%	[100%
Math SBAC % Meeting or Exceeding	All Students: N/A most recently available data is 18-19 FRL: EL: SPED: Asian: Latinx:				We expect to keep the percentage of meeting and exceeding in Math SBAC for all subgroups.
ELA SBAC % Meeting and Exceeding	All Students: FRL: EL: SPED: Asian: Latinx:				We expect to keep the percentage of meeting and exceeding in ELA SBAC for all subgroups
% meeting or exceeding 2020 grade level national norm in Reading as measured by the	All Students: 56 FRL: 53 EL: 9	All Students: 56 FRL: 53 EL: 9	All Students: 56.5 FRL: 54 EL: 9	All Students: 57 FRL: 54.5 EL: 10	Given the effects of the pandemic on the 20-21 academic year, we anticipate that our incoming 6th grade

<p>NWEA (Northwest Evaluation Association)</p>	<p>SPED: 25 Asian: 61 Latinx: 38</p>	<p>SPED: 25 Asian: 61 Latinx: 38</p>	<p>SPED: 27 Asian: 61.5 Latinx: 38.5</p>	<p>SPED: 28 Asian: 62 Latinx: 39</p>	<p>will be less prepared for grade level rigor in 21-22 than they were in 20-21. With intervention plans to address the most vulnerable students, we hope to support students to maintain the performance metrics we met this year by mitigating some of the effect of the learning loss students have experienced and further reducing the gap over time.</p>
<p>% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)</p>	<p>All Students: 63 FRL: 64 EL: 25 SPED: 43 Asian: 71 Latinx: 30</p>	<p>All Students: 63 FRL: 64 EL: 25 SPED: 43 Asian: 71 Latinx: 30</p>	<p>All Students: 63.5 FRL: 64.5 EL: 26 SPED: 44 Asian: 71.5 Latinx: 31</p>	<p>All Students: 63 FRL: 64 EL: 27 SPED: 44 Asian: 72 Latinx: 32</p>	
<p>EL Progress % of students moving up at least one level as measured by ELPAC</p>	<p>18</p>	<p>18</p>	<p>20</p>	<p>22</p>	<p>Pandemic shut downs and remote learning in 19-20, accompanied by the Fall 2020 administration of the 19-20 Summative ELPAC has impacted students' success rates. Fully remote learning during 20-21 (and therefore less access to fully</p>

					immersive English environments) will continue to impact students as measured by 20-21 Summative ELPAC. Targeted interventions will support English Learners to move up at least one level as measured by ELPAC at a consistent rate in the second and third years.
RFEP Rate as a percentage	15	10	12	15	Given the reduction in access to English-immersive environments for most ELs during the pandemic, we anticipate that fewer English Learners will be qualified for reclassification in the coming year, but that targeted interventions will permit us to return to a robust RFEP rate within 3 years.
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and	100%	100%	100%	100%	The expectation is that 100% of staff member participate in Professional development offered by the school.

Professional Growth Plans (PGPs)				
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey.				
Turn-around time between initiation of maintenance requests and job completion				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	<ul style="list-style-type: none"> - Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA - Continued development and implementation of AMPS Career Path process for staff advancement. - Teacher and paraprofessional participation in Professional Growth Plans with bi-weekly observation/feedback, quarterly film sessions and target goal monitoring. - First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support through Department Meetings, Grade Level Meetings, and Observations. - Continued bi-weekly Coaching for all instructional staff. 	\$ 20000.00	Y
2	Teammate Retention	<ul style="list-style-type: none"> - Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts - Talent Manager will execute Faculty Recruitment Policy and attend teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. 	\$ 1200.00	Y

3	Coaching & Support	Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions.	\$ 20000.00	Y
4	Intervention & Acceleration	<ul style="list-style-type: none"> - Continued identification, analyzation and prioritization of instructional interventions and acceleration primarily directed to English Learners for reclassification and support, SPED/T1 and T2 students based on multiple sources of academic assessment data. - Continued implementation of ELD program by a credentialed teacher for students for English Learners in a designated and integrated model. - Continue use of Actively Learn to differentiate instruction and monitor and support students below grade level. - Additional paraprofessional staff hired and trained for ELA and Math classrooms, offering support during the regular school schedule and in the after school. 	\$ 54000.00	Y
5	Assessments & Programs	<p>Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.</p> <p>All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)</p>	\$ 5000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers.	\$ 1200.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for students	\$ 12000.00	Y
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction	\$ 10000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
2	Positive School Climate and Student Engagement: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

We would like to become a Trauma Informed School to support ALL students and staff members in a positive way. We will continue offering Socio-Emotional Lessons once/week, will appropriately train teachers and provide the necessary resources for them to support their students and will expand the SEL curriculum to include trauma informed instruction tools and resources. In addition, students who have been identified as struggling receive the following services:

- Dean of students support
- Access to full time wellness counselor
- Free/Reduced lunch program
- Free after school program with academic and enrichment opportunities where supper is provided.
- School supplies
- Transportation when needed
- Mindfulness classes

- Small group support for social and study habits
- Parent conferences and meetings to address needs and plans
- Reward system that includes Night Night, events that provide a fun social time
- On-going communication with parents through the PBIS Rewards system
- Parent and Student Portal access to Infinite Campus (SIS)
- Restorative practices during Character Reflection Time

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate as a percentage	99.6%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Suspension rate as a percentage	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Expulsion rate as a percentage	0%	[0%]	[0%]	[Insert outcome here]	[Respond here]
Percentage of Teachers using reward system adequately to increase positive behaviors (meeting daily reward goal)	[0%]	[33%]	[50%]	[70%]	
Percentage of students reporting Positive School Climate on Mid- Year and End of Year Student Surveys					
Number of discipline incident reports with student office	1-4	1-4	1-4	1-4	Continue to have a low number of incident reports, 1-4, with student office

referrals and/or discipline log entries					referrals and/or discipline log entries
Percentage of students logging into Parent Portal					
Chronic Absenteeism as a percentage	0%	0%	0%	0%	

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Further develop MTSS, PBIS Activities and provide staff development via analysis of Youth Truth and Dashboard data Continue to implement restorative practices, character reflection time, and incentives to promote school values	\$ 2000.00	Y
2	Assemblies	Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety and programs addressing equity and social justice.	\$ 2000.00	Y
3	Team Building	Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community.	\$ 1000.00	Y
4	Engagement Activities	<ul style="list-style-type: none"> - Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families. - Monthly selection of the Griffins of the Month to celebrate students who distinguished themselves by following school BRICKS (values): Bravery, Responsibility, Integrity, Compassion and Kindness. 	\$ 2000.00	Y
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	\$ 600.00	Y

6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students.	[\$ 2000.00]		Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	[\$ 2000.00]		Y
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	[\$ 20000.00]		Y
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	[\$ 5000.00]		Y
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students	[\$ 50000.00]		Y
11	SART Training & Support	Provide training and support resource for SART in an effort to reduce chronic absenteeism	[\$ 2000.00]		Y
12	Safety Material for Hybrid Learning	Provide safety materials necessary to support hybrid/remote instruction	[\$ 2000.00]		Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
3	Parent Support and Engagement: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

At DCA we believe that parents are partners. This means that we find ways to educate, empower, and involve parents in their children's education. We involve parents in all school events such as Reclassification Process/ Ceremony, Winter and Summer Nights for student performances, Parent teacher conferences and Family Staff Team Meetings, FST. To celebrate students' backgrounds and culture, in 2021-2022 we have 5 goals: 1) Celebrate Oral History Week, where parents come to our school to share their stories and culture. 2) Celebrate a Multicultural Festival in the spring, in addition to several holidays and award celebrations. 3) Send monthly bulletin with news and important information to parents regarding their children's education. It will be translated into Mandarin and Spanish. 4) Continue to host 2 monthly "Coffee or Tea with Parents" to strengthen the home-school communication, to listen to their concerns, and gauge important information on themes that are important to them and to which we can offer information and support. 5) Create a volunteer parent program and, 6) Assign parents login information to our new Student Information System so that they can have access to our grading and report card system. 7) As proposed by parents, we offer weekly English classes for parents.

We offer translation services at all organization held events, paper mailings, conferences, site meetings, and assist with applications, forms and understanding parent notifications regarding report cards, assessments, and other school related materials and parents can communicate their needs at the front office where our administrative assistants speak Mandarin and Spanish.

For State assessments like CAASPP (California Assessment of Student Performance and Progress), and interim assessments, parents receive an explanation of their child's performance on CAASPP and MAP as compared to State proficiency expectations each year that their child is tested. Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how it will prepare their children for success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
--------	----------	----------------	----------------	----------------	-----------------------------

Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Average parent attendance rates at school events and parent/teacher conferences	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percentage of parents logging on to Parent Portal	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
<metric for seeking parent input on decision making>					
<metric for promoting participation from parents of EL, Sped, FY, Low Income>					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<ul style="list-style-type: none"> - Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc. - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school program and activities and to receive their feedback and ideas. - Continue to offer Workshops for Parents on Sex Education, Internet Safety, and/or other topics that they express interest in. 	\$ 5000.00	Y

2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families	[\$ 2000.00]	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	[\$ 2000.00]	Y
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	[\$ 5000.00]	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
--------	-------------

4

Increased student access to technology: *Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.*

An explanation of why the LEA has developed this goal.

[Respond here] Explain why you have chosen to focus on this goal and how you identified this goal for a focus area (include input from stakeholders). Your explanation should be rooted in data (CA School Dashboard data or other local/state data).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student to device ratio	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percentage of classrooms with dedicated audio/video equipment	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
Percentage of teachers regularly utilizing technology in the classroom	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	\$ 15000.00	Y
2	Software for Students	<ul style="list-style-type: none"> - Purchase appropriate software to increase student access to core curriculum and monitor student usage. - Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning. 	\$ 17000.00	Y

3	Tech Training	<ul style="list-style-type: none"> - Provide staff and students training in the use of technology and different software platforms. - Continue to develop Internet Fluency for teachers and students. - Continue to develop Internet Citizenship for students. 	\$ 8000.00	Y
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swytle Camera and other live streaming equipment.	\$ 12000.00	Y
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	\$ 1000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



AMPS LCAP Drafts

May 19, 2021





Elementary and Middle LCAP Goals

1. College and Career Readiness for All: Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.
2. Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.
3. Parent Support and Engagement: Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.
4. Increased student access to technology: Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.



Secondary LCAP Goals

1. Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.
2. Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.
3. Create an engaged parent community that is invested in and connected to the school culture and academic program.
4. Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.

Elementary and Middle LCAP Actions

1. **College and Career Readiness for All: Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.**
 - Staff Development and Support
 - Partnership with REcruitment Team to support teammate retention
 - Coaching and Support
 - Intervention and Acceleration
 - Assessments and Programs
 - Develop school library

Elementary and Middle LCAP Actions



2. **Positive School Climate and Student Engagement:** Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.

- MTSS and PBIS
- Quarterly Team Building and Engagement Activities
- Improve Communication
- Mental Health Curriculum
- Provide Safety and School Materials
- Wellness Counselor
- Telehealth Wellness Programs

Elementary and Middle LCAP Actions



3. **Parent Support and Engagement: Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.**
 - Parent Workshops
 - Bilingual Community Coordinator
 - Community Partnerships
 - Hybrid Instruction

Elementary and Middle LCAP Actions



4. Increased student access to technology: Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.
 - Student Devices
 - Increase access to software
 - Tech Training
 - Tech Purchases
 - Software for Safety Guidelines

Secondary LCAP Actions



1. Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.

- New textbooks and curriculum
- CCSS aligned assessments
- Academic supports and intervention
- Increased Course Offerings
- English Language Development
- Special Education Supports
- Field Trips
- Increased technology

Secondary LCAP Actions



2. Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.
 - Collaboration with Recruitment Team
 - Induction
 - Intensive Professional Development
 - English Learner Professional Development

Secondary LCAP Actions



3. Create an engaged parent community that is invested in and connected to the school culture and academic program.
 - Post Secondary Parent Engagement
 - Improved Parent Survey Engagement
 - Family Welcome and Transition Events
 - Outreach Coordinator
 - Increased Technology

Secondary LCAP Actions



4. Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.

- Wellness Counselor
- School-wide Assemblies
- Additional School-Themed Supplies
- Youth Truth Survey
- School Counselor
- SEL Support