AMPS

AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on June 11, 2021 at 4:06 PM PDT
Amended on June 16, 2021 at 12:25 PM PDT

Date and Time

Wednesday June 16, 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/86398471901

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

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.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

</div>

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	15 m

JHHS Annual Scholarship Fundraiser - Sylvia Flores
OCHS Class of 2011 10 Year Reunion Fundraiser -Xochitl Arechiga & Kiara Jackson
Bianca Forrester - AMPS Farewell

		Purpose	Presenter	Time
II.	**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	Paul C. Minney Partner, Young, Minney & Corr	30 m
F.	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	Fernando Vicente, Senior Counsel, Gordon Rees Scully Mansukhani	20 m

	Purpose	Presenter	Time

G. Reconvene from Closed Session

III. Public/Board Comments

IV. Consent Agenda 7:34 PM

A. Approval of Board Meeting Minutes 4/21/2021 — Approve Minutes

B. Approval of Board Meeting Minutes 5/19/2021 — Approve Minutes

C. Approval of Special Board Meeting Minutes 05/19/2021 — Approve Minutes

D. Approval of Board Meeting Minutes 06/02/2021 — Approve Minutes

E. Uniform/Dress Code Policy

F. Student Tutoring Program Policy

G. Approval of Education for Foster & Mobile Youth Policy

The administration seeks approval of this template policy that will include each school's contact information.

H. Approval of Section 504 Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education — 5 m

I. Amended 2021-2022 Oakland School Calendars

Corrected Spring Break dates to mirror OUSD.

J. Approval of Renewal Contract with BoardOnTrack

		Purpose	Presenter	Time
	The administration recommends renewal of this contract as BoardOnTrack services will be helpful in the coming year. The contract will renew at the same discounted price of the previous year.			
K.	Approval of Northwest Evaluation Association (NWEA) Contract Renewal (3 Years)			5 m

V.	**Business**			**7:44 PM**
A.	CEO Report	Discuss	Evelia Villa	10 m
B.	AMPS End of Year Report	Discuss	Evelia Villa	15 m
C.	Approval of the 2021-2022 Local Control Accountability Plans (LCAP) and Review of CA School Dashboard Local Indicators	Vote		10 m
D.	Finance Update	Discuss	Kelly Ellis	20 m
E.	Approval of FY 2021-2022 Budget	Vote	AMPS & EdTec	15 m
F.	Approval of EdTec Contract	Vote	Kelly Ellis	5 m
G.	2021-2022 Board Meeting Calendar	Vote		10 m
H.	2021-2022 Board Elections	Vote	Peter Hanley	20 m

Board Chair
Vice Chair
Secretary
Treasurer

VI.	**Closing Items**			**9:29 PM**
A.	Adjourn Meeting			

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Coversheet

Approval of Board Meeting Minutes 4/21/2021

Section: IV. Consent Agenda
Item: A. Approval of Board Meeting Minutes 4/21/2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on April 21, 2021

AMPS

AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Wednesday April 21, 2021 at 6:00 PM

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:

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Directors Present

E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote), M. Gonzalez (remote), P. Hanley (remote)

Directors Absent

N. Driver

Guests Present

E. Villa (remote), L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order

P. Hanley called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Apr 21, 2021 at 6:10 PM.

B. Roll Call

C. Announcements

Public disclosure Form 700 due by April 1st. We will pull both Item C. Attendance Policy and Item D. Approval of Student Wellness Policy from the consent agenda. They require more revisions. We will bring them back at a future meeting. The finance committee met yesterday and we will also pull item J. Approval for the Financing for the Construction Contract and we will have to schedule another meeting later this moth to approve that, it requires more time to come to a resolution.

II. Closed Session (Government Code 5457.7)

A. Disclosure of Items to be Discussed

Closed session concerning the Public Employee Appointment: CEO.

B. Public Comment on Closed Session

C.

Recess to Closed Session

D. **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**

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**

F. **Public Employee Appointment / Discussion, Position: Chief Executive Officer (Government Code Section 54957)**

G. **Reconvene from Closed Session**

The Board took no reportable action.

III. Consent Agenda

A. **Approval of Board Meeting Minutes**

E. Quiroz made a motion to approve the consent agenda as presented.
G. Lopez Jr. seconded the motion.
Item D, Approval of Student Wellness Policy will be removed from the consent agenda.
The board **VOTED** unanimously to approve the motion.

B. **Approval of Amended Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**

C. **Approval of Attendance Policy**

D. **Approval of Student Wellness Policy**

E. **Approval of Parent and Family Engagement Policy**

F. **Approve Contract with Civic Innovations for assistance with Local Control and Accountability Plan (LCAP)**

G. **Approval of Charter School Facility Grant Program (SB740) Funding Application**

H. **Approve Dell Chromebook Laptop Purchase**

I. **Approve Board Resolution concerning Special Education Maintenance of Effort Allocation**

J.

Approve of 2021-2022 Futures Education Contract for Special Education Services and Authority of CEO to Approve Amendments for an additional $200,000

K. **Approve Contract with Measure Education**

IV. Business

A. **Review of Comparable Compensation Data for Charter School CEO's/Superintendents/Executive Directors**

This compensation data includes an overview of CEO salaries in different markets. Information shared was complied by EdTec.

B. **Oral Report of Executive Compensation Paid to the CEO**

State law requires Board Chair to indicate the CEO employment the following; base salary of $192,500.

C. **Approval of Employment Agreement for CEO**

The Board and Mrs. Villa agreed on 3yr contract as the AMPS CEO.
M. Gonzalez made a motion to approve CEO Employment agreement.
E. Quiroz seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

N. Driver	Absent
E. Quiroz	Aye
P. Hanley	Aye
G. Lopez Jr.	Aye
M. Gonzalez	Aye
J. Azubuike	Aye

D. **CEO Report and School Reopening Update**

This item is moved lower on the agenda to allow students and teachers to speak first.

E. **Finance Update**

Kelly Ellis gives her finance report.

F. **Instructional Update**

This month's school highlight is Oakland Charter High School. OCHS presents their art program and projects they worked on during the pandemic.

G. **Approve Contract for Low Voltage Construction Work for 1450 Marina Way South Project**

E. Quiroz made a motion to approve contract as presented.

G. Lopez Jr. seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:21 PM.

Respectfully Submitted,

P. Hanley

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Coversheet

Approval of Board Meeting Minutes 5/19/2021

Section: IV. Consent Agenda
Item: B. Approval of Board Meeting Minutes 5/19/2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on May 19, 2021

AMPS

AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Wednesday May 19, 2021 at 6:00 PM

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

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Directors Present
E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote), M. Gonzalez (remote), P. Hanley (remote)

Directors Absent
N. Driver

Guests Present
E. Villa (remote), L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order

P. Hanley called a meeting of the board of directors of Amethod Public Schools to order on Wednesday May 19, 2021 at 6:05 PM.

B. Roll Call

C. Announcements

Evelia Villa announces the departure of Felix Cabrera from the organization and Oakland Charter High School specifically.

II. Report of the Nominating Committee

A. Nomination of Guadalupe Nuno

E. Quiroz made a motion to accept nominations.
M. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Nomination of Diego Garcia

E. Quiroz made a motion to approve Diego Garcia to the Board of Directors.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Closed Session (Government Code 5457.7)

A. Disclosure of Items to be Discussed

Anticipated litigation and CEO evaluation.

B. Public Comment on Closed Session

C. Recess to Closed Session

D. Public Employee Evaluation / Discussion, Position: Chief Executive Officer (Government Code Section 54957)

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

F. Reconvene from Closed Session

The Board took no reportable action. There were no Board or public comments.

IV. Consent Agenda

A. Approval of Board Meeting Minutes 4-21-2021

Item A. Approval of Board Minutes is pulled.
E. Quiroz made a motion to approve consent agenda (A-H) with the exception of item A and D.
M. Gonzalez seconded the motion.
Item D is later approved with edits discussed.
The board **VOTED** unanimously to approve the motion.

B. Approval of Suicide Prevention Policy

C. Approval of 2021-2022 Wellness Policy

D. Approval of Student Freedom of Speech and Expression Policy

This item was going to be pulled but with the edits Mr. Hanley explains were made, it is ready to be approved.
E. Quiroz made a motion to approve policy with edits discussed.
G. Lopez Jr. seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Approval of Pacific Office Automation Contract

F.

Approval of School Plan for Student Achievement (SPSA) Plans

G. **Approval of Renewal Contract with Better 4 You Meals**

H. **Approval of Science Curriculum for Benito Juarez Elementary**

V. Business

A. **CEO Report**

Evelia Villa states she would like to go last so that teachers and students can present before her.

B. **Approval of AMPS Education Protection Account (EPA) Spending Resolution**

Kelly Ellis gives an explanation on this item and entertains any questions.
G. Lopez Jr. made a motion to approve the resolution as presented.
E. Quiroz seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. **Instructional Update**

School Highlight: Downtown Charter Academy. Ms. Lee - Site Director introduces her team and present on achievements and projects happening at the school.

D. **Approval of High School Math Curriculum Adoption**

Felix Cabrera, John Shifton and Stephen Chee present the Math Curriculum adoption.
G. Lopez Jr. made a motion to approve the high school curriculum adoption.
M. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

E. Quiroz	Aye
P. Hanley	Aye
G. Lopez Jr.	Aye
M. Gonzalez	Aye
N. Driver	Absent
J. Azubuike	Abstain

E. **Approval of High School Science Curriculum Adoption**

M. Gonzalez made a motion to approve the high school science curriculum adoption.
E. Quiroz seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. **Approval of Extended Learning Opportunity (ELO) Grant**

E. Quiroz made a motion to approve the extended learning opportunity grant as presented.

J. Azubuike seconded the motion.

The board **VOTED** unanimously to approve the motion.

G. Public Hearing of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)

The Board decides the LCAPs are not complete enough to have a public hearing.

H. Board Review of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)

The Board will bring this item back at a different meeting.

I. Update on Construction Project at 1450 Marina Way South

Evelia Villa provides an update to the construction project at 1450 Marina Way South.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:29 PM.

Respectfully Submitted,

P. Hanley

Coversheet

Approval of Special Board Meeting Minutes 05/19/2021

Section: IV. Consent Agenda
Item: C. Approval of Special Board Meeting Minutes 05/19/2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the AMPS Board of Directors on May 19, 2021

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time
Wednesday May 19, 2021 at 5:00 PM

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Directors Present

E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote), M. Gonzalez (remote), P. Hanley (remote)

Directors Absent

None

Guests Present

L. Romo

I. Opening Items

A. Call the Meeting to Order

P. Hanley called a meeting of the board of directors of Amethod Public Schools to order on Wednesday May 19, 2021 at 5:07 PM.

B. Roll Call

C. Announcements

II. Business

A. Finance Update

Kelly Ellis makes her presentation on the finance update referencing the May revise.

B. Approval of Change Orders to Construction Contract for 1450 Marina Way South, Richmond, CA 94804

JoAnn Koplin makes her presentation on the proposed change forms for the construction build out at 1450 Marina Way South in Richmond.

E. Quiroz made a motion to accept the change orders as presented.

M. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Approval for Broad Funding for Hybrid Classroom Construction

Dennis Clark makes his presentation on hybrid technology upgrades.

E. Quiroz made a motion to accept broad funding as presented.

G. Lopez Jr. seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. Approval of Hybrid Classroom Construction at 1450 Marina Way South 2nd Floor

E. Quiroz made a motion to approve this contract as presented.

G. Lopez Jr. seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Approval of Board Room Technology Construction

J. Azubuike made a motion to accept contract as presented.

E. Quiroz seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:01 PM.

Respectfully Submitted,

P. Hanley

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Coversheet

Approval of Board Meeting Minutes 06/02/2021

Section: IV. Consent Agenda
Item: D. Approval of Board Meeting Minutes 06/02/2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the AMPS Board of Directors on June 2, 2021

Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time
Wednesday June 2, 2021 at 5:00 PM

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Directors Present
D. Garcia (remote), E. Quiroz (remote), G. Lopez Jr. (remote), G. Nuno (remote), J. Azubuike (remote), M. Gonzalez (remote), N. Driver (remote), P. Hanley (remote)

Directors Absent
None

Guests Present
L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order

P. Hanley called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Jun 2, 2021 at 5:05 PM.

B. Roll Call

C. Announcements

Evelia Villa invites the Board to the John Henry High School graduation on Saturday June 5, 2021 at 5pm.

Anjelica Zermeno invites the Board to the Benito Juarez Elementary Kindergarten and 5th grade graduations and Richmond Charter Academy 8th grade graduation. She also invites the Board to a sailing educational trip to learn about the community.

II. Consent Agenda

A. Approval of Consent Agenda

N. Driver made a motion to approve the consent agenda as presented.
E. Quiroz seconded the motion.
Consent Agenda:

   1. Sexual Education and HIV Prevention Policy

2. Search and Seizure Policy
3. Human Trafficking Prevention Policy

The board **VOTED** to approve the motion.

Roll Call

M. Gonzalez	Aye
G. Nuno	Aye
E. Quiroz	Aye
J. Azubuike	Aye
P. Hanley	Aye
G. Lopez Jr.	Aye
D. Garcia	Absent
N. Driver	Aye

III. Business

A. Public Hearing of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)

Each site director presents their LCAP to the Board while answering any questions they or the public may have. This item was entertained after Item B. Governance, Conflict of Interest and Brown Act Training.

B. Governance, Conflict of interest and Brown Act Training

Jerry Simmons makes his presentation on Brown Act and conflict of interest.
Board member Diego Garcia joins the meeting at around 5:30pm PST and departs around 7:30pm PST.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:17 PM.

Respectfully Submitted,
P. Hanley

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

Uniform/Dress Code Policy

Section: IV. Consent Agenda
Item: E. Uniform/Dress Code Policy
Purpose:
Submitted by:
Related Material: Uniform and Dresscode Policy Redline.docx
                      Uniform and Dress Code Policy Final.pdf

DRESS CODE AND UNIFORM POLICY

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

The following guidelines are intended to define appropriate student attire and personal grooming for students at Amethod Public Schools ("AMPS" or the "Charter School"). The purpose of our dress code is to enhance the classroom atmosphere, encourage appropriate dress for the workplace in the future, and minimize student distraction, so as not to interfere with the educational process. It is also intended to help protect the health, safety, and welfare of the individual student.

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety, appearance and suitability of clothing for school activities. This dress code shall be in effect on campus during school and school sponsored activities except where modified by the site administrator for specific extracurricular activities or in special cases. The AMPS staff and administration reserve the right to determine clothing which disrupts or detracts from the educational environment. This dress code is gender neutral. Clothing may be of any fashion, style or design, as determined by the student and the student's parents/guardians.

Uniforms

Designated and approved school uniforms will be worn by every student attending an Amethod Public Schools ("AMPS") school. Students and families will be expected to adhere the specific uniform requirements at all times including on field trips, excursions, events, unless advised by Director. Uniforms will be ~~made~~ available for purchase throughout the year. Students unable to purchase a uniform will be given one.

Dress and Grooming

Students shall at all times dress and groom themselves in a manner which is consistent with the schools' educational goal of providing safe and secure schools and which demonstrates respect for the seriousness appropriate in a learning environment. In cooperation with teachers, students and parents/guardians, the director or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and uniform policies. These school dress codes shall be regularly reviewed and at least once per semester.

The following guidelines shall apply to all regular school activities:

1. Appropriate shoes must be worn at all times, which include: sandals with a heel strap, tennis shoes, shoes with laces, and slip on shoes. The following shoes are not permitted: high heel or platform shoes, shoes with grind plates, shoes with wheels, slippers, or flip-flop sandals. ~~.~~ Black or white shoes only due to gang color associations and student safety.

2. ~~Jewelry, accessories and such personal items shall be not be worn.~~ Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.

> **Commented [MB1]:** This seems overly broad and perhaps difficult to enforce. We include some alternate recommended language here.

1

2.

3. Hats, caps or other head coverings shall not be worn unless it is necessary for medical or religious reasons.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, and skirts or shorts shorterthan knee-thigh are prohibited. No shirts may be worn that expose bare midriff.

5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring. Neatly groomed hair is essential to avoidspecific gang associations by use of hair designs and/or color.

6. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certainsports and/or classes.

6.7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

7. The Director, staff, students and parent/guardians at each school may establish reasonable dress and groomingregulations for times when students are engaged in extracurricular or other special school activities.

8.

Religious Requirements

The school will be respectful of religious dress requirements, including but not limited to the wearing of scarves or head coverings.

Gang-Related Apparel

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once eachsemester and updated whenever related information is received.

Notification of the Student Dress Code

Parents and students will be provided notice of the Charter School's dress code at the beginning or the school year and/or upon enrollment.

Dress Code Violations

If a Charter School staff member determines that a student's attire is inappropriate or disruptive to the educational environment as described hearing, the following may occur:

2

1. The student may be asked to briefly leave class to change clothing to align with this dress code.

2. The Charter School may confiscate items that violate the dress code.

3. The Charter School may notify the student's parents/guardians of the dress code violation(s).

4. The Charter School may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

3

Board Policy #: [5044]
Adopted/Ratified: [June 16, 2021]
Revision Date: [June 16, 2021]

AMPS

HONOR HARD WORK

Dress Code and Uniform Policy

The following guidelines are intended to define appropriate student attire and personal grooming for students at Amethod Public Schools ("AMPS" or the "Charter School"). The purpose of our dress code is to enhance the classroom atmosphere, encourage appropriate dress for the workplace in the future, and minimize student distraction, so as not to interfere with the educational process. It is also intended to help protect the health, safety, and welfare of the individual student.

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Designated and approved school uniforms will be worn by every student attending an Amethod Public Schools ("AMPS") school. Students and families will be expected to adhere the specific uniform requirements at all times including on field trips, excursions, events, unless advised by Director. Uniforms will be available for purchase throughout the year. Students unable to purchase a uniform will be given one.

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Amethod Public Schools

2101 Livingston Street, Oakland, CA 94606 | Office 510.436.0172 | Fax 510.436.0173
www.amethodschools.org

Board Policy #: [5044]
Adopted/Ratified: [June 16, 2021]
Revision Date: [June 16, 2021]

AMPS

HONOR HARD WORK

high heel or platform shoes, shoes with grind plates, shoes with wheels, slippers, or flip-flop sandals. Black or white shoes only due to gang color associations and student safety.

2. Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.
3. Hats, caps or other head coverings shall not be worn unless it is necessary for medical or religious reasons.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, and skirts or shorts shorter than knee-thigh are prohibited. No shirts may be worn that expose bare midriff.
5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring. Neatly groomed hair is essential to avoid specific gang associations by use of hair designs and/or color.
6. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.
8. The Director, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities

Religious Requirements
The school will be respectful of religious dress requirements, including but not limited to the wearing of scarves or head coverings.

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Amethod Public Schools

Board Policy #: [5044]
Adopted/Ratified: [June 16, 2021]
Revision Date: [June 16, 2021]

AMPS

HONOR HARD WORK

Notification of the Student Dress Code

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If a Charter School staff member determines that a student's attire is inappropriate or disruptive to the educational environment as described hearing, the following may occur:

1. The student may be asked to briefly leave class to change clothing to align with this dress code.
2. The Charter School may confiscate items that violate the dress code.
3. The Charter School may notify the student's parents/guardians of the dress code violation(s).
4. The Charter School may schedule a conference with the student's parents/guardians to discuss the dress code violation(s).

Students may not be disciplined, penalized academically, or removed from class as a consequence for wearing "inappropriate" attire.

Amethod Public Schools

Coversheet

Student Tutoring Program Policy

Section: IV. Consent Agenda
Item: F. Student Tutoring Program Policy
Purpose:
Submitted by:
Related Material: Student Tutoring Program Policy 060921 (4837-6860-9518.v1).docx
                        formb1-1.doc
                        B1-4frm (1).doc

Student Tutoring Program

Amethod Public Schools ("AMPS") recognizes that students are most successful when they are provided multiple methods of instruction and supplemental learning. AMPS therefore maintains a Student Tutoring Program with the goal of fostering student learning through quality tutoring offered by a student's peers. The Student Tutoring Program also fosters leadership skills in student-tutors and provides new opportunities for interaction among classmates and peers, as well as the opportunity to receive pay in exchange for tutoring activities.

In order to be eligible to serve as a student-tutor, a student must:

- Be in good academic standing;
- Be in good behavioral/disciplinary standing;
- Receive a recommendation from at least one (1) teacher who has taught the student in the prior year; and
- Submit a work permit request completed by the student's parent/guardian.

AMPS does not discriminate on the basis of any unlawful characteristic in its Student Tutoring Program, including on the basis of special education enrollment status. All students who meet the eligibility criteria are invited to apply for the Student Tutoring Program. Students who meet the eligibility criteria and submit a complete application by the hiring deadline will be invited for an interview with the Program Team. Hiring windows will be announced in advance and may occur more than once per academic year subject to program needs. Student-tutors must maintain a valid work permit and must comply with applicable AMPS employment policies.

Commented [AES1]: These eligibility criteria, and particularly the first two, may be revised to be more specific to define what being in good standing is. I just suggested these as a way for the School to ensure that students who would be successful mentors are the ones who are able to apply. The School may want to require the applicants maintain a specific GPA, and may want to limit how many disciplinary incidents a student can have in their record. The School could also increase or modify the number of staff recommendations that it requires a student submit. I would not modify the last criteria regarding submission of a valid work permit request.

Commented [AES2]: This language helps caution that the School does not discriminate on the basis of any protected status in order to prevent possible claims of discrimination/unfair treatment in the selection process.

Commented [AES3]: This is not required but I thought it was a good way for the School to help make the determination of who would be a good tutor.

Commented [AES4]: Since the law does not make exceptions for employment of minors or students, please note that student-tutors will need to comply with the School's employment policies (e.g., criminal background check and tuberculosis clearance, etc.) and receive appropriate required trainings (e.g., harassment prevention training). These do not all need to be detailed in the policy but the appropriate clearances will need to be secured before employment can begin.

STATE OF CALIFORNIA DEPARTMENT OF EDUCATION
STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR A WORK PERMIT–CERTIFICATE OF AGE
CDE Form B1-1 (Rev. 02-14)

A "STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR A WORK PERMIT–CERTIFICATE OF AGE" form (CDE Form B1-1) shall be completed in accordance with California *Education Code* 49162 and 49163 as notification of intent to employ a minor. This form is also a Certificate of Age pursuant to California *Education Code* 49114.

(Print Information)

Minor's Information

Minor's Name *(First and Last)*	Home Phone	Grade
Home Address	City	Zip Code
Birth Date	Social Security Number	Age	Student's Signature

School Information

School Name	School Phone
School Address	City	Zip Code

To be filled in and signed by parent or legal guardian

This minor is being employed at the place of work described with my full knowledge and consent. I hereby certify that to the best of my knowledge and belief, the information herein is correct and true.

Parent's Name *(Print First and Last)*	Parent's Signature	Date

To be filled in and signed by employer

Business Name or Agency of Placement	Business Phone	Supervisor's Name
Business Address	City	Zip Code

Employer's Maximum Expected Work Hours: _____ hours per day _____ hours per week

Describe nature of work to be performed: _____

In compliance with California labor laws, this employee is covered by workers' compensation insurance. This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, sexual orientation, color, national origin, ancestry, age, physical handicap, or medical condition. I hereby certify that, to the best of my knowledge, the information herein is correct and true.

Employer's Name *(Print First and Last)*	Employer's Signature	Date

For authorized work permit issuer use ONLY	

Maximum number of work hours when school is in session:	Maximum number of work hours when school is not in session:

Mon	Tues	Wed	Thur	Fri	Sat	Sun	Total	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Total

Proof of Minor's Age *(Evidence Type)*

Check Permit Type:

☐ Full-time

☐ Restricted

☐ General

☐ Work Experience Education, Vocational Education, or Personal Attendant

☐ Workability

Verifying Authority's Name and Title *(Print)*

Verifying Authority's Signature

For more information about child labor laws, contact the U.S. Department of Labor at http://www.dol.gov/, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at http://www.dir.ca.gov/DLSE/dlse.html.

STATE OF CALIFORNIA DEPARTMENT OF EDUCATION
PERMIT TO EMPLOY AND WORK CDE Form B1-4 (REV. 02-14)

A work permit shall not be issued to a minor until the "STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR A WORK PERMIT–CERTIFICATE OF AGE" (CDE From B1-1) form has been signed by the parent or guardian, foster parent, caregiver, or residential shelter service provider and filed with the issuing authority. California *Education Code* (*EC*) 49110(c)

(Print Information)

Permit Expiration Date	**Check Permit Type:**
Work permits shall expire five days after the opening of the next succeeding school year. Full-time exempt work permits issued to 14 & 15 year olds shall expire no later than the end of the current school year. EC 49118 and 49130	☐ Full-time ☐ Workability ☐ Restricted ☐ General ☐ Work Experience Education, Vocational Cooperative Education, or Personal Attendant
_____ Date	

Minor's Information

_____   _____
Minor's Name *(Print First and Last)*   Social Security Number

_____   _____   _____
Home Phone   Age at Time of Issuance   Birth Date

_____   _____   _____
Home Address   City   Zip Code

School Information

_____   _____
School Name   School Phone

_____   _____   _____
School Address   City   Zip Code

Maximum Work Hours Permitted

1. Maximum number of work hours on a school day   _____
2. Maximum number of work hours on a non-school day   _____
3. Maximum weekly work hours while school is in session   _____
4. Maximum weekly work hours while school is not in session   _____

Remarks or Work Limitations: _____

_____

_____

This permit is **valid only** at the business listed below:

_____   _____
Business Name   Business Address

To be signed by minor

_____   _____
Minor's Signature   Date

Certification

I hereby certify that, to the best of my knowledge, the information herein is correct and true. I hereby certify that I have a working knowledge of child labor laws and all laws pertaining to the issuance of work permits in California. EC 49110

_____   _____   _____
Issuing Authority's Name and Title *(Print)*   Issuing Authority's Signature   Date

Copy–District or County Superintendent; Parent or Legal Guardian; Employer

Coversheet

Approval of Education for Foster & Mobile Youth Policy

Section: IV. Consent Agenda
Item: G. Approval of Education for Foster & Mobile Youth Policy
Purpose:
Submitted by:
Related Material: Education for Foster Mobile Youth Policy Redline.docx

<u>**EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY**</u>

Board Policy Number: [INSERT]
Adopted: [INSERT]
Revised: [INSERT]

> **Commented [MB1]:** Please update this information.

Introduction

The Governing Board of Amethod Public Schools ("AMPS" or the "Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

> **Commented [MB2]:** ONLY for purposes of computing Local Control Funding Formula, no later than 2020-21 fiscal year, the definition of "foster youth" will include A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law, provided that the child would also meet one of the descriptions in Section 300 of the Welfare and Institutions Code describing when a child may be adjudged a dependent child of the juvenile court. (Ed. Code section 42238.01(b)(4).)

- *"Former juvenile court school pupil"* means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

1

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

> [INSERT NAME/TITLE]
> [INSERT CONTACT INFO]

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.

2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

2

Commented [MB3]: Schools are only required to assign a liaison for Foster Youth as defined above and for Homeless youth (addressed in a separate policy). However, there are many rights and procedures that need to be tracked in regards to all the youth addressed in this policy, therefore we recommend including these duties in the duties of the Foster (And highly mobile) Youth liaison, as here

Commented [MB4]: The position designated as the Foster and Mobile Youth liaison must be that of a "staff person" of the Charter School and should not be a parent or board member volunteer.

Commented [MB5]: Please insert the information for the individual that the School designates as the School Liaison for foster youth.

Commented [MB6]: Under EC 48918.1 schools *shall* notify in regards to a discretionary offense and *may* notify for a non-discretionary offense. As best practice, we recommend notifying relevant parties in for any of the following situations, whether or not the offense is discretionary.

     a.   An expulsion hearing for a discretionary act under the Charter School's charter.

     b.   Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

     c.   A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5.   As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

> **Commented [MB7]:** This paragraph is not legally mandated but strongly encouraged.

6.   As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

> **Commented [MB8]:** This paragraph is not legally mandated but strongly encouraged.

7.   Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.

> **Commented [MB9]:** Please update these titles if necessary.

8.   Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

> **Commented [MB10]:** Client Note: This applies to county office of education and is thus not required of charter schools. However, we recommend such collaboration as a general best practice. EC § 42921.

9.   Monitor the educational progress of foster youth and provide reports to the Chief Executive Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

> **Commented [MB11]:** This should align with the School's preferred administrative designee.

> **Commented [MB12]:** Client Note: This is not a legal requirement for charter schools but we strongly recommend it. EC §§ 42921(e)(2)(B); 52066.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

3

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

> **Commented [MB13]:** Although this provision is applicable to **school districts**, we have left this provision in the policy because many of our charter students are transitioning between school districts and charter schools. This provision is not applicable to charter schools, but can provide guidance if a liaison has questions about whether a student has right to return to the district if that is the school of origin.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

> **Commented [MB14]:** This provision has been revised to be consistent with charter school law. Specifically, the provision applies to attendance areas for **school districts**, but if the charter school is not the school of origin and the student is accepted through the regular enrollment procedures, by extension this provision would likely still apply. Accordingly the following language has been added: "or in the Charter School consistent with current enrollment procedures."

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

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Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

   a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

   b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[1], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

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[1] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.1

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Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Chief Executive Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is

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exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the <mark>Chief Executive Officer</mark> or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

    > **Commented [MB15]:** This is technically not required per the language of the law, but we recommend as a best practice informing educational rights holders of such information if the student is under 18 years of age.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

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When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

Commented [MB16]: Please be aware of this timeline, as this is faster than the standard 5 business day timeline.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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Coversheet

Approval of Section 504 Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education

Section: IV. Consent Agenda
Item: H. Approval of Section 504 Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education
Purpose:
Submitted by:
Related Material:
Section 504 Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education Redline.docx
Section 504 Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education Final.pdf

SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION

Board Policy Number: [INSERT]
Adopted: [INSERT]
Revised: [INSERT DATE]

> **Commented [MB1]:** Please update this information.

A. SECTION 504 POLICY

The Board of Directors of Amethod Public Schools ("AMPS" or the "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Chief Executive Officer or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

> **Commented [MB2]:** Amend as necessary to align with the school's preferred admin designee.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If AMPS does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. AMPS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

> **Commented [MB3]:** We recommend that the School follow-up in writing within 15-days of the request to explain why the request to assess was denied and provide the procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan

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and shall receive notice of procedural safeguards guaranteed by law. AMPS shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. AMPS will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES
A.   Definitions

1.   **Academic Setting** – the regular, educational environment operated by AMPS.
2.   **Individual with a Disability under Section 504** – An individual who:

   a.   has a physical or mental impairment that substantially limits one or more major life activities;
   b.   has a record of such an impairment; or
   c.   is regarded as having such an impairment.

3.   **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4.   **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5.   **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6.   **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7.   **Physical or Mental Impairment** –

   a.   Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

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      b.   Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The ==[INSERT TITLE OF 504 COORDINATOR]== shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at ==[INSERT PHONE NUMBER]==.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means
      a.   An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
      b.   Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B.   Referral, Assessment and Evaluation Procedures

1. AMPS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

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Commented [MB4]: The School should designate a Section 504 coordinator to be knowledgeable about this policy and the laws surrounding section 504.

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan
1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

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4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. AMPS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, AMPS shall schedule a 504 Team meeting to review the existing 504 Plan. AMPS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

    •   Examine relevant records

    •   Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel

    •   Have the right to file a Uniform Complaint pursuant to Charter School policy

    •   Seek review in federal court if the parents/guardians disagree with the hearing

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decision.

2.   Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

> [INSERT 504 COORDINATOR NAME]
> [INSERT ADDRESS]
> [INSERT PHONE NUMBER/EMAIL]

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3.   The Chief Executive Officer or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with AMPS or any district within the [INSERT SCHOOL'S SELPA/DISTRICT] or the [INSERT LOCAL COUNTY OFFICE OF EDUCATION] in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4.   If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.

- The changes to the 504 Plan the parent/guardian seeks.

- Any other information the parent/guardian believes is pertinent.

5.   Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.

- Review of the 504 Plan by the Chief Executive Officer or designee.

6.   Within ten (10) calendar days of receiving the parent/guardian's request, the Chief Executive Officer or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Chief Executive Officer.

7.   Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Chief Executive Officer.

8.   The parent/guardian and the School shall be afforded the rights to:

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Commented [MB5]: Please include this information when finalizing this policy.

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.

- Present written and oral evidence.

- Question and cross-examine witnesses.

- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. AMPS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F.   Suspension and Expulsion, Special Procedures for Students with Disabilities

AMPS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. AMPS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1.   Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2.   Procedural Safeguards/Manifestation Determination

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Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, AMPS, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

    a.   If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

    b.   If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If AMPS, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If AMPS, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

    a.   Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that AMPS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

    b.   If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

    c.   Return the child to the placement from which the child was removed, unless the parent and AMPS agree to a change of placement as part of the modification of the BIP.

If AMPS, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then AMPS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3.   <u>Appeals</u>

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AMPS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance

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with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and AMPS agree otherwise.

4. Special Circumstances

    AMPS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

    The Chief Executive Officer or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

    a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

    b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

    c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

    The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

    A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated AMPS's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if AMPS had knowledge that the student had a disability before the behavior occurred.

    AMPS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

    a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AMPS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

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b.   The parent has requested an evaluation of the child.

c.   The child's teacher, or other AMPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AMPS supervisory personnel.

> **Commented [MB6]:** Please revise to align with your School titles.

If AMPS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If AMPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. AMPS shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by AMPS pending the results of the evaluation.

AMPS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1.   Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.

2.   Have AMPS advise you of your rights under federal law.

3.   Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4.   Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have AMPS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5.   Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6.   Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7.   Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

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8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by AMPS.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from AMPS to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If AMPS refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Chief Executive Officer for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from AMPS for exercising any of these rights.

Please contact [INSERT NAME], 504 Coordinator, c/o [INSERT CHARTER SCHOOL NAME AND MAILING ADDRESS AND PHONE NUMBER] with any questions regarding the information contained herein.

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Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education

A. SECTION 504 POLICY

The Board of Directors of Amethod Public Schools ("AMPS" or the "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Chief Executive Officer or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable

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about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If AMPS does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. AMPS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. AMPS shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. AMPS will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A.   Definitions

1.   **Academic Setting** – the regular, educational environment operated by AMPS.
2.   **Individual with a Disability under Section 504** – An individual who:

a.   has a physical or mental impairment that substantially limits one or more major life activities;
b.   has a record of such an impairment; or
c.   is regarded as having such an impairment.

3.   **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

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4.   **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5.   **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6.   **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7.   **Physical or Mental Impairment** –

   a.   Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b.   Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8.   **504 Coordinator** – The Site Director at each site shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at the school's phone number.

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9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means
    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures
    1. AMPS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
    2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
    3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
    4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
    5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs

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the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6.   The 504 Team will consider the following information in its evaluation of the student:

   a.   Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

   b.   Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c.   Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7.   The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8.   Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could

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include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9.　　The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10.　　If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C.　　504 Plan
1.　　When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2.　　The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3.　　For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4.　　The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5.　　The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

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6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. AMPS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, AMPS shall schedule a 504 Team meeting to review the existing 504 Plan. AMPS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

   • Examine relevant records

   • Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel

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- Have the right to file a Uniform Complaint pursuant to Charter School policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Anjelica Zermeño
Benito Juarez Elementary &
Richmond Charter Academy
1450 Marina Way South
Richmond, CA 94804
(510) 215-7009

Allyson Schoolcraft & Natalie Garcia
John Henry High School
1402 Marina Way South
Richmond, CA 94804
(510) 235-2439

Claudia Lee
Downtown Charter Academy
2000 Dennison Street
Oakland, CA 94606
(510) 535-1580

Phillip Ellingberg
Oakland Charter Academy
4215 Foothill Blvd.
Oakland, CA 94601
(510) 532-6751

Eric Becker
Oakland Charter High School
2433 Coolidge Ave.
Oakland, CA 94601
(510) 436-0101

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Chief Executive Officer or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with AMPS or any district within the El Dorado County SELPA, Contra Costa County Office of Education or the Alameda County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

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4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

    - The specific decision or action with which the parent/guardian disagrees.

    - The changes to the 504 Plan the parent/guardian seeks.

    - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

    - Mediation by a neutral third party.

    - Review of the 504 Plan by the Chief Executive Officer or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Chief Executive Officer or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Chief Executive Officer.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Chief Executive Officer.

8. The parent/guardian and the School shall be afforded the rights to:

    - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.

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- Present written and oral evidence.

- Question and cross-examine witnesses.

- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. AMPS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

AMPS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. AMPS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as

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appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. _Procedural Safeguards/Manifestation Determination_

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, AMPS, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If AMPS, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If AMPS, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

   a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that AMPS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

   b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

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    c.   Return the child to the placement from which the child was removed, unless the parent and AMPS agree to a change of placement as part of the modification of the BIP.

If AMPS, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then AMPS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3.   <u>Appeals</u>

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AMPS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and AMPS agree otherwise.

4.   <u>Special Circumstances</u>

AMPS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Officer or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without

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regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

    a.   Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

    b.   Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

    c.   Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5.   <u>Interim Alternative Educational Setting</u>

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6.   <u>Procedures for Students Not Yet Eligible for Special Education Services</u>

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated AMPS's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if AMPS had knowledge that the student had a disability before the behavior occurred.

AMPS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

    a.   The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AMPS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

    b.   The parent has requested an evaluation of the child.

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    c.   The child's teacher, or other AMPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other AMPS supervisory personnel.

If AMPS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If AMPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. AMPS shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by AMPS pending the results of the evaluation.

AMPS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1.   Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.

2.   Have AMPS advise you of your rights under federal law.

3.   Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4.   Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have AMPS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

Amethod Public Schools

2101 Livingston Street, Oakland, CA 94606 | Office 510.436.0172 | Fax 510.436.0173
www.amethodschools.org
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AMPS

HONOR HARD WORK

5.   Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6.   Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7.   Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8.   Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by AMPS.

9.   Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10.   Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11.   Obtain a response from AMPS to reasonable requests for explanations and interpretations of your child's records.

12.   Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If AMPS refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13.   Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14.   Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15.   File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Chief Executive Officer for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

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Board Policy #: [5004]
Adopted/Ratified: [June 16, 2021]
Revision Date: [June 16, 2021]

AMPS

HONOR HARD WORK

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from AMPS for exercising any of these rights.
Please contact the 504 Coordinator, c/o the school name, address, and phone number below with any questions regarding the information contained herein.

Anjelica Zermeño
Benito Juarez Elementary &
Richmond Charter Academy
1450 Marina Way South
Richmond, CA 94804
(510) 215-7009

Allyson Schoolcraft & Natalie Garcia
John Henry High School
1402 Marina Way South
Richmond, CA 94804
(510) 235-2439

Claudia Lee
Downtown Charter Academy
2000 Dennison Street
Oakland, CA 94606
(510) 535-1580

Phillip Ellingberg
Oakland Charter Academy
4215 Foothill Blvd.
Oakland, CA 94601
(510) 532-6751

Eric Becker
Oakland Charter High School
2433 Coolidge Ave.
Oakland, CA 94601
(510) 436-0101

Amethod Public Schools

2101 Livingston Street, Oakland, CA 94606 | Office 510.436.0172 | Fax 510.436.0173
www.amethodschools.org
Powered by BoardOnTrack

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Coversheet

Amended 2021-2022 Oakland School Calendars

Section: IV. Consent Agenda
Item: I. Amended 2021-2022 Oakland School Calendars
Purpose:
Submitted by:
Related Material: OCA School Calendar 2021-2022 (1) 6-2-21.docx
        DCA School Calendar 2021-2022 6-2-21.docx
        OCHS School Calendar 2021-2022 (1) 6-2-21.docx

AMPS Oakland Charter Academy

2021-2022 Calendar/Calendario

4215 Foothill Blvd. Oakland, CA 94601   510-532-6751   oca.amethodschools.org

AUGUST/AGOSTO 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/9/2021 – First Day of School
8/27/2021 – No School (Teachers' PD Day)

🟥	**No School/No escuela**
🟩	**Last and First Days/ultimo y primer dias**
🟨	**Progress Report&Report Card/Cartilla de Calificaciones**
🟦	**Minimum Days/Dias Minimos**

SEPTEMBER/SEPTIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/3/2021 – Back to School Night
9/6/2021 – No School (Labor Day Holiday)

OCTOBER/OCTUBRE 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 / 31	25	26	27	28	29	30

10/11/2021 – No School (Indigenous People's Day Holiday)
10/15/21 – Report Cards
10/18 – 10/22/2021 – Parent Teacher Conference-Minimum Days
10/25/2021 – No School (Teacher PD Day)

NOVEMBER/NOVIEMBRE 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11/11/2021 – No School (Veteran's Day Holiday)
11/22-11/26/2021 - Fall Break

DECEMBER/DICIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/20-12/31/2021 – No School (Winter Break)

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AMPS
HONOR HARD WORK

AMPS Oakland Charter Academy

2021-2022 Calendar/Calendario

4215 Foothill Blvd. Oakland, CA 94601   510-532-6751   oca.amethodschools.org

JANUARY/ENERO 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/07/2022 – Report Cards
1/17/2022 – No School (MLK Holiday)
1/21/2022 – 100 Days of School

FEBRUARY/FEBRERO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2/18/2022 – No School (Teacher's appreciation Day)
2/21/2022 – No School (President's Day)

MARCH/MARZO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/11/2022 – No School (Teacher PD)
3/14/2022 – No School (Teacher's appreciation Day)
3/17/2022 – Report Cards

APRIL/ABRIL 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4/4-4/8/2022 – No School (Spring Break)

MAY/MAYO 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5/27/2022 – Last Day of School
5/30/2022 – Memorial Day

JUNE/JUNIO 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6/03/2022 – Report Cards

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AMPS
HONOR HARD WORK

AMPS Downtown Charter Academy

2021-2022 Calendar/Calendario

2000 Dennison St. Oakland, CA 94606   510-535-1580   dca.amethodschools.org

AUGUST/AGOSTO 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/9/2021 – First Day of School
8/27/2021 – No School (Teachers' PD day)

No School/No escuela	
Last and First Days/ultimo y primer dias	
Progress Report&Report Card/Cartilla de Calificaciones	
Minimum Days/Dias Minimos	

SEPTEMBER/SEPTIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/3/2021 – Back to School Night
9/6/2021 – No School (Labor Day Holiday)

OCTOBER/OCTUBRE 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

10/11/2021 – No School (Indigenous People's Day Holiday)
10/15/2021 – Report card
10/18 – 10/22/21 – Parent Teacher Conference – Minimum days
10/25/2021 – No School (Teacher PD Day)

NOVEMBER/NOVIEMBRE 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11/11/2021 – No School (Veteran's Day Holiday)
11/22-11/26/2021 - Fall Break

DECEMBER/DICIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/20-12/31/2021 – No School (Winter Break)

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AMPS
HONOR HARD WORK

2021-2022

AMPS Downtown Charter Academy   Calendar/Calendario

2000 Dennison St. Oakland, CA 94606   510-535-1580   dca.amethodschools.org

JANUARY/ENERO 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/07/2022 – Report Cards
1/17/2022 –No School (MLK Holiday)
1/24/2022 – 100 Days of school

FEBRUARY/FEBRERO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2/18/2022 – No School (Teacher's appreciation Day)
2/21/2022 – No School (President's Day)

MARCH/MARZO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/11/2022 – No School (Teacher PD)
3/14/2022 – No School (Teacher's appreciation Day)
3/17/2022 – Report Cards

APRIL/ABRIL 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4/4-4/08/2022 – No School (Spring Break)

MAY/MAYO 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5/27/2022 – Last Day of School
5/30/2022 – Memorial Day

JUNE/JUNIO 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6/03/2022 – Report Cards

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AMPS
HONOR HARD WORK

AMPS Oakland Charter High School

2021-2022 Calendar/Calendario

2433 Coolidge Ave. Oakland, CA 94601   510-436-0101   ochs.amethodschools.or

AUGUST/AGOSTO 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/16/2021 – First Day of School

Legend

Color	Meaning
Red	No School/No escuela
Green	Last and First Days/ultimo y primer dias
Yellow	Progress Report&Report Card/Cartilla de Calificaciones
Blue	Minimum Days/Dias Minimos

SEPTEMBER/SEPTIEMBRE 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/3/2021 – Back to School Night
9/6/2021 – No School (Labor Day Holiday)

OCTOBER/OCTUBRE 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

10/11/2021 – No School (Indigenous People's Day Holiday)
10/18 – 10/22/21 – Parent Teacher Conference – Minimum days
10/19/2021 – End of 1st Quarter (TBD)
10/25/2021 – No School (Teacher PD Day)
10/29/2021 – Progress Report (TBD)

NOVEMBER/NOVIEMBRE 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11/1 - 11/5/2021 – Parent Conferences (Min. Days) (TBD)
11/11/2021 – No School (Veteran's Day Holiday)
11/22-11/26/2021 - Fall Break

DECEMBER/DICIEMBRE 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/20-12/31/2021 – No School (Winter Break)

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AMPS
HONOR HARD WORK

AMPS Oakland Charter High School

2021-2022 Calendar/Calendario

2433 Coolidge Ave. Oakland, CA 94601   510-436-0101   ochs.amethodschools.or

JANUARY/ENERO 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/13/2022 – End of 1st Semester (TBD)
1/17/2022 – No School (MLK Holiday)
1/21/2022 – Report Card (TBD)

FEBRUARY/FEBRERO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2/18/2022 – No School (Teachers Professional Development)
2/21/2022 – No School (President's Day)

MARCH/MARZO 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/11/2022 – No School (Teacher PD)
3/14/2022 – No School (Teachers' Day)
3/25/2022 – Quarter 3 Ends (TBD)
3/30-4/2/2022 – Parent Teacher Conferences/Minimum Day

APRIL/ABRIL 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4/4-4/8/2022 – No School (Spring Break)
4/16/2022 – Progress Report (TBD)

MAY/MAYO 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5/27/2022 – Last Day of School

JUNE/JUNIO 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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AMPS
HONOR HARD WORK

Coversheet

Approval of Renewal Contract with BoardOnTrack

Section: IV. Consent Agenda
Item: J. Approval of Renewal Contract with BoardOnTrack
Purpose:
Submitted by:
Related Material: Please_Sign_BoardOnTrack_Membership_Renewal_.pdf

BoardOnTrack

Renewal Membership Agreement: <u>2021-2022</u>

Term and Fee

The agreement below outlines the term and fee associated with your BoardOnTrack membership renewal. Your membership fee is due 30 days prior to the *Renewal Membership Start Date* below.

After you electronically sign this contract, we will send an invoice to the billing contact listed below. Please let us know if the billing contact is incorrect. It is okay to sign the contract and let us know via email that you want to change your billing contact.

Member Billing Information

Member	Amethod Public Schools
Billing Address	2101 Livingston Street Oakland, CA 94606
Billing Contact Name	Luis Romo
Billing Contact Role	Executive Assistant
Billing Contact Email Address	lromo@amethodschools.org
Billing Contact Phone Number	(510) 899-4806

Membership Terms

Renewal Membership Start Date	7/15/2021
Membership Package	Acceleration
Membership Term	One year
Membership Fee	$ 10,000

By signing this agreement, <u>Amethod Public Schools</u> agrees to the terms described above.

Authorized Signature

Accepted By (Member) _____

Printed Name __<u>Evelia Villa</u>_____ Date of Member Acceptance _____

I read, understand and accept the BoardOnTrack Terms and Conditions available <u>here</u>. I certify that I am authorized to sign and enter into an agreement for the organization purchasing the BoardOnTrack Membership.

Note: You can find BoardOnTrack's W-9 form <u>here</u>.

BoardOnTrack.com

Coversheet

Approval of Northwest Evaluation Association (NWEA) Contract Renewal (3 Years)

Section: IV. Consent Agenda
Item: K. Approval of Northwest Evaluation Association (NWEA) Contract
Renewal (3 Years)
Purpose:
Submitted by:
Related Material: Amethod Public Schools - 3 Year Pay-As-You-Go 5_20_2021.pdf

nwea

Schedule A

SALES ORDER

Company Address:	121 NW Everett Street Portland, OR 97209	Created Date:	05/20/2021
License Start Date:	07/01/2021	Quote Number:	00047460
License End Date:	06/30/2024	Partner ID:	10285

Prepared By:	Jennifer Thompson	Contact Name:	Sylvia Flores
Phone:	503-548-5090	Phone:	(510)899-4806
Email:	jennifer.thompson@nwea.org	Email:	sflores@amethodschools.org

Bill To Name:	Amethod Public Schools	Ship To Name:	Amethod Public Schools
Bill To Address:	2101 Livingston Street Oakland, CA 94606	Ship To Address:	345 12th St Oakland, CA 94607-4217

Product	List Price	Sales Price	Quantity	Total Price	Item Discount
Year 1 07/01/2021 - 06/30/2022					
MAP Growth K-12	$13.50	$12.00	2,100	$25,200.00	-$3,150.00
Subtotal Year 1				**$25,200.00**	
Year 2 07/01/2022 - 06/30/2023					
MAP Growth K-12	$13.50	$12.00	2,100	$25,200.00	-$3,150.00
Subtotal Year 2				**$25,200.00**	
Year 3 07/01/2023 - 06/30/2024					
MAP Growth K-12	$13.50	$12.00	2,100	$25,200.00	-$3,150.00
Subtotal Year 4				**$25,200.00**	

Quote Discount	*-$9,450.00*
Quote Subtotal	$75,600.00
Estimated Tax	$0.00
Grand Total	**$75,600.00**

Terms and Conditions

This Schedule A is subject to the Master Subscription Agreement attached hereto as Attachment 1 (the "Agreement"). By signing this Schedule A you agree to be bound by the terms of the Agreement. This Schedule A takes precedence over any conflicting terms in the Agreement.

Subscription Period: 3 year. At the expiration of the Subscription Period noted herein, this Schedule will automatically expire.

Invoicing and Payment Terms:

Subscription Period	Fee Schedule
7/1/2021 – 6/30/2022	$ 25,200
7/1/2022 – 6/30/2023	$ 25,200
7/1/2023 – 6/30/2024	$ 25,200
Total Fees Due:	**$ 75,600**

Subscriber will receive an invoice on the day the Subscription Period starts and will pay in accordance with the terms of the Agreement.

Termination: This Agreement remains in effect until terminated. Neither party may terminate this Agreement without cause. In the event that after the first 12 months of a Subscription Period or during a Renewal Period the amount necessary to pay the

nwea

Fee, or Fees, are not included in Subscriber's budget appropriation for the applicable period, Subscriber may terminate the current Order Form, provided that Subscriber (a) uses best efforts to seek and obtain the necessary amount to meet Subscriber's payment obligations hereunder in each applicable budget appropriation; (b) notifies NWEA of its intent to terminate the agreement within 60 days after the applicable budget appropriation is approved and no later than 30 days prior to the end of the Initial Period or the Renewal Period, as the case may be, and (c) does not, and hereby agrees that Subscriber will not, seek and obtain replacement software or services that are the same as or similar to the Software and Services during the applicable appropriation period.

If this schedule includes virtually delivered professional learning or workshops, then cancellation is subject to the Virtual Workshop Cancellation Policy: at http://legal.nwea.org/supplementalterms.html.

Information about NWEA's collection, use, and disclosure of Student Information can be found here: https://legal.nwea.org/nwea-privacy-and-security-for-pii.html

NWEA's W9 can be found at: https://legal.nwea.org/nwea-w-9.html

Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above. Please confirm the billing address, or specify changes to your account manager.

Signature

Signature: _____   Printed Name: _____

Date: _____   Title _____

Schedule A – Hyperlink MSA
US Partner Sales Quote

121 NW Everett Street, Portland, OR 97209
Tel: 503.624.1951 | Fax: 503.639.7873 | www.nwea.org

Employer ID#: 93-0686108
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Attachment 1

MASTER SUBSCRIPTION AGREEMENT

This Agreement is between **NWEA**, an Oregon non-profit corporation with a business address located at 121 NW Everett Street, Portland, Oregon 97209, and **Subscriber**.

The parties agree as follows:

1.   Definitions.

1.1 Anonymized Data: means any Student Education Record rendered anonymous in such a manner that the student is no longer identifiable. For example, this includes non-identifiable student assessment data and results, and other metadata, testing response times, scores (e.g. goals, RIT), NCES codes, responses, item parameters, and item sequences that result from the Services.

1.2 Assessment System: means, to the extent included in an applicable Schedule, the following assessment, reporting, and administration systems: (i) MAP® Growth; (ii) MAP® Skills; or (iii) MAP® Reading Fluency, each a product ("Product"). Assessment System excludes Subscriber's operating environment and any other systems not within NWEA's control.

1.3 Content: means test items, including images, text, graphs, charts, and pictures.

1.4 Deidentified Data (Pseudonymized Data): means a Student Education Record processed in a manner in which the Student Education Record can no longer be attributed to a specific student without the use of additional information, provided that such additional information is kept separately using technical and organizational measures.

1.5 Documentation: means Product documentation made available to Subscriber by NWEA, which includes technical manuals, but excludes any marketing materials or brochures.

1.6 FERPA: means the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g(a)(4)(A)(ii), 1232g(b)(1), as amended from time to time.

1.7 GRD: means the Growth Research Database used to generate longitudinal studies, alignment studies, linking studies, norming studies, and other research reports that Subscriber and other subscribers may receive.

1.8 NWEA Confidential Information: means all NWEA non-public, proprietary or confidential information, in oral, visual, written, electronic or other tangible or intangible form, whether or not marked or designated as confidential, including without limitation all NWEA Content, test scripts, underlying ideas, algorithms, item calibrations, concepts, procedures, processes, principles, know-how, and methods of operation that comprise the Services, including updates, enhancements, modifications, and improvements.

1.9 Reporting: means Product reports, learning statements, research studies, and scoring.

1.10 Schedule: means one or more applicable order schedules or other order documents, including, upon renewal, any confirmation page generated by NWEA's online account renewal portal, which are considered incorporated into this Agreement

1.11 Security Breach: has the meaning ascribed to that term by the applicable state law, or, if not defined by state law, means actual evidence of a confirmed unauthorized acquisition of, access to, or unauthorized use of any Student Education Record(s).

1.12 Services: means the Assessment System, Content, Documentation, Product training, professional learning, Reporting, Software, GRD, and other services as described in this Agreement and set forth in an applicable Schedule.

1.13 Software: means (i) any web-based or client-server software made available to Subscriber by NWEA; (ii) a lockdown browser sublicensed through NWEA from a third party that facilitates access to the Services; (iii) NWEA software that supports client server assessments; and (iv) any other software set forth in the Supplemental Terms.

1.14 Student Education Record: means personally identifiable information of Subscriber's students as defined by FERPA and any applicable state law.

1.15 Supplemental Terms: means the Services-specific terms available at http://legal.nwea.org/supplementalterms.html which are incorporated herein by reference.

1.16 Systems Administrator: means the Subscriber-designated individual who, within the Assessment System, is authorized to: (i) modify assessment preferences for Subscriber; (ii) create and modify user profiles for roles including lead roles (i.e. data administrator, assessment coordinator); and (iii) declare testing complete for Subscriber.

2.   Grant of License. NWEA grants to Subscriber a nonexclusive, nontransferable, limited license to access, use, display, and install or download a copy, as needed, of the Services solely for Subscriber's internal use. The license is effective

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for a period of one (1) year commencing on the date NWEA makes the Software available to Subscriber, unless otherwise specified in an applicable Schedule. The Services extend only to the quantity indicated on an applicable Schedule. Subscriber acknowledges Product limitations on the number of test events per academic year (see Supplemental Terms).

3. **Protection from Unauthorized Use or Access**. Subscriber shall not: (i) copy, distribute, reproduce, resell, publish, license, create derivative works, transfer, rent, lease, or sublicense any or all of the Services; (ii) exploit for any commercial purposes any portion of the Services or permit use of the Services by anyone not employed by or under the control of Subscriber; (iii) remove any proprietary notices or labels from the Services; (iv) use the Services in an attempt to, or in conjunction with, any device, program, or service designed to circumvent technological measures employed to control access to, distribution of, or rights in, the Services. Subscriber shall use reasonably secure measures to prevent unauthorized use (e.g., copying test items) by its end users. Further, Subscriber shall reproduce all copyright, trademark, and other proprietary notices and legends on each copy, or partial copy, of the Services. Subscriber will deactivate and remove from any equipment under its control any prior versions of the Services.

4. **Ownership**. The Services are owned and copyrighted by NWEA and are licensed through this Agreement to Subscriber, except certain Software is sublicensed from an NWEA supplier. All right, title, and interest in the Services and all copies, updates, enhancements, modifications, and improvements, along with all associated intellectual property rights, remain with NWEA, regardless of either: (i) the source giving rise to the intellectual property; or (ii) any modifications or adaptations made for the benefit of Subscriber. The Services, and all updates, enhancements, modifications, and improvements, are protected by United States and international intellectual property laws and treaties. Subscriber is not granted any license to use NWEA's or its suppliers' trade or service marks. Additionally, NWEA retains all right, title, and interest in its trade and service marks. Subscriber shall allow NWEA to use, without restriction or royalty obligation, any comments, suggestions, or contributions provided by Subscriber with respect to the Services. Subscriber grants and assigns to NWEA any intellectual property rights that Subscriber may incidentally obtain or have with respect to any such comments, suggestions, or contributions.

5. **NWEA Confidential Information**. Subscriber shall not use, disclose, or distribute any NWEA Confidential Information, directly or indirectly,

without the prior written consent of NWEA, except that NWEA authorizes Subscriber to disclose NWEA Confidential Information: (i) to Subscriber's employees or agents who have signed written confidentiality and nondisclosure agreements before such disclosure; and (ii) as required by applicable federal, state, or local law, regulation, or a Legal Order. Before making any disclosure under Section 5(ii), Subscriber shall provide NWEA: (a) prompt written notice of such requirement so that NWEA may seek, at its sole cost and expense, a protective order or other remedy; and (b) reasonable assistance, at NWEA's cost and expense, in opposing such disclosure or seeking a protective order or other limitations on disclosure. If, after providing such notice and assistance as required in this Section, the Subscriber remains subject to a Legal Order to disclose any NWEA Confidential Information, the Subscriber (or its representatives or other persons to whom such Legal Order is directed) may disclose no more than that portion of the NWEA Confidential Information which, on the advice of Subscriber's legal counsel, specifically requires the Subscriber to disclose. For any such disclosure, Subscriber shall use best efforts to obtain written assurances from the applicable court or agency that such NWEA Confidential Information will be afforded confidential treatment.

6. **Student Education Records**.

6.1 Privacy - Student Education Records. Subscriber shall comply with all applicable federal and state laws regarding use, access, and disclosure of Student Education Records. The foregoing obligation includes but is not limited to, Subscriber's compliance with its policies regarding parental and guardian consents required for NWEA and its contractors to provide Services to Subscriber under this Agreement. NWEA and Subscriber acknowledge that NWEA will collect, use and disclose Student Education Records consistent with the NWEA Privacy Policy – Assessment System.

6.2 Subscriber's Ownership of Student Education Records. Subscriber owns the Student Education Records.

7. **FERPA**. In accordance with FERPA, NWEA may maintain and use Student Education Records to perform the Services and may disclose Anonymized Data to third parties for legitimate educational research. Subscriber is responsible for any notices to parents required under FERPA and for providing parents and guardians with an opportunity to inspect and challenge the contents of a Student Education Record. If NWEA receives a request from a parent or guardian challenging the content of a Student Education Record maintained by NWEA, NWEA shall contact Subscriber to validate the identity

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of the parent or guardian and student and request instructions regarding corrective action to be taken, if any. Once validated, NWEA shall correct the erroneous Student Education Record as directed by Subscriber in writing.

8. **GRD**. Subscriber authorizes NWEA to use Student Education Records in the GRD, commencing on the Effective Date or upon the date that Subscriber used or ordered Services, whichever is earlier. NWEA and Subscriber acknowledge that the permissions and obligations expressed in this Agreement survive the termination of this Agreement and any renewals. As described in Section 15, NWEA will maintain Student Education Records after termination of this Agreement for Services which may include, but are not limited to, Subscriber's access to Reporting and research-related Services and to validate the authenticity of data in such Reporting. If NWEA receives Subscriber's written request to opt out of participation in the GRD, NWEA will deidentify Student Education Records in the GRD. As a result of opting out of the GRD, certain research reports are unavailable to Subscriber due to the inability to accurately link student data with research data. Subscriber's written request must be sent via email to legalservices@nwea.org and include the following: (i) requestor's name, title and contact information; (ii) the name of requesting school or entity with NCES #; (iii) a request to deidentify Student Education Records in the GRD; and (iv) an attestation that requestor is duly authorized and has legal capacity to execute the request.

9. **Security and Privacy Obligations**.
9.1 Subscriber Responsibilities. Subscriber is solely responsible for configuring role-based access for its employees and authorized third parties to Student Education Records within the Assessment System and for ensuring the security and availability of Subscriber's own passwords, computers, computer networks, and internet connections, including security patches, choice of browser and browser configuration settings to be used with the Assessment System, email, and other transmissions. Subscriber acknowledges that its Systems Administrator controls the access and security points of the Assessment Systems. Annually, Subscriber shall remove any inactive Systems Administrators and confirm to NWEA the names of its active Systems Administrators. The Assessment System may contain mechanical or electronic methods to prevent unauthorized use or distribution of the Services. Subscriber shall not disable or circumvent such control devices. Subscriber acknowledges that the validity and accuracy of the Reporting depends upon the accuracy and completeness of the class roster file Subscriber submits.

9.2 NWEA Responsibilities. Subject to the limitations of warranty set forth in Section 18 of the Agreement, NWEA shall implement administrative, physical, and technical safeguards to protect Student Education Records from unauthorized access, acquisition, or disclosure, destruction, alteration, accidental loss, misuse, or damage that are no less rigorous than accepted industry practices to protect the confidentiality, integrity, and availability of Student Education Records. NWEA has an incident response program that specifies the actions to be taken in the event of a Security Breach. NWEA shall notify Subscriber by email or telephone in accordance with applicable state law or without unreasonable delay, whichever occurs sooner, after a Security Breach. In the event of a Security Breach, Subscriber shall cooperate fully with NWEA so that NWEA can comply with its notification obligations to the affected parent(s), legal guardian(s), eligible student(s), or any other parties for which notification by NWEA is required under applicable state law. More information regarding NWEA's information security program can be found in our MAP® Growth™ Security Whitepaper.

10. **Fees and Taxes**. Subscriber shall pay the fees set forth on the applicable Schedule. Subscriber is solely responsible for any personal property taxes, value added taxes, local licensing fees, or local taxes related to or resulting from NWEA's delivery of Services under this Agreement. If Subscriber is a tax-exempt entity, Subscriber shall send NWEA written evidence of such tax exemption and any other documentation as NWEA may reasonably request related to assessing taxes applicable to Subscriber. Unless otherwise required by applicable laws governing the activities of Subscriber pursuant to this Agreement, the Subscriber shall collect, withhold, or otherwise pay all taxes, charges and financial assessments charged by and due and payable to any local, regional, or national government in the country where the Subscriber is located.

11. **Billing; Payment; and Orders**. Subscriber shall use its best efforts to determine the number of students to be tested by Subscriber. NWEA shall send an invoice based on the applicable Schedule to Subscriber, and Subscriber shall pay the amount due within 30 days of the invoice date by mailing a check or depositing the amount due via a wire transfer. Subscriber must contact NWEA at accountsreceivable@nwea.org for wire transfer instructions. If Subscriber overestimates the number of students tested, NWEA is not obligated to refund any fees. If, however, Subscriber underestimates the

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number of students tested, NWEA may submit an amended invoice to capture the additional students tested, and Subscriber shall pay the variance within 30 days of the amended invoice date. Any purchase order, credit card order, or other order document with sufficient information for NWEA to process the order that is accepted by NWEA will be governed by this Agreement, provided however, the terms and conditions in any purchase order accepted by NWEA shall not be binding upon NWEA and shall not modify the terms of this Agreement.

12. **Amendments and Renewals**. Notwithstanding anything to the contrary, terms of any purchase orders or written authorizations issued by Subscriber or any other communications which are additional to or inconsistent with this Agreement are not binding unless NWEA expressly assents to such terms in writing. Such renewals and expansions are governed by this Agreement (including all NWEA order forms). The conditions of payment described in Sections 10 and 11 apply to all renewals and expansions. Subscriber shall make all payments under this Agreement to NWEA.

13. **Product Training**. If Subscriber is new to the Services, Subscriber's teachers and staff administering the Services must, at Subscriber's cost, participate in NWEA introductory product training before testing begins (e.g. MAP Admin Workshop if Subscriber subscribes to MAP Growth or Client Server MAP). Before testing commences, Subscriber shall assign a member of its staff to coordinate the logistics of setting up the training. If Subscriber experiences staff change that affects the administration of the Services, Subscriber shall promptly notify NWEA in writing. NWEA may require Subscriber to send any new staff to introductory NWEA product training.

14. **Publicity**. Subscriber consents to NWEA's use of and references to Subscriber's name, directly or indirectly, in NWEA's marketing and training materials.

15. **Termination and Remedies**. This Agreement remains in effect until terminated in accordance with this section. Either party may terminate by providing the other party thirty (30) days written notice of its intent to terminate for convenience. NWEA may terminate immediately without prior notice to Subscriber upon Subscriber's breach of this Agreement. Upon termination for any reason, NWEA is under no obligation to refund any fees paid by Subscriber for the Services. NWEA may seek any legal or equitable remedy available against Subscriber for breach of the terms of this Agreement, including without limitation, injunctive relief and specific performance. After termination of the Agreement, NWEA shall continue to maintain Student

Education Records until: (i) NWEA receives Subscriber's written request to destroy Student Education Records via email to legalservices@nwea.org that includes requestor's name, title, contact information, name of requesting school or entity with NCES #, and attestation that Subscriber is duly authorized and has legal capacity to execute the request; and (ii) NWEA confirms the information in Subscriber's written request. Thereafter, NWEA shall destroy the Student Education Records without undue delay or as otherwise required under applicable state law. Subscriber understands and agrees that if NWEA destroys Subscriber's Student Education Records, NWEA will not be able to provide such data to Subscriber after its destruction.

16. **Support**. NWEA will provide to Subscriber limited support, updates, enhancements, modifications, improvements, and maintenance services.

17. **Scheduled Maintenance**. NWEA has system maintenance periods throughout the year that affect Subscriber's use of the Services, including Subscriber's ability to (i) upload or download student and test data; (ii) access Reporting; or (iii) interact with any of NWEA's websites. NWEA provides notice of regularly scheduled maintenance at NWEA.org (https://www.nwea.org). NWEA may perform emergency maintenance at any time without notice.

18. **Limited Warranty**.

18.1 **Performance Warranty.** NWEA warrants, during the subscription period, that the Product(s), as delivered by NWEA and when used in accordance with the Documentation and the terms of this Agreement, will substantially perform in accordance with the Documentation. If any Product does not operate as warranted and Subscriber has provided written notice of the non-conformity to NWEA within thirty (30) days of discovery of such non-conformity, NWEA shall at its option (i) repair the applicable Product; (ii) replace the applicable Product with a system of substantially the same functionality; or (iii) terminate the license to the non-conforming Product and provide Subscriber a pro-rata refund representing the portion of any fees previously paid for the unused portion of the terminated license for such Product measured from the effective date of termination. The foregoing warranty specifically excludes defects in or non-conformance of the Assessment System resulting from (a) use of the Assessment System in a manner not in accordance with the Documentation except as otherwise authorized in writing by NWEA; (b) modifications or enhancements to the Assessment System made by or on behalf of Subscriber except as otherwise authorized in writing by NWEA; (c) combining the

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Assessment System with products, software or devices not provided by NWEA; (d) improper or inadequate maintenance of Subscriber's own computers, computer networks, operating environment, security programs, and internet connections; or (e) computer hardware malfunctions, unauthorized repair, accident, or abuse.

18.2 **Disclaimer**. EXCEPT FOR THE EXPRESS LIMITED WARRANTY PROVIDED IN SECTION 18, TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, THE SERVICES ARE PROVIDED "AS-IS" WITHOUT WARRANTY OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF (i) MERCHANTABILITY; (ii) FITNESS FOR A PARTICULAR PURPOSE OR USE; (iii) QUALITY; (iv) PRODUCTIVENESS; OR (v) CAPACITY, OR THAT THE OPERATION OF THE SERVICES IS ERROR-FREE. EXCEPT AS PROVIDED HERE, THE ENTIRE RISK AND LIABILITY ARISING OUT OF USE OF THE SERVICES REMAINS WITH SUBSCRIBER. THERE IS NO WARRANTY FOR DATA SECURITY OR PERFORMANCE ISSUES (a) CAUSED BY FACTORS OUTSIDE OF NWEA'S REASONABLE CONTROL; OR (b) RESULTING FROM ANY ACTION OR INACTION OF SUBSCRIBER OR ANY THIRD PARTIES; OR (c) RESULTING FROM SCHEDULED MAINTENANCE PERIODS. NWEA CANNOT CONTROL PERFORMANCE OF THE SERVICES BASED ON THE FLOW OF DATA TO OR FROM NWEA'S NETWORK OR OVER THE INTERNET, WHICH DEPEND IN LARGE PART ON THE PERFORMANCE OF INTERNET SERVICES PROVIDED OR CONTROLLED BY THIRD PARTIES. AT TIMES, ACTIONS OR INACTIONS OF SUCH THIRD PARTIES CAN IMPAIR OR DISRUPT SUBSCRIBER'S CONNECTIONS TO THE INTERNET. ALTHOUGH NWEA USES COMMERCIALLY REASONABLE EFFORTS TO REMEDY AND AVOID SUCH EVENTS, NWEA DOES NOT GUARANTEE THAT SUCH EVENTS WILL NOT OCCUR. ACCORDINGLY, NWEA DISCLAIMS ANY LIABILITY RESULTING FROM OR RELATED TO SUCH EVENTS. THE REMEDIES SET FORTH IN THIS SECTION 18 ARE SUBSCRIBER'S SOLE AND EXCLUSIVE REMEDIES AND NWEA'S SOLE AND EXCLUSIVE LIABILITY REGARDING THE PRODUCTS AND SERVICES FAILURE TO PERFORM AS WARRANTED IN THIS SECTION 18.

19. **Limitation of Liability**. EXCEPT TO THE EXTENT PROHIBITED BY APPLICABLE LAW, IN NO EVENT IS NWEA LIABLE FOR ANY DAMAGES OR EXPENSES WHATSOEVER, INCLUDING WITHOUT LIMITATION, DAMAGES FOR LOST PROFITS, LOST OPPORTUNITY, LOST SAVINGS, LOSS OF GOODWILL, LOST BUSINESS, LOSS OF ANTICIPATED BENEFITS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION, LOSS OF OR DAMAGE TO DATA, COMPUTER FAILURE OR MALFUNCTION, OR ANY OTHER INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL DAMAGES, OR PECUNIARY LOSS, WHETHER BASED IN CONTRACT, TORT, OR OTHERWISE, ARISING OUT OF THE USE OF OR INABILITY TO USE THE SERVICES, EVEN IF NWEA HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NWEA'S ENTIRE LIABILITY UNDER THIS AGREEMENT IS LIMITED TO THE AMOUNT ACTUALLY PAID BY SUBSCRIBER FOR THE RIGHT TO USE THE PRODUCT IN THE TWELVE MONTHS PRECEDING THE INCIDENT GIVING RISE TO THE CLAIM. THIS LIMITATION ALSO APPLIES TO NWEA'S DEVELOPERS AND SUPPLIERS OF THE SERVICES AND IS THE MAXIMUM FOR WHICH THEY AND NWEA ARE COLLECTIVELY RESPONSIBLE. THE FOREGOING LIMITATIONS SHALL APPLY NOTWITHSTANDING THE FAILURE OF THE ESSENTIAL PURPOSE OF ANY LIMITED REMEDY.

20. **Indemnification**.
20.1 **By Subscriber**. Except to the extent limited by applicable law, Subscriber shall indemnify, defend, and hold harmless NWEA and NWEA's officers, directors, employees, agents, and representatives, from and against any third party claims, damages, expenses, judgments, fines, and amounts paid in settlement in connection with any proceeding arising from (i) any breach of this Agreement by Subscriber or any of its employees or agents; or (ii) any use of the Services.

20.2 **By NWEA**. If all the conditions in this section are met, NWEA shall (i) defend Subscriber against claims made by an unaffiliated third party that the Assessment System infringes its US patent, copyright, or trademark; and (ii) pay the amount of any resulting adverse final judgment against Subscriber (after any appeals) or settlement to which NWEA consents. Subscriber must notify NWEA promptly in writing of the claim. Subscriber must also give NWEA sole control over its defense and settlement. Subscriber shall provide NWEA with reasonable assistance in defending the claim. NWEA's obligations under this Section will not apply to the extent the claim (or adverse final judgment) is based on: (a) Subscriber using the Assessment System after NWEA has informed Subscriber to discontinue use due to such a claim; (b) the

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combination or use of the Assessment System with non-NWEA information, data, or materials except as otherwise authorized in writing by NWEA; (c) modification of the Assessment System except as otherwise authorized in writing by NWEA; (d) use of NWEA's trademark(s) without express written permission; or (e) Subscriber's acts or omissions which result in a claim under this Section. If NWEA receives information about a claim under this Section related to the Assessment System in whole or in part, NWEA may do any of the following, at its discretion and expense: (i) procure the right to continue its use; (ii) replace the infringing portion of the Assessment System with a functional equivalent; (iii) modify the infringing portion of the Assessment System to make it non-infringing (if NWEA does this, Subscriber will stop using the allegedly infringing portion of the Assessment System immediately); or (iv) terminate this Agreement. Notwithstanding anything to the contrary, NWEA's commitment under this Section is Subscriber's exclusive remedy for third-party infringement and trade secret misappropriation claims. Nothing in this section obligates NWEA to indemnify Subscriber from and against any claims, suits, actions, losses, damages, liabilities, costs and expenses attributable to the acts or omissions of Subscriber, its officers, employees, or agents.

21. **Evaluation License**. This Section 21 applies if NWEA has provided the Services (including but not limited to Assessment System, Reporting, and/or Software) to Subscriber for evaluation purposes. NWEA grants Subscriber a thirty (30) day (or as otherwise indicated by NWEA in writing) limited license to use such Services solely for the purposes of evaluation. NWEA is not obligated to provide support for the evaluation Services. SUBSCRIBER ACKNOWLEDGES AND AGREES THAT THE SERVICES PROVIDED FOR EVALUATION MAY FUNCTION FOR A LIMITED PERIOD OF TIME, HAVE LIMITED FEATURES, AND HAVE OTHER LIMITATIONS NOT CONTAINED IN A COMMERCIAL VERSION OF THE SERVICES. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, NWEA IS PROVIDING THE SERVICES "AS IS", AND NWEA DISCLAIMS ANY AND ALL WARRANTIES INCLUDING ANY IMPLIED WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE, MERCHANTABILITY, AND STATUTORY WARRANTIES OF NON-INFRINGEMENT, LIABILITES, AND INDEMNIFICATION OBLIGATIONS OF ANY KIND. IN THE EVENT OF A CONFLICT BETWEEN THIS SECTION 21 AND OTHER TERMS OF THIS AGREEMENT, THIS SECTION 21 WILL SUPERSEDE SUCH TERMS

WITH RESPECT TO THE SERVICES LICENSED TO SUBSCRIBER FOR EVALUATION PURPOSES.

22. **Miscellaneous**.

22.1 **Force Majeure**. Neither party is liable for any delay or failure to perform any obligation hereunder due to causes beyond its control, including without limitation, war, riot, insurrection, civil commotion, terrorist activity, fire, industrial dispute, act of nature, computer-related crimes (including, but not limited to, denial of service attacks), epidemic, act or omission of a third-party vendor or supplier, equipment failure, public enemy of government, failure of telecommunications, system malfunction, or other casualty.

22.2 **Waiver and Severability**. Waiver of any default or breach under this Agreement by NWEA does not constitute a waiver of any subsequent default or a modification of any other provisions of this Agreement. If any part of this Agreement is held illegal or otherwise unenforceable by a court of competent jurisdiction, the parties intend that the remainder of this Agreement nevertheless remains in full force and effect. Upon a determination that any term or provision is illegal or unenforceable, the court may modify this Agreement to affect the original intent of the parties as closely as possible.

22.3 **No Third-party Beneficiaries**. The parties do not intend to confer any right or remedy on any third party.

22.4 **Survival**. The following sections survive any termination of this agreement or the termination of any license granted under this agreement: 1, 3, 4, 5, 6, 7, 8, 9.1, 14, 15, 18, 19, 20.1, 22.2, 22.3, 22.4, 22.5, 22.9, 22.10, 22.11, and 22.12.

22.5 **Entire Agreement; Order of Precedence**. This Agreement contains the entire understanding of the parties regarding the subject matter of this Agreement and supersedes all prior and contemporaneous negotiations and agreements, whether written or oral, between the parties with respect to the subject matter of this Agreement. The terms of this Agreement apply to all order documents, including but not limited to purchase orders and credit card orders, accepted by NWEA, and this Agreement will supersede any inconsistent or different pre-printed terms of any such order document. If there is a conflict among any of the terms of this Agreement, the parties intend that it be resolved by giving precedence to Agreement documents in the following order (i.e. the earlier listing governing the later): (i) any Supplemental Terms to the extent related to Services described in an applicable Schedule; (ii) this Agreement without any Schedules or Supplemental

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Terms; (iii) the most recent Schedule; followed by (iv) any other Schedules in reverse chronological order.

22.6 Assignment. Subscriber may not assign this Agreement to any third party without the prior written consent of NWEA, which consent shall not be unreasonably withheld.

22.7 Binding. This Agreement binds and inures to the benefit of each party and its respective successors and approved assigns, if any.

22.8 Merger or Sale of NWEA. If either (i) NWEA and a third-party merge; or (ii) NWEA is sold to a third party, then the surviving or resulting entity shall maintain the Student Education Records in accordance with this Agreement, if the entity is subject to this Agreement.

22.9 Representation of Signatories. Each person signing this Agreement represents and warrants that such person is duly authorized and has legal capacity to execute and deliver this Agreement for its respective party.

22.10 Notices. Any notice required under this Agreement shall be in writing and effective when (i) delivered personally against receipt, (ii) deposited in the mail and registered or certified with return receipt requested, postage prepaid, (iii) shipped by a recognized courier service and addressed to either party as designated in this Agreement, (iv) delivered by email to an email address designated by the recipient, or (v) when delivered via any of the foregoing at such other address as may be provided by the recipient in accordance with this section.

22.11 Controlling Law and Venue. Unless the law of the jurisdiction where Subscriber is domiciled requires otherwise, the parties intend that this Agreement be construed and controlled by the laws of the State of Oregon, U.S.A., without giving effect to principles of conflict of laws. Notwithstanding anything to the contrary, the United Nations Convention on Contracts for the International Sale of Goods, Uniform Commercial Code, and Uniform Computer Information Transactions Act are specifically disclaimed and do not apply to this

Agreement. Any litigation arising out of this Agreement must be conducted in courts located in Multnomah County, Oregon.

22.12 Attorney Fees. If any lawsuit is instituted to interpret, enforce, or rescind this Agreement, the prevailing party on a claim may recover, in addition to any other relief awarded, its reasonable attorney fees and other fees, costs, and expenses incurred in connection with the lawsuit, the collection of any award, or the enforcement of any order as determined by a judge.

22.13 Counterparts. The parties may execute this Agreement in counterparts, each of which is an original, and the counterparts constitute one and the same Agreement. The parties may also deliver and accept facsimile or electronically scanned signatures, which bind a party as if the signature were an original.

22.14 Vendor Status and Independent Contractor. NWEA provides Services within its normal business operations and operates in a competitive environment. The Services constitute a vendor relationship, as defined by OMB Circular A-133 and, therefore, any monies to pay for this Agreement are not subject to the federal audit requirements of OMB Circular A-133. NWEA is an independent contractor, and neither NWEA nor its employees are Subscriber's employees. Nothing contained in this Agreement creates or implies an agency relationship, joint venture, or partnership between the parties.

22.15 UK Bribery Act. Each party agrees to comply with the UK Bribery Act. Subscriber acknowledges and agrees that Subscriber has not received, requested, been offered, agreed, paid or promised, any offer, promise or gift of any financial or other advantage from and to any person that would constitute a violation under the UK Bribery Act, or which would have influenced or secured any business or other advantage to NWEA.

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Coversheet

Approval of the 2021-2022 Local Control Accountability Plans (LCAP) and Review of CA School Dashboard Local Indicators

Section: V. Business
Item: C. Approval of the 2021-2022 Local Control Accountability Plans (LCAP) and Review of CA School Dashboard Local Indicators
Purpose: Vote
Submitted by:
Related Material: LCAPs Briefing Sheet.docx
                        Benito Juarez 2021 Annual Update.docx
                        Benito Juarez 2021 Annual Update.pdf
                        Benito Juarez 2021 LCAP.pdf
                        Benito Juarez 2021 LCAP.docx
                        Benito Juarez Budget Overview for Parents 2021.pdf
                        Benito Juarez LCAP Expenditure Tables.xlsx
                        Downtown Charter 2021 Annual Update.docx
                        Downtown Charter Academy Budget Overview for Parents 2021.pdf
                        Downtown Charter 2021 LCAP.docx
                        Downtown Charter 2021 Annual Update.pdf
                        Downtown Charter Academy 2021 LCAP.pdf
                        Downtown Charter LCAP Expenditure Tables.xlsx
                        John Henry High School 2021 Annual Update.docx
                        John Henry Budget Overview for Parents 2021.pdf
                        John Henry High School 2021 LCAP.docx
                        John Henry LCAP Expenditure Tables.xlsx
                        John Henry High School 2021 LCAP.pdf
                        John Henry High School 2021 Annual Update.pdf
                        Oakland Charter Academy 2021 LCAP.docx
                        Oakland Charter Academy 2021 Annual Update.pdf
                        Oakland Charter Academy 2021 LCAP.pdf
                        Oakland Charter Academy 2021 Annual Update.docx
                        Oakland Charter Academy Budget Overview for Parents 2021.pdf
                        Oakland Charter Academy LCAP Expenditure Tables.xlsx
                        Oakland Charter High School Budget Overview for Parents 2021(1).pdf
                        Oakland Charter High School 2021-2024 LCAP.docx
                        Oakland Charter High School Budget Overview for Parents 2021.pdf
                        Oakland Charter High School School 2021 LCAP.pdf
                        Oakland Charter High School 2021 Annual Update(1).pdf
                        Oakland Charter High LCAP Expenditure Tables.xlsx
                        Oakland Charter High School 2021 Annual Update.docx
                        Oakland Charter High School 2021 Annual Update.pdf
                        Oakland Charter High School 2021-2024 LCAP(1).docx
                        Richmond Charter 2021 Annual Update.docx
                        Richmond Charter 2021 Academy LCAP.docx
                        Richmond Charter 2021 Annual Update.pdf
                        Richmond Charter Academy 2021 LCAP.pdf
                        Richmond Charter Budget Overview for Parents 2021.pdf
                        Richmond Charter LCAP Expenditure Tables.xlsx

AMPS
HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 06/16/2021

Subject: V. Business Item C

Board approves the 2021 Local Control and Accountability Plans and also reviews the CA School Dashboard Local Indicators.

Action: ■

Information: ☐

Committee: ☐

RECOMMENDATIONS:	Staff recommends that the Board approve the 2021 Local Control and Accountability Plans and also reviews the CA School Dashboard Local Indicators.
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	NA
SUMMARY OF KEYS ISSUES:	- Pursuant to education code 52060 all local educational agencies (LEA) must adopt and annually update, a Local Control and Accountability Plan (LCAP) and Annual Update. - The LCAP is a three-year plan describing the district's (LEA's) annual goals and specific actions to address state and local priorities to support outcomes for all students and student groups. In addition, the plan must describe the actions the LEA is taking to increase or improve services for low-income students, English learners and foster youth (referred to as "unduplicated pupils"), as compared to all students, in proportion to the additional funds allocated to the LEA (district) based on the number and concentration of these students. - The items included in this request for approval are: the Budget Overview for Parents, Annual Updates of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, LCAP Expenditure Tables, and the new 2021-22 through 2023-24 LCAP. This is also the first year we have to present the Local Indicators along with the LCAP board adoption. The Local Indicators will be submitted to the CA School Dashboard this fall.
FISCAL ANALYSIS	Local Control Funding Formula
ATTACHMENT(S):	LCAPs for all of Amethod Public Schools

Rev.11/16

Rev.11/16

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Benito Juarez	Anjelica Zermeno, Site Director	azermeno@amethodschools.org (510) 215-7009

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All

To provide an academically rigorous, common core aligned college preparatory program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,7,8

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention	62%

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Appropriately assigned instructional staff	100%
Standards-aligned curriculum for all students for all core subjects	100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged)	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged)	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner)	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino)	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino)	Data not available due to COVID-19 school closures
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	Data not available due to COVID-19 school closures
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey.	72%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All Curriculum will be CCSS and NGSS aligned	$80,000	$70,941

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-Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. -Continued development and implementation of AMPS Career Path process for staff advancement. -BTSA offered to all qualifying staff -Teacher and paraprofessional participation in Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.	$110,000	$128,138
First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a monthly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$35,000	$45,830
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. Regularly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of a Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$1,270,000	$1,246,402
Regular maintenance of facilities as measured by work order requests	$99,133	$58,060
-Continued development of paraprofessional staff to Support ELA classroom and after school support -Continued development of paraprofessional staff to Support Math classroom and after school support -Continued utilization of Achieve3000 to monitor and support students at 1-1.5 levels below grade level. -Continued monthly Literacy Coaching for all instructional staff.	$1,247,214	$1,246,402

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our goal was to provide a rigorous, common core aligned college preparatory program for all students. This year, we worked to reach this goal by implementing a Common Core aligned ELA curriculum called Benchmark Advanced in 3rd - 5th grade, as well as Open Court Reading in K-2. We expanded our leadership team to include 2 deans of instruction and 1 dean of students, and built out a coaching model to give teachers weekly feedback on standards aligned goals. The deans and principal were coached through The New Teacher's Project, and also attended the Relay Institute to hone coaching and supervision skills to align with our rigorous, Common Core aligned vision. We developed and implemented an ELD program for our students classified as English Learners, and provided each grade level with a paraprofessional and teachers assistant to help implement RTI in the classrooms for students who were struggling. The plan we created is aligned to our school priorities. We continued to iterate our plans as needed, based on teacher and leadership team input and the critical instructional data. With implementation of the two new curriculums it was essential that we provided teachers with professional development followed with observation and feedback sessions. Teachers and leaders also met weekly during grade level meetings to collaborate on lesson plans and analysis assessments and student work. These actions and services above allowed us to achieve the articulated goals.

Some of the challenges were due to a change in administration and new analysis and vision. Some of the initial goals were not implemented. Some examples were a literacy coach and Achieve 3000. After a thorough review and analysis by the new administration and Covid-19 the goal was to gain feedback from staff and families to determine a new direction. Some of the new implementations were ELD integrated and designated professional development, and technology professional development due to covid-19.

Goal 2

Positive School Climate and Student Engagement

Create a positive school climate where students and staff are engaged and fully invested in their development and contributing to the positive school culture.

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State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:6, positive school climate and student engagement

Annual Measurable Outcomes

Expected	Actual
Attendance Rates	91.5%
Suspension Rates	0.6%
Expulsion Rates	0%
Percentage of students reporting positive school climate on mid-year and end of year student survey	70%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continued development and implementation of PBIS.	2,000	$4,799
Monthly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety. Monthly special events are hosted such as Awards Assembly, Movie Night,Parent/Teacher Conferences, Chinese New Year Celebration, Beanbag Horseshoe Tournament, End of Testing Celebration, Holiday Food Drive, Pennies for Patients.	5,000	$5,633

-Bi-Weekly update of the RCE-BJ Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We worked to create a positive school climate where students and staff are engaged and fully invested in their development and contributing to the positive school culture in multiple ways. We continued to develop and implement PBIS through the creation of the Dean of Students role. Our Dean of Students took over the PBIS structures and systems, and also facilitated the implementation of new social emotional curriculums including Kimochis, Toolbox, and No Place for Hate. Special events were held throughout the school year, and the Facebook page was updated to keep the community informed about school events.

The Dean of Students role, which was created last school year in an effort to meet this goal, has been very successful. In feedback meetings, all teachers say they feel supported by their dean of students, and that the support has helped them successfully support student needs. Students also report that the Dean of Students is someone they rely on when they have issues.

Some of the challenges were due to a change in administration while a new analysis and vision was implemented along with the covid-19 pandemic challenges. Some successes we implemented were topics such as monthly awards, mindfulness, and march madness and dress up week. We also implemented drive throughs on holidays providing instructional materials for students and families to help increase their motivation and excitement for learning. Classroom Dojo was used for communication along with many online polls and surveys. Lastly, Parent University was also created for families to learn to help build success in education for their child.

Goal 3

Parent Support and Engagement

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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.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6,8

Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	76%
Average parent attendance rates at school events and parent/teacher conferences	80%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Add at least 1 additional Parent Participation Events from previous year - Teacher will add 1 day of academic tutoring per week -Focus on ELAC Committee awareness and initiatives. Add at least 1 additional Education Workshop from previous year: Parent workshops for the following topics: -NWEA/CASSPP	5,000	$5,080

-ELD/ELPAC -Students with special needs -Phonics and reading best practices		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This year we have made great progress in our Parent Support and Engagement. We had a team of 11 members composed of parents, teachers, staff, and administrators. We collaborate together and meet monthly on items such as LCAP, ELD, Special Education services, and school events. Families were given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) were used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger.

The identified actions and services allowed us to achieve measurable outcomes. The overall effectiveness of partnering with families through school events, parent volunteer network, and over 20 community events proved to be beneficial.

Some of the challenges we faced were due to a change in administration, while a new analysis and vision was implemented along with the covid-19 pandemic challenges.   Some successes were an increase to parent education events, most notably Parent University which held a meeting every month educating families on various topics. Additionally, FST meetings were held which included ELD/EL, NWEA, SPED education and awareness.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6,8

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Student to Device Ratio	1:1
Percentage of classrooms with dedicated audio/video equipment	50%
Percentage of teachers regularly utilizing technology in the classroom	60%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Purchase additional Chromebooks/Tablets and support hardware to meet yearly metrics.	58,000	$46,783

-Purchase appropriate software to increase student access to core curriculum and monitor student usage.

-Provide staff and students training in the use of technology.

-Provide resource to internet at home to increase usage of ST Math and Achieve 3000 home connections.

-Embedded technology block in master schedule.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

100% of classrooms were assigned with dedicated audio/video equipment such as computers, document camera, projectors etc. Teachers were given training on Hapara, Google Classrooms, and the online curriculum components. Administrators received weekly executive summaries for each program to ensure that classes are meeting the time commitment goals.

Some of the challenges we experienced in this area were due to a change in administration, while a new analysis and vision was implemented along with the covid-19 pandemic challenges. With the pandemic technology increased abundantly providing access to families in their homes and access to 1 to 1 computers. The challenge came with the location and strength of wi-fi in homes.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	$20,000	$38,064	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$1,150	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-touch areas.	$25,000	$22,358	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$5,000	$5,071	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$12,053	N
Furniture for families needing space to work sent home and not returned or destroyed.	$5,000	$5.677	N
Curriculum, books and materials sent home and not returned or destroyed.	$5,000	$5,242	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	$5,000	$918	N
Radios for communications and conducting drive through and operations for distribution of family materials.	$2,000	$5,128	N

Planning/collaboration time for teachers to develop and share virtual lessons.	$40,000	$51,214	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home. Elementary teaching requires fundamental, hands-on manipulation and social skills creating challenges for all stakeholders. Some examples were the ability to provide in person professional development for teachers to utilize technology and learn hybrid instruction. There were slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa. Additionally, Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$30,000	$135,420	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,000	$15,318	N
Zoom licenses for teachers and staff	$2,000	$3,178	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	$18,281	N
Community outreach time and service to assist our most vulnerable populations and	$40,000	$28,000	N

weekly attendance monitoring and communication with school administrators			
Multilingual Literacy: Maintain staffing and supports that specifically address English	$60,000	$51,214	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion pro- grams.	$60,000	$51,214	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental coun- seling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be rede- ployed to address health concerns and students may have different proportions of in-person learning.	$30,000	$51,214	N
Collaboration/Planning Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on as- sessing and address learning loss and responding to identified needs of students, particularly those who are most vul- nerable to disproportionate impacts as a result of COVID.	$20,000	$51,214	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$40,000	$58,639	N
Portion of Sites Director's Salary & Benefits	$30,000	$36,500	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year was our ability to provide one to one technology for every child and family with the support of C-19 funds. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports. We established a SART committee to help follow up with students to re-engage them in classrooms. We had a positive improvement. Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	$15,000	$28,000	N
Data Dashboard and Software Tools: Infinite Campus, zoom licenses, virtual platforms for teachers	$7,000	$7,378	N
Mental health and wellness: Telehealth/health screenings, Mindfulness project	$15,000	$13,500	N
One on one interventions for additional supports.	$50,000	$51,214	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

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In the 20-21 school year students faced a huge impact on their learning. While we know instruction was reduced according to the state of California. That alone clearly hurt many of our students. While technology was a positive and became more accessible, the elementary requires fundamental teaching that should include in person, social skills and hands on manipulative learning. The disrupted distance learning varied from family to family pending the location and strength of their wifi and the number of children in the home. Our essential families that worked while children remained in day care or cared by older siblings, clearly left our disenfranchised families in educational distress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We had some success with providing additional support for mental health such as mindfulness for teachers, students and families. Some challenges we faced with this was the ability to persevere through screen time which lessened the accessibility to everyone. Additionally over 80% of counselor visits were due to depression, anxiety and emotional concerns.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The success during the C-19 school year came with our ability to use zoom and reach more families during our parent meetings. We were able to grow our attendance abundantly. We went from an average of 15 families in attendance to tripling and in some cases close to 200 families. Having technology in the families clearly allowed more access for families. Some of the challenges we faced were the first part of the school year when families struggled to connect to technology, learn how to utilize and communicate. This create a big difficulty in the beginning causing an impact on our student attendance.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Some of the success was our grab and go meals provided weekly for families. Some of the challenges we faced were lack of families picking up meals due to job loss and reduction of pay. Many students also faced screen exhaustion clearly visible in students with less in person instruction and a reduction of exercise and energy.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guide- lines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equip- ment.	$5,000	$7,097	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to ad- dress distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth .	$10,000	$13,500	N
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	$6,000	$7,315	N
Pupil and Family Engagement and Out- reach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are	$10,000	$23,331	N

	partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with 'unreachable ' students. Weekend meetings for training for families.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.*

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An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the described actions or services identified as contributing towards meeting the increase or improved services requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

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students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Benito Juarez	Anjelica Zermeno, Site Director	azermeno@amethodschools.org (510) 215-7009

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All

To provide an academically rigorous, common core aligned college preparatory program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,7,8

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention	62%

Appropriately assigned instructional staff	100%
Standards-aligned curriculum for all students for all core subjects	100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged)	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged)	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner)	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino)	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino)	Data not available due to COVID-19 school closures
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	Data not available due to COVID-19 school closures
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey.	72%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All Curriculum will be CCSS and NGSS aligned	$80,000	$70,941

-Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. -Continued development and implementation of AMPS Career Path process for staff advancement. -BTSA offered to all qualifying staff -Teacher and paraprofessional participation in Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.	$110,000	$128,138
First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a monthly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$35,000	$45,830
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. Regularly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of a Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$1,270,000	$1,246,402
Regular maintenance of facilities as measured by work order requests	$99,133	$58,060
-Continued development of paraprofessional staff to Support ELA classroom and after school support -Continued development of paraprofessional staff to Support Math classroom and after school support -Continued utilization of Achieve3000 to monitor and support students at 1-1.5 levels below grade level. -Continued monthly Literacy Coaching for all instructional staff.	$1,247,214	$1,246,402

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our goal was to provide a rigorous, common core aligned college preparatory program for all students. This year, we worked to reach this goal by implementing a Common Core aligned ELA curriculum called Benchmark Advanced in 3rd - 5th grade, as well as Open Court Reading in K-2. We expanded our leadership team to include 2 deans of instruction and 1 dean of students, and built out a coaching model to give teachers weekly feedback on standards aligned goals. The deans and principal were coached through The New Teacher's Project, and also attended the Relay Institute to hone coaching and supervision skills to align with our rigorous, Common Core aligned vision. We developed and implemented an ELD program for our students classified as English Learners, and provided each grade level with a paraprofessional and teachers assistant to help implement RTI in the classrooms for students who were struggling. The plan we created is aligned to our school priorities. We continued to iterate our plans as needed, based on teacher and leadership team input and the critical instructional data. With implementation of the two new curriculums it was essential that we provided teachers with professional development followed with observation and feedback sessions. Teachers and leaders also met weekly during grade level meetings to collaborate on lesson plans and analysis assessments and student work. These actions and services above allowed us to achieve the articulated goals.

Some of the challenges were due to a change in administration and new analysis and vision.   Some of the initial goals were not implemented. Some examples were a literacy coach and Achieve 3000. After a thorough review and analysis by the new administration and Covid-19 the goal was to gain feedback from staff and families to determine a new direction. Some of the new implementations were ELD integrated and designated professional development, and technology professional development due to covid-19.

Goal 2

Positive School Climate and Student Engagement

Create a positive school climate where students and staff are engaged and fully invested in their development and contributing to the positive school culture.

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State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:6, positive school climate and student engagement

Annual Measurable Outcomes

Expected	Actual
Attendance Rates	91.5%
Suspension Rates	0.6%
Expulsion Rates	0%
Percentage of students reporting positive school climate on mid-year and end of year student survey	70%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continued development and implementation of PBIS.	2,000	$4,799
Monthly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety. Monthly special events are hosted such as Awards Assembly, Movie Night,Parent/Teacher Conferences, Chinese New Year Celebration, Beanbag Horseshoe Tournament, End of Testing Celebration, Holiday Food Drive, Pennies for Patients.	5,000	$5,633

-Bi-Weekly update of the RCE-BJ Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We worked to create a positive school climate where students and staff are engaged and fully invested in their development and contributing to the positive school culture in multiple ways. We continued to develop and implement PBIS through the creation of the Dean of Students role. Our Dean of Students took over the PBIS structures and systems, and also facilitated the implementation of new social emotional curriculums including Kimochis, Toolbox, and No Place for Hate. Special events were held throughout the school year, and the Facebook page was updated to keep the community informed about school events.

The Dean of Students role, which was created last school year in an effort to meet this goal, has been very successful. In feedback meetings, all teachers say they feel supported by their dean of students, and that the support has helped them successfully support student needs. Students also report that the Dean of Students is someone they rely on when they have issues.

Some of the challenges were due to a change in administration while a new analysis and vision was implemented along with the covid-19 pandemic challenges. Some successes we implemented were topics such as monthly awards, mindfulness, and march madness and dress up week. We also implemented drive throughs on holidays providing instructional materials for students and families to help increase their motivation and excitement for learning. Classroom Dojo was used for communication along with many online polls and surveys. Lastly, Parent University was also created for families to learn to help build success in education for their child.

Goal 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.

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State and/or Local Priorities addressed by this goal:

State Priorities: 3,6,8

Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	76%
Average parent attendance rates at school events and parent/teacher conferences	80%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Add at least 1 additional Parent Participation Events from previous year - Teacher will add 1 day of academic tutoring per week -Focus on ELAC Committee awareness and initiatives. Add at least 1 additional Education Workshop from previous year: Parent workshops for the following topics: -NWEA/CASSPP -ELD/ELPAC -Students with special needs -Phonics and reading best practices	5,000	$5,080

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This year we have made great progress in our Parent Support and Engagement. We had a team of 11 members composed of parents, teachers, staff, and administrators. We collaborate together and meet monthly on items such as LCAP, ELD, Special Education services, and school events. Families were given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) were used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger.

The identified actions and services allowed us to achieve measurable outcomes. The overall effectiveness of partnering with families through school events, parent volunteer network, and over 20 community events proved to be beneficial.

Some of the challenges we faced were due to a change in administration, while a new analysis and vision was implemented along with the covid-19 pandemic challenges.   Some successes were an increase to parent education events, most notably Parent University which held a meeting every month educating families on various topics. Additionally, FST meetings were held which included ELD/EL, NWEA, SPED education and awareness.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6,8

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Student to Device Ratio	1:1
Percentage of classrooms with dedicated audio/video equipment	50%
Percentage of teachers regularly utilizing technology in the classroom	60%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Purchase additional Chromebooks/Tablets and support hardware to meet yearly metrics. -Purchase appropriate software to increase student access to core curriculum and monitor student usage. -Provide staff and students training in the use of technology. -Provide resource to internet at home to increase usage of ST Math and Achieve 3000 home connections. -Embedded technology block in master schedule.	58,000	$46,783

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

> Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

> 100% of classrooms were assigned with dedicated audio/video equipment such as computers, document camera, projectors etc. Teachers were given training on Hapara, Google Classrooms, and the online curriculum components. Administrators received weekly executive summaries for each program to ensure that classes are meeting the time commitment goals.
>
> Some of the challenges we experienced in this area were due to a change in administration, while a new analysis and vision was implemented along with the covid-19 pandemic challenges. With the pandemic technology increased abundantly providing access to families in their homes and access to 1 to 1 computers. The challenge came with the location and strength of wi-fi in homes.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on	$20,000	$38,064	N

campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.			
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$1,150	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-touch areas.	$25,000	$22,358	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$5,000	$5,071	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$12,053	N
Furniture for families needing space to work sent home and not returned or destroyed.	$5,000	$5.677	N
Curriculum, books and materials sent home and not returned or destroyed.	$5,000	$5,242	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	$5,000	$918	N
Radios for communications and conducting drive through and operations for distribution of family materials.	$2,000	$5,128	N
Planning/collaboration time for teachers to develop and share virtual lessons.	$40,000	$51,214	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home. Elementary teaching requires fundamental, hands-on manipulation and social skills creating challenges for all stakeholders. Some examples were the ability to provide in person professional development for teachers to utilize technology and learn hybrid instruction. There were slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa. Additionally, Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$30,000	$135,420	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,000	$15,318	N
Zoom licenses for teachers and staff	$2,000	$3,178	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	$18,281	N
Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators	$40,000	$28,000	N

Multilingual Literacy: Maintain staffing and supports that specifically address English	$60,000	$51,214	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion pro- grams.	$60,000	$51,214	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental coun- seling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be rede- ployed to address health concerns and students may have different proportions of in-person learning.	$30,000	$51,214	N
Collaboration/Planning Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on as- sessing and address learning loss and responding to identified needs of students, particularly those who are most vul- nerable to disproportionate impacts as a result of COVID.	$20,000	$51,214	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$40,000	$58,639	N
Portion of Sites Director's Salary & Benefits	$30,000	$36,500	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year was our ability to provide one to one technology for every child and family with the support of C-19 funds. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports. We established a SART committee to help follow up with students to re-engage them in classrooms. We had a positive improvement. Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	$15,000	$28,000	N
Data Dashboard and Software Tools: Infinite Campus, zoom licenses, virtual platforms for teachers	$7,000	$7,378	N
Mental health and wellness: Telehealth/health screenings, Mindfulness project	$15,000	$13,500	N
One on one interventions for additional supports.	$50,000	$51,214	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In the 20-21 school year students faced a huge impact on their learning. While we know instruction was reduced according to the state of California. That alone clearly hurt many of our students. While technology was a positive and became more accessible, the elementary requires fundamental teaching that should include in person, social skills and hands on manipulative learning. The disrupted distance learning varied from family to family pending the location and strength of their wifi and the number of children in the home. Our essential families that worked while children remained in day care or cared by older siblings, clearly left our disenfranchised families in educational distress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We had some success with providing additional support for mental health such as mindfulness for teachers, students and families. Some challenges we faced with this was the ability to persevere through screen time which lessened the accessibility to everyone. Additionally over 80% of counselor visits were due to depression, anxiety and emotional concerns.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The success during the C-19 school year came with our ability to use zoom and reach more families during our parent meetings. We were able to grow our attendance abundantly. We went from an average of 15 families in attendance to tripling and in some cases close to 200 families. Having technology in the families clearly allowed more access for families. Some of the challenges we faced were the first part of the school year when families struggled to connect to technology, learn how to utilize and communicate. This create a big difficulty in the beginning causing an impact on our student attendance.

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Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Some of the success was our grab and go meals provided weekly for families. Some of the challenges we faced were lack of families picking up meals due to job loss and reduction of pay. Many students also faced screen exhaustion clearly visible in students with less in person instruction and a reduction of exercise and energy.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guide- lines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equip- ment.	$5,000	$7,097	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to ad- dress distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth .	$10,000	$13,500	N
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate	$6,000	$7,315	N

	interventions/modifications for students.			
Pupil and Family Engagement and Out-reach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with 'unreachable ' students. Weekend meetings for training for families.	$10,000	$23,331	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage 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 how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the described actions or services identified as contributing towards meeting the increase or improved services requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program

and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Page **2** of **5**

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

Page **4** of **5**

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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 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 in March 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 over- whelming 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 barri- ers 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 Fall 2020 advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date in June 2021.

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, mem- bers of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer tech- nology. 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 connec- tivity 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 learn- ing 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 'some- body 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.

- Counseling data indicates over 80% 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) in- creased 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 num- ber 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 sup- porting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to stu- dents 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 com- munication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
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.*

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 (19-20)	62%				80%
Maintain appropriately assigned instructional staff	100%				100%
Maintain standards-aligned curriculum for all students for all core subjects	100%				100%

Math SBAC Grades 3-8 % Meeting or Exceeding	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
ELA SBAC % Meeting and Exceeding	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
%meeting or exceeding 2020-21 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 20%				40%
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 17%				37%
EL Progress % of students moving up at least one level as measured by ELPAC	48.2%				65%
Show progress in RFEP Rate as a percentage	Declined 10.6				30%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and	80%				100%

Professional Growth Plans (PGPs)					
Teachers and paraprofessionals reporting favorable site level support as measured by end of year survey based on a 1 - 4 scale.	2.89				3.5

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 - 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 of ELLs and SED students. - First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support through	$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 - 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.	$4000.00	N
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. Coaching will focus on support for ELLs and SED students.	$20000.00	Y
4	Intervention & Acceleration	- Continued identification, analysis 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

		- 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.		
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. Analyze this data through the lens of ELLs, SED, and Foster Youth subgroups if necessary. All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	$10000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers for all students including our marginalized subgroups who may be below reading level.	$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:*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.*

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
Attendance rate	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 8.5%				5.0%
Suspension rate by subgroup	Schoolwide - .6% Black - 0% Hispanic - .4%				Schoolwide - <1% Black - <1% Hispanic - <1%

	Asians - 0%				Asians - <1%
Expulsion rate	0%				<1%
Teacher retention rate (19-20)	62%				80%
Maintain appropriately assigned instructional staff	100%				100%
Standards-aligned instruction for all students for all core subjects	25% of Teachers				80% of Teachers
%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 20%				40%
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 17%				37%
EL Progress % of students moving up at least one level as measured by ELPAC	51.9%				70%
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report	good				good

Based on FIT Rubric - Exemplary - Good - Fair - Poor				

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Through the lens of supporting our ELLs, SED, homeless and other marginalized students, we will 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.	$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	N
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]	N
4	Engagement Activities	Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.	$2000.00	N
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$1000.00	N
6	Student Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students to support all students especially our most marginalized subgroups.	$2000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$5000.00	N

8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$20000.00	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	N
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students especially our most marginalized subgroups (ELL/SED/FY).	$50000.00	Y
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism especially in our most marginalized subgroups (SED/FY).	$10000.00	Y
12	SART Training & Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism especially in our most marginalized subgroups (SED/FY).	$5000.00	Y
13	Class Dojo	Provide safety materials necessary to support hybrid/remote instruction	$3000.00	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: *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.*

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
Parents report satisfaction with parent communication on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.84				4.5
Average parent attendance rates at school events and parent/teacher conferences	80%				90%

Percentage of parents logging on to Parent Portal	12%				25%
Parents report satisfaction with parent engagement on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.8				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. to support our students, especially our most marginalized subgroups (ELL/SED/FY). - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school programs 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.	$2000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families of students who are multi-language learners.	$24000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$5000.00	N
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	$2000.00	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
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.

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				1 to 1
Percentage of classrooms with dedicated audio/video equipment that support the C-19 school year.	50%				100%
Percentage of teachers regularly utilizing technology in the classroom	60%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	$20000.00	N
2	Software for Students	- 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.	$30000.00	N
3	Tech Training	- 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	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swivel Camera and other live streaming equipment.	$5000.00	N

5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	$1000.00	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

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23%	$1,068,468

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.

The Benito Juarez team reviewed the educational services provided to students through state and local metrics. The findings indicated that our school is performing near or at the targeted levels. The school believes its current programs, student achievement results, and survey related data indicate the current use of funds in a schoolwide manner is the most effective use of funds. The goals and actions listed below are identified for all students in Benito Juarez, but directly affect our English learners, low-income students and foster youth as the overarching goal is to provide best first instruction to all students specifically through the school's signature practices. This approach provides teachers with specific strategies, tools and interventions to meet the needs of all students.

Goal 1:

Action 1 - Staff Development & Support (Meets students needs by having trained & qualified teachers)

Action 3 - Coaching & Support (Meets students needs by having trained & qualified teachers)

 (Meets students needs by having appropriate resources)

Action 4 - Intervention & Acceleration (Meets students needs by providing intervention and acceleration supports)

Action 5 - Assessments & Programs (Meets students needs by having ongoing formative instruction to provide appropriate intervention)

Action 6 - Leveled Libraries (Meets students needs by providing books accessible to students at all reading levels)

Action 8 - Materials for Hybrid Learning (Meets students needs by having access to technology and online programs)

Goal 2:

Action 1- MTSS & PBIS (Meets students needs by providing a holistic social, emotional, behavior and academic supports)

Action 6 - Student Mental Health (Meets students needs by providing socio-emotional and trauma informed supports)

Action 10 - Wellness Counselor or Behavior (Meets students needs by providing trauma informed practices)

Action 11 - Telehealth Wellness Program (Meets students needs by giving support for chronic absenteeism)

Action 12 - SART Training and Support (Meets students needs by having supports for chronic absenteeism)

Goal 3:

Action 1 - Parent Engagement (Meets students needs by providing parents with ongoing communication and opportunities to get involved)

Action 2 - Bilingual Community Coordinator (Meets students needs by providing a trained and qualified support to coordinate with parents the ongoing communication and opportunities to get involved)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services that directly relate to foster youth, English learners and low-income students are directly being increased by the addition of Goal 1, Action 4 (Intervention & Acceleration); Goal 2, Action 1 (MTSS & PBIS), Action 6 (Student Mental Health) and Action 10 (Wellness Counselor) and Action 11 (Telehealth Wellness Program) ; and Goal 3, Action 2 (Bilingual Community Coordinator). This will provide students with additional staff and resources to directly support them with additional counseling, social-emotional learning programs and well-spaces that are available to students. In addition, additional interventions are being added to support students. As a part of Goal 2, Action 1, there will be the addition of a continuous improvement process to analyze data regularly (ie. monthly) to make adjustments to supports for foster youth, English learners and low income students.

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)).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o 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 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 in March 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 over- whelming 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 barri- ers 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 Fall 2020 advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date in June 2021.

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, mem- bers of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer tech- nology. 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 connec- tivity 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 learn- ing 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 'some- body 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.

- Counseling data indicates over 80% 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) in- creased 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 num- ber 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 sup- porting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to stu- dents 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 com- munication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
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.*

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 (19-20)	62%				80%
Maintain appropriately assigned instructional staff	100%				100%
Maintain standards-aligned curriculum for all students for all core subjects	100%				100%

Math SBAC Grades 3-8 % Meeting or Exceeding	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
ELA SBAC % Meeting and Exceeding	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
%meeting or exceeding 2020-21 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 20%				40%
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 17%				37%
EL Progress % of students moving up at least one level as measured by ELPAC	48.2%				65%
Show progress in RFEP Rate as a percentage	Declined 10.6				30%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and	80%				100%

Professional Growth Plans (PGPs)					
Teachers and paraprofessionals reporting favorable site level support as measured by end of year survey based on a 1 - 4 scale.	2.89				3.5

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 - 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 of ELLs and SED students. - First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support through	$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 - 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.	$4000.00	N
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. Coaching will focus on support for ELLs and SED students.	$20000.00	Y
4	Intervention & Acceleration	- Continued identification, analysis 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

		- 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.		
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. Analyze this data through the lens of ELLs, SED, and Foster Youth subgroups if necessary. All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	$10000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers for all students including our marginalized subgroups who may be below reading level.	$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:*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.*

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
Attendance rate	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 8.5%				5.0%
Suspension rate by subgroup	Schoolwide - .6% Black - 0% Hispanic - .4%				Schoolwide - <1% Black - <1% Hispanic - <1%

	Asians - 0%				Asians - <1%
Expulsion rate	0%				<1%
Teacher retention rate (19-20)	62%				80%
Maintain appropriately assigned instructional staff	100%				100%
Standards-aligned instruction for all students for all core subjects	25% of Teachers				80% of Teachers
%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 20%				40%
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 17%				37%
EL Progress % of students moving up at least one level as measured by ELPAC	51.9%				70%
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report	good				good

Based on FIT Rubric - Exemplary - Good - Fair - Poor					

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Through the lens of supporting our ELLs, SED, homeless and other marginalized students, we will 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.	$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	N
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]	N
4	Engagement Activities	Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.	$2000.00	N
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$1000.00	N
6	Student Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students to support all students especially our most marginalized subgroups.	$2000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$5000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$20000.00	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	N
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students especially our most marginalized subgroups (ELL/SED/FY).	$50000.00	Y
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism especially in our most marginalized subgroups (SED/FY).	$10000.00	Y
12	SART Training & Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism especially in our most marginalized subgroups (SED/FY).	$5000.00	Y
13	Class Dojo	Provide safety materials necessary to support hybrid/remote instruction	$3000.00	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: *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.*

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
Parents report satisfaction with parent communication on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.84				4.5
Average parent attendance rates at school events and parent/teacher conferences	80%				90%

Percentage of parents logging on to Parent Portal	12%			25%
Parents report satisfaction with parent engagement on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.8			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. to support our students, especially our most marginalized subgroups (ELL/SED/FY). - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school programs 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.	$2000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families of students who are multi-language learners.	$24000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$5000.00	N
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	$2000.00	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
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.

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				1 to 1
Percentage of classrooms with dedicated audio/video equipment that support the C-19 school year.	50%				100%
Percentage of teachers regularly utilizing technology in the classroom	60%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	$20000.00	N
2	Software for Students	- 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.	$30000.00	N
3	Tech Training	- 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	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swivel Camera and other live streaming equipment.	$5000.00	N

5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	$1000.00	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

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23%	$1,068,468

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.

The Benito Juarez team reviewed the educational services provided to students through state and local metrics. The findings indicated that our school is performing near or at the targeted levels. The school believes its current programs, student achievement results, and survey related data indicate the current use of funds in a schoolwide manner is the most effective use of funds. The goals and actions listed below are identified for all students in Benito Juarez, but directly affect our English learners, low-income students and foster youth as the overarching goal is to provide best first instruction to all students specifically through the school's signature practices. This approach provides teachers with specific strategies, tools and interventions to meet the needs of all students.

Goal 1:

Action 1 - Staff Development & Support (Meets students needs by having trained & qualified teachers)

Action 3 - Coaching & Support (Meets students needs by having trained & qualified teachers)

 (Meets students needs by having appropriate resources)

Action 4 - Intervention & Acceleration (Meets students needs by providing intervention and acceleration supports)

Action 5 - Assessments & Programs (Meets students needs by having ongoing formative instruction to provide appropriate intervention)

Action 6 - Leveled Libraries (Meets students needs by providing books accessible to students at all reading levels)

Action 8 - Materials for Hybrid Learning (Meets students needs by having access to technology and online programs)

Goal 2:

Action 1- MTSS & PBIS (Meets students needs by providing a holistic social, emotional, behavior and academic supports)

Action 6 - Student Mental Health (Meets students needs by providing socio-emotional and trauma informed supports)

Action 10 - Wellness Counselor or Behavior (Meets students needs by providing trauma informed practices)

Action 11 - Telehealth Wellness Program (Meets students needs by giving support for chronic absenteeism)

Action 12 - SART Training and Support (Meets students needs by having supports for chronic absenteeism)

Goal 3:

Action 1 - Parent Engagement (Meets students needs by providing parents with ongoing communication and opportunities to get involved)

Action 2 - Bilingual Community Coordinator (Meets students needs by providing a trained and qualified support to coordinate with parents the ongoing communication and opportunities to get involved)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services that directly relate to foster youth, English learners and low-income students are directly being increased by the addition of Goal 1, Action 4 (Intervention & Acceleration); Goal 2, Action 1 (MTSS & PBIS), Action 6 (Student Mental Health) and Action 10 (Wellness Counselor) and Action 11 (Telehealth Wellness Program) ; and Goal 3, Action 2 (Bilingual Community Coordinator). This will provide students with additional staff and resources to directly support them with additional counseling, social-emotional learning programs and well-spaces that are available to students. In addition, additional interventions are being added to support students. As a part of Goal 2, Action 1, there will be the addition of a continuous improvement process to analyze data regularly (ie. monthly) to make adjustments to supports for foster youth, English learners and low income students.

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:

  o 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)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o 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.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Richmond Charter Academy-Benito Juarez Elementary

CDS Code: 07 61796 0129643

School Year: 2021 – 22

LEA contact information: Andrew Wang, 510-434-7005, awang@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 1,528,008 (17.6%)

$ 5,768,216 (66.6%)

This chart shows the total general purpose revenue Richmond Charter Academy-Benito Juarez Elementary expects to receive in the coming year from all sources.

The total revenue projected for Richmond Charter Academy-Benito Juarez Elementary is $8,666,919.00, of which $5,768,216.00 is Local Control Funding Formula (LCFF), $1,528,008.00 is other state funds, $194,934.00 is local funds, and $1,175,761.00 is federal funds. Of the $5,768,216.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Richmond Charter Academy-Benito Juarez Elementary plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Richmond Charter Academy-Benito Juarez Elementary plans to spend $8,666,919.00 for the 2021 – 22 school year. Of that amount, $314,500.00 is tied to actions/services in the LCAP and $8,352,419.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Richmond Charter Academy-Benito Juarez Elementary is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Academy-Benito Juarez Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Academy-Benito Juarez Elementary plans to spend $152,500.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Actual Expenditure: $ 985,104

Total Budgeted: $ 985,104
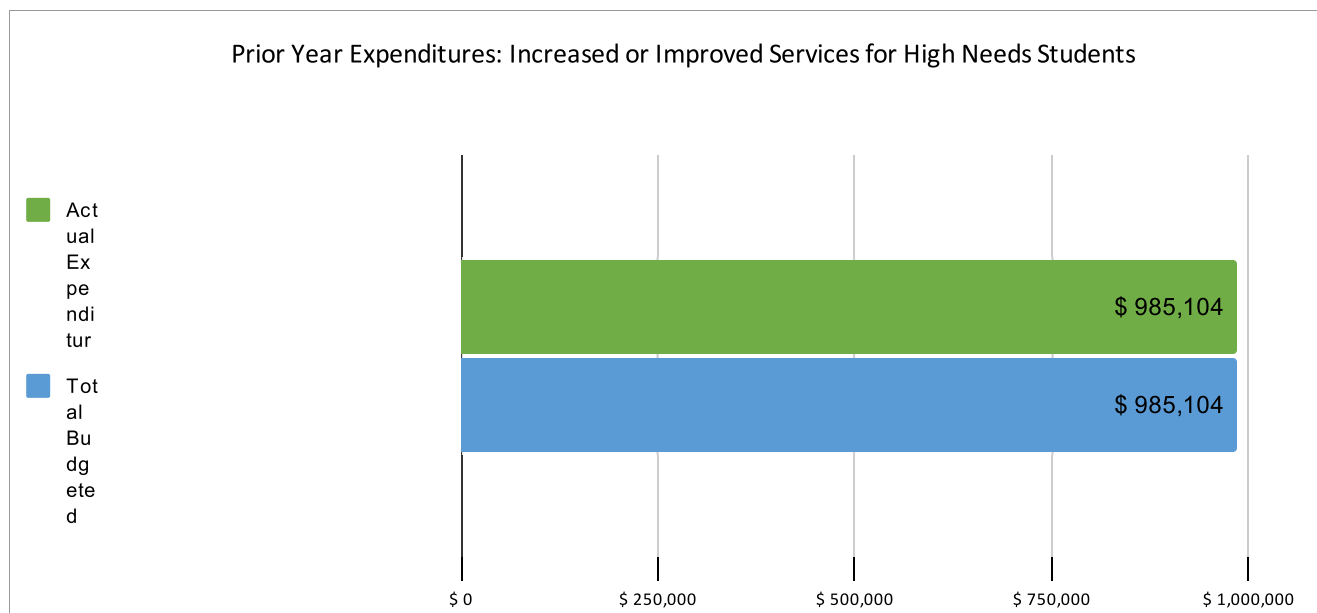
This chart compares what Richmond Charter Academy-Benito Juarez Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Richmond Charter Academy-Benito Juarez Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Richmond Charter Academy-Benito Juarez Elementary's Learning Continuity Plan budgeted $985,104.00 for planned actions to increase or improve services for high needs students. Richmond Charter Academy-Benito Juarez Elementary actually spent $985,104.00 for actions to increase or improve services for high needs students in 2020 – 21.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Benito Juarez LCAP Expenditure Tables.xlsx

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Claudia M Lee, Site Director	cllee@amethods.org (510) 535-1580

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities: 1, College and Career Readiness for ALL students

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention 75%	80%
Appropriately assigned instructional staff 100%	100%

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Standards-aligned curriculum for all students for all core subjects: 100%	100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards: 75%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards: 70%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged): 75%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged): 70%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner): 54%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: English Learner): 24%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 54%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 39%	Data not available due to COVID-19 school closures
English Learner Progress (cohort analysis of students who are designated EL moving up at least one level on CELDT/ELPAC Overall or being reclassified): 30%	18%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain:100%	100%
Walkthroughs, and Professional Growth Plans (PGPs): 90%/2 days	N/A due to COVID-19 school closures

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

All Curriculum will be CCSS and NGSS aligned. aligned; changing from KNOWAtom to FOSS Science; & from Pearson Digits to Illustrative Math (proposed change).	$42,488	$54,936
-Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. Site Director will execute faculty recruitment and attend some teacher recruitment fairs -Continued development and implementation of AMPS Career Path process for staff advancement. -BTSA offered to all qualifying staff -Teacher and paraprofessional participation in Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.	$15,000	$16,461
First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a monthly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$19,000	$10,373
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. Regularly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of a Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$22,500	$27,295
General maintenance of facilities	$56,000	$71,946
-Continued development of paraprofessional staff to Support ELA classroom and after school support	$130,000	$124,791

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-Full implementation of Springboard ELD curriculum to support students at 1-1.5 levels below grade level.

-Continued utilization of Achieve3000 to monitor and support students at 1-1.5 levels below grade level.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All students have access to and use CCSS/NGSS aligned curricula and all teachers have been trained and supported in their subject curriculum. DCA retention rates are relatively high considering the small size of our staff. We have been able to retain teachers in part by continuing to offer the Career Path to all teachers and numerous professional development opportunities to all teaching staff. Two DCA teachers submitted Career Path applications and portfolios that were reviewed for achievement in 5 areas by a selection committee. Both DCA candidates advanced on the Career Path: a math teacher advanced to a Master teacher status and an English teacher advanced to the achieving teacher status.

All teachers and paraprofessionals attended the AMPS Professional Development Summit this past year. DCA staff participated in over 20 days of professional development throughout the year ranging from basic classroom management techniques to best instructional practices to data analysis techniques as well as PGP activities such as film session analysis and goal setting.

Through the efforts of the Human Resources Department to implement the staff recruitment process, DCA continues to be able to locate and hire qualified staff.These efforts will continue to be vital as the school increases student and program capacity in the next 3 years. DCA was awarded the Gold Ribbon based on the results of the following program: -Closing the Achievement Gap Using Data Driven Instruction to Evaluate the Effectiveness of our Teachers, Learning Activities and CCSS Aligned Curriculum. See above "Greatest Progress" narrative. This follows the fact that DCA was awarded the CA Star Honor Roll as a "California high poverty, high performing, and achievement gap closing school" and the CA Stem Honor Roll as a "California Honor Roll school with higher poverty and high performance in math and science a couple years ago.

Goal 2

Positive School Climate and Student Engagement - Create a positive school climate where students and staff are engaged and fully invested in their development and contributing to the positive school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:6, positive school climate and student engagement

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: 97%	96%
Suspension Rates: <4%	.9%
Expulsion Rates: 0%	0%
Percentage of students reporting positive school climate on mid-year and end of year student survey: 75%	61%
Number of school incident reports with student office referrals and/or discipline log entries: 2/week	2
Percentage of student logging into Parent Portal: 100%	48%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continued development and implementation of PBIS.	$2,000	$3,347
Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety.	$5,000	$10,186

Quarterly special events hosted such as Awards Assembly, Movie Night, Parent/teacher conferences, Multicultural Festival, Oral History Day, Beanbag horseshoe tournament, End of testing celebration, Holiday Food drive, Pennies for Patients Bi-weekly update of the DCA website to highlight special student/teacher/school accomplishments and to increase student engagement. Elicit student and parent feedback and participation in online surveys.		
Parent Portal made available to all students to regularly self-monitor progress and achievement	$2,000	$1,250

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DCA has a positive school culture as evidenced by parent, teacher and student survey results: 95% of DCA parents reported DCA as having a positive culture, 80% of DCA teachers reported DCA as having a positive culture, and 75% of DCA students reported DCA as having a positive culture.

Goal 3

Parent Support and Engagement

State and/or Local Priorities addressed by this goal:

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State Priorities: 3

Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys: 80%	66%
Average parent attendance rates at school events and parent/teacher conferences: 80%	20%
Percentage of parents logging on to parent portal: 45%	48%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Students' Support Meetings, SST, as part of the MTSS	$2,000	$3,346
Bi-weekly updates to DCA Website highlighting special events and accomplishments as well as messaging reminders about upcoming events and volunteer opportunities **Create a Parent volunteer committee to assist in the planning and logistics of major events** **Implementation of parent portal for student progress monitoring** **Parent participation Events including:** **Orientation, Back to School Night, Family Support Team (FST) meetings,**	**$5,000**	**$4,282**

Coffee and Tea with Parents, Parent-Teacher Conferences, Principal Office Hours, Multicultural Festival, Oral History Day, Winter Night, Summer Night **Parent Education Assemblies/Workshops including: JHU-CTY Information Night, Parent Portal, Student Well-Being, Cyber Safety**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent "Back to School Night", which occurs in September, provides parents an opportunity to meet teachers and site administration, tour the campus, appreciate student work samples and learn about classroom expectations and curriculum. To maximize attendance, parents are notified of the date and time at the end of Summer School and are then reminded of the first week of school by memo. All written communication in the form of memos are translated into both Chinese and Spanish. 8th grade student ambassadors provide translation services the day of the event. At "Back to School Night", parents interested in volunteering to be a member of the Family Staff Team (FST) were asked to place their names on a sign-up sheet. Follow-up calls were made and an FST was established for the year. Translation services were offered at all of these meetings as well. End of year parent surveys measuring the satisfaction of school safety and culture, student support and achievement, as well as parent engagement, were sent out electronically with Chinese and Spanish translations. Parents without internet capabilities were encouraged to stop by the school office and complete the survey on a Chromebook with the help of the office staff.

61% of families submitted parent surveys with results in the following categories:

- Parents reporting that school safety and culture were positive: 89%

- Parents reporting that students received excellent academic support from school: 91%

Goal 4

Increased student access to technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1,4,6,7

Local Priorities: Increase student access to technology

Annual Measurable Outcomes

Expected	Actual
Student to Device Ratio: 1:1	1:1
Percentage of classrooms with dedicated audio/video equipment: 100%	80%
Percentage of teachers regularly utilizing technology in the classroom: 100%	80%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Purchase additional Chromebooks/Tablets and support hardware to meet yearly metrics. -Purchase appropriate software to increase student access to core curriculum and monitor student usage. -Provide staff and students training in the use of technology.	$38,000	$19,796

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Each student has a dedicated Chromebook. Each Math teacher (6th-8th) has a dedicated Chromebook cart with 30 computers. A few additional computers are used in the Learning Center. Chromebooks are also used after school to complete homework assignments and for enrichment activities. Students are required to sign out/in all Chromebooks and are held responsible for their care while in their possession. At the start of each year, students and parents are required to sign an "Acceptable Internet and Device Usage Policy Agreement" and a computer contract. Teachers have access to academic software for ELA, History, Science and Math. Teachers receive training on how to use Google classroom and other software to aid their instruction and guide their students.

DCA's current student to device ratio is 1:1 as a result of dedicating resources to achieve this ratio to facilitate learning and teaching at the start of this school year. This was our goal last year and we were able to make it come true.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	$20,000	$21,208	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$1,093	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-touch areas.	$25,000	$23,917	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$5,000	$4,039	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$2,022	N
Furniture for families needing space to work sent home and not returned or destroyed.	$5,000	$6,364	N
Curriculum, books and materials sent home and not returned or destroyed.	$5,000	$4,708	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	$5,000	$1,419	N
Radios for communications and conducting drive through and operations for distribution of family materials.	$2,000	$3,037	N
Planning/collaboration time for teachers to develop and share virtual lessons.	$40,000	$39,866	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned and implemented Actions and budget. The differences that made the biggest impact in the budget had to do with the purchasing of Health and Safety implements to offer a safe environment for the students, but these expenses were provided by other funds available to schools.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home. We were also able to prove a substantial after school program where students p[iocked up the resources to perform the activities at home. Our engagement tracker provided steady and strong support for student engagement and teachers and school staff were able to follow up on students who were disengaged and attend to their needs. Another great success was our small group instruction, all students in tiers 1 and 2 were able to receive support this way. Some of the challenges were the slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$30,000	$80,508	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,000	$12,324	N
Zoom licenses for teachers and staff	$2,000	$6,917	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	$5,613	N
Community outreach time and service to assist our most vulnerable populations and	$40,000	$31,160	N

weekly attendance monitoring and communication with school administrators			
Multilingual Literacy: Maintain staffing and supports that specifically address English	$60,000	$58,661	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion pro- grams.	$60,000	58,661	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental coun- seling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be rede- ployed to address health concerns and students may have different proportions of in-person learning.	$30,000	$28,453	N
Collaboration/Planning Time: Continue weekly hours of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	$20,000	$39,866	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$40,000	$42,881	N
Portion of Sites Director's Salary & Benefits	$30,000	$25,110	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget. We invested in technology to be able to provide new Chromebooks and hotspots to all students who needed them.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year were our ability to provide small group instruction for every subject to all students who need it. In addition, the engagement tracker proved to be an effective tool to keep track of students who needed extra support. All teachers and staff members had a role providing information and contacting parents to make a plan for students. One to one technology for every child and family with the support of C-19 funds impacted online instruction in a positive way. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports.   We also partnered with TeachFX to train teachers and establish practices that helped with students' engagement. The challenge was also the engagement for some students, and the families struggle to keep their workload and support their students at home. Students spend a lot of time in front of the screen, they also try to get to other internet sites during lessons. We blocked some inappropriate sites for students using the chromebooks and used Hapara to keep track of students activities during lessons. Students express their need to socialize with their peers, so we organized virtual games nights where students could play with their friends in a supervised environment.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	$15,000	$15,580	N
Data Dashboard and Software Tools: Infinite Campus, zoom licenses, virtual platforms for teachers	$7,000	$20,561	N
Mental health and wellness: Telehealth/health screenings, Mindfulness project	$15,000	$15,008	N
One on one interventions for additional support.	$50,000	$42,880	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

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In the 20-21 school year students faced an impact on their learning. Instruction time was reduced according to the state of California guidelines. That alone clearly hurt students. We used the NWEA MAP testing to keep track of the academic performance/progress of students, analyzed data to identify foundational standards and skills that needed to be addressed, and requested that teachers adapt their unit plans and lesson plans accordingly. In addition to this, we planned an extended summer school to target the skills and standards that students needed to start the next grade level in a better academic place, purchased a curriculum called standards Plus, and trained the teachers. We also offered tutoring and designated small group instruction for ELD students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of social interactions was perhaps the biggest challenge for our students. We have a full time student dean and a full time school counselor who were present in the virtual classrooms and attended referrals from parents and teachers. These were some of the supports in place for our students:

- Trauma informed training for teachers

- Teachers identified students with the greatest challenges and the Dean of Instruction and school counselor led MSST plans with teachers and parents.

- Additionally, issues presented during virtual learning were addressed by teachers during the one hour SEL time on Fridays.

- Teachers provided daily routines that included check in time with students on their well being.   consistent, in person, interaction with students presented a significant challenge to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

- Engagement tracker to record students' challenges and attendance and communication with families

- Game nights that provided social interactions with peers

- Mindfulness classes for students every week during the after school program

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We did not experience challenges with regard to family engagement. On the contrary, the attendance to our monthly Coffee and Tea with parents increased due to the fact that parents could attend the meetings from home. The process to keep families engaged and informed were the following:

- 2 monthly meetings where parents were informed of all students activities and school projects, compliance and updates on Health and Safety and other COVID related information.

- Weekly bulletins with information on community resources and school activities

- Weekly assignment sheets sent to parents and students

- Individualized weekly schedules for students who needed it.

- Google Classroom posts for students and all parents

- Parents access to SIS and PBIS rewards system

- Mailing of school rewards for engagement

- Social activities for students by grade and school-wide

- Virtual mindfulness and English classes for parents

- SST meetings for students and parents

- Other individualized parents meetings as needed

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We offered universal meals to all our families this year. To follow prevention measures, we packed meals for a week and distributed them on Mondays. Some families took advantage of this resource and came to pick up their school meals every week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guide- lines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equipment.	$5,000	$4,039	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and support to implement programs and support school initiatives. Professional learning expanded to ad- dress distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth .	$10,000	$10,720	N
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and support to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	$6,000	$4,288	N
Pupil and Family Engagement and Out- reach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with 'unreachable ' students. Weekend meetings for training for families.	$10,000	$7,990	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage 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 how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and

social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in support or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the described actions or services identified as contributing towards meeting the increase or improved services requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back of all scholars into the building for the first time in over a year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o   Continuity of Instruction,

    o   Access to Devices and Connectivity,

    o   Pupil Participation and Progress,

    o   Distance Learning Professional Development,

    o   Staff Roles and Responsibilities, and

    o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

Page **4** of **5**

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Downtown Charter Academy

CDS Code: 01 61259 0129635

School Year: 2021 – 22

LEA contact information: Andrew Wang, 510-434-7005, awang@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 1,035,623 (19.4%)

$ 3,412,066 (63.9%)
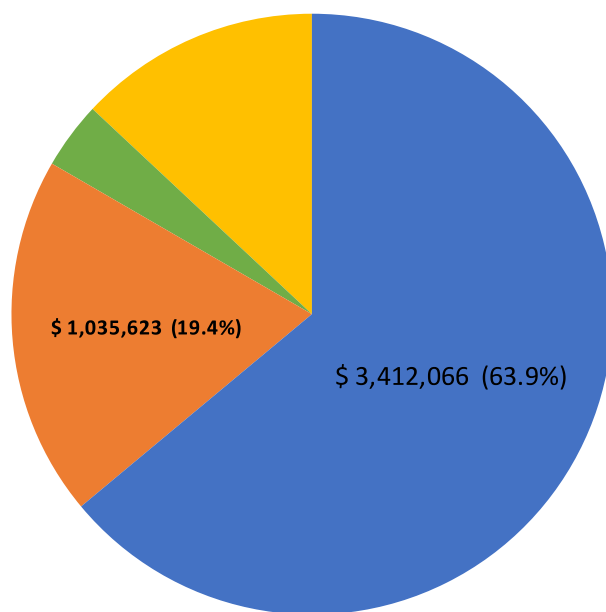
This chart shows the total general purpose revenue Downtown Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Downtown Charter Academy is $5,336,012.00, of which $3,412,066.00 is Local Control Funding Formula (LCFF), $1,035,623.00 is other state funds, $192,966.00 is local funds, and $695,357.00 is federal funds. Of the $3,412,066.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
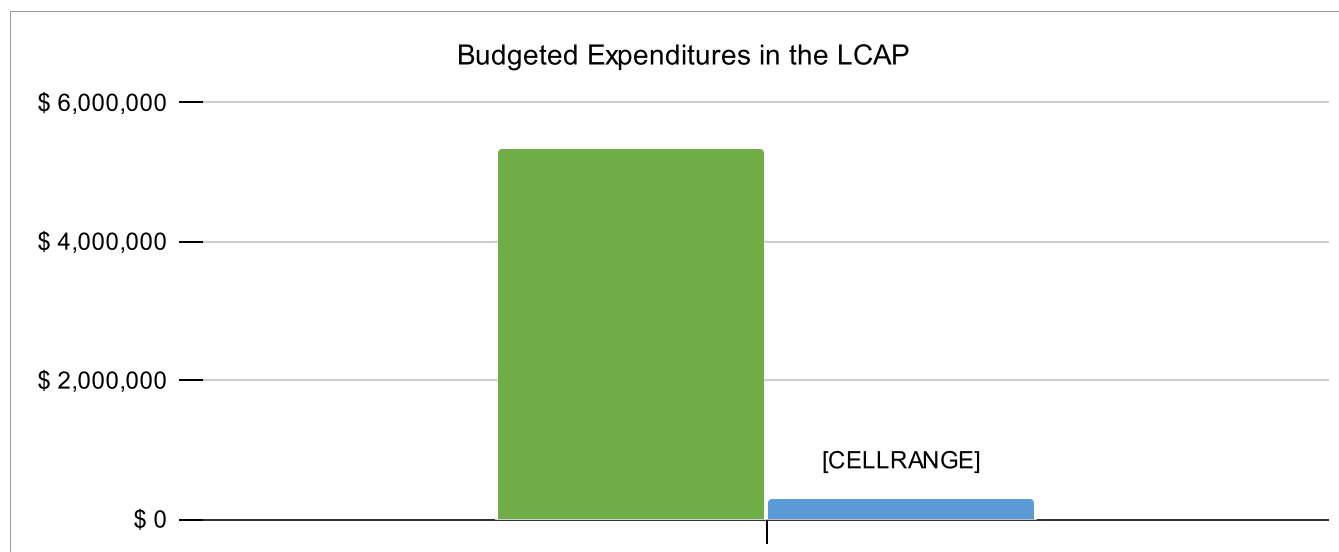
This chart provides a quick summary of how much Downtown Charter Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Downtown Charter Academy plans to spend $5,336,012.00 for the 2021 – 22 school year. Of that amount, $305,000.00 is tied to actions/services in the LCAP and $5,031,012.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Downtown Charter Academy is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Downtown Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Charter Academy plans to spend $197,200.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students
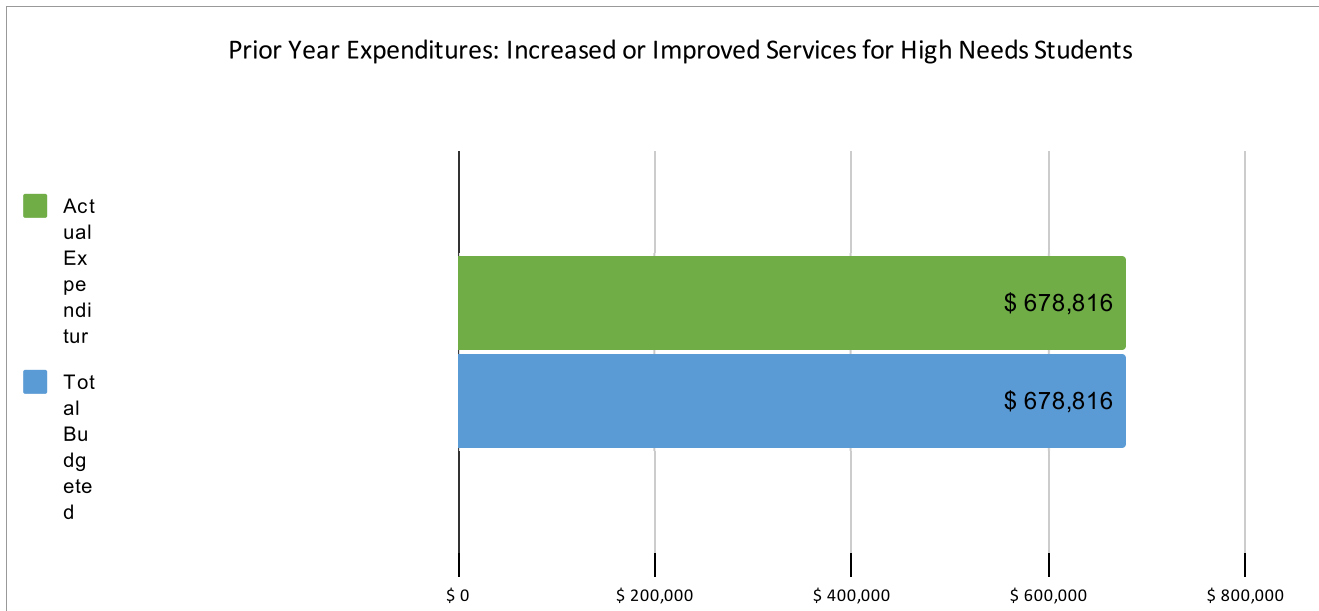
This chart compares what Downtown Charter Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Downtown Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Downtown Charter Academy's Learning Continuity Plan budgeted $678,816.00 for planned actions to increase or improve services for high needs students. Downtown Charter Academy actually spent $678,816.00 for actions to increase or improve services for high needs students in 2020 – 21.

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.

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 over- whelming 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 solic- ited 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). 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 tech- nology. Plans for providing remote participation options for the public hearing were offered for early June 2021.

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 connec- tivity was not an issue. Comments left by parents indicated a concern for the social and emotional support 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 learn- ing 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 support 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 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.

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) in- creased 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 num- ber 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 sup- porting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to stu- dents 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 com- munication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
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.*

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 perform 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%
Appropriately assigned instructional staff	100%				100%
Standards-aligned curriculum for all students for all core subjects	100%				100%
Math SBAC % Meeting or Exceeding We expect to keep the percentage of meeting and exceeding in Math SBAC for all subgroups.	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
ELA SBAC % Meeting and Exceeding We expect to keep the percentage of meeting and exceeding in ELA SBAC for all subgroups	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
% meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 56% FRL: 53% EL: 9% SPED: 25% Asian: 61% Latinx: 38%				56% FRL: 55% EL: 11% SPED: 27% Asian: 63% Latinx: 40%

Given the effects of the pandemic on the 20-21 academic year, we anticipate that our incoming 6th grade 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.					
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 63% FRL: 64% EL: 25% SPED: 43% Asian: 71% Latinx: 30%				All Students: 65% FRL: 66% EL: 27% SPED: 45% Asian: 71% Latinx: 32%
EL Progress % of students moving up at least one level as measured by ELPAC Pandemic shut downs and remote learning in 19-20, accompanied by the	18%				20%

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 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 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	15%				17%

return to a robust RFEP rate within 3 years.					
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs) The expectation is that 100% of staff member participate in Professional development offered by the school.	100%				100%
Degree to which staff believe that the school fosters a culture of shared vision, respect, and effective communication as per Youth Truth survey of October 2020.	89%				90%

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	$20,000.00	Y

		- 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 of ELLs and SED students. - 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 in particular focusing on supports for ELLs and SED students.		
2	Teammate Retention	- 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.	$1,200.00	N
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. Coaching will focus on support for ELLs and SED students.	$20,000.00	Y
4	Intervention & Acceleration	- Continued identification, analysis 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.	$54,000.00	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. Analyze this data through the lens of ELLs, SED, and Foster Youth subgroups if necessary.	$5,000.00	Y

		All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)		
6	Leveled Library	Purchase and develop school library according to model library standards as well as classroom leveled readers for all students including our marginalized subgroups who may be below reading level.	$1,200.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for all students.	$12,000.00	N
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction to support learning for all students especially ELL, SED and Foster Youth students.	$10,000.00	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:*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.*

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	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 4.0%				<4.0%
Suspension rate by subgroup	Schoolwide - .9% Black - 6.5% Hispanic - 1.7% Asians - 0%				Schoolwide - <1% Black - <2.0% Hispanic - <1% Asians - <1%
Expulsion rate	0%				less than 1%
Percentage of Teachers using reward system **proficiently** to increase positive behaviors (meeting daily reward goal) 20-21	50%				80%
The degree to which students believe that the school fosters a culture of respect and fairness as per the Youth Truth survey of October 2020	61%				65%
Number of discipline incident reports with student office referrals and/or discipline log entries	1-4				Continue to have a low number of incident reports, 1-4, with student office referrals and/or discipline log entries

Chronic Absenteeism as a percentage	0%				<1% (Continue to have a low percentage of chronic absenteeism)
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report Based on FIT Rubric - Exemplary - Good - Fair - Poor	poor				good

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Through the lens of supporting our ELLs, SED, Foster Youths and other marginalized students, we will 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.	$2,000.00	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.	$2,000.00	N
3	Team Building	Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community.	$1,000.00	N
4	Engagement Activities	- Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.	$2,000.00	N

		- 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.		
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$600.00	N
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students to support all students especially our most marginalized and Foster Youth subgroups.	$2,000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$2,000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$20,000.00	N
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	$5,000.00	N
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students especially our most marginalized subgroups.	$50,000.00	Y
11	SART Training & Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism especially in our most marginalized subgroups.	$2,000.00	Y
12	Safety Material for Hybrid Learning	Provide safety materials necessary to support hybrid/remote instruction	$2,000.00	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: *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.*

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
Degree to which families are engaged in the school and feel empowered to influence decision making as per Youth Truth survey of October 2020	66%				68%
Degree of which parents experience positive relationships in the school based on respect, care, and approachability as per Youth truth survey of October 2020	88%				88%
Percentage of parents logging on to Parent Portal	48%				50%
Number of families contributing/ providing parent input on decision making at meetings	20%				25%
Degree to which families believe scholl shares goals, respect, fairness, and diversity as per Youth	83%				85%

Truth survey of October 2020.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	- Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc. to support our students, especially our most marginalized subgroups. - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school programs 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.	$5,000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families of students who are multi-language learners.	$26,000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$2,000.00	N
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	$5,000.00	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
4	Increased student and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage 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.

We have chosen to focus on technology as a goal because the distance learning experience of 20-21 gave us an insight of all the possibilities for teaching and learning using technology. Parents' teachers, and students expressed during our end-of-year meetings that while we want to promote hands-on projects, we would like to profit from lessons learned and extend this experience by renovating ourn tech devices for students and teachers. Teachers want to promote virtual citizenship among the students. In addition, we would like to use technology to measure students' involvement and participation in class, for which we will plan professional development for teachers on academic discourse, and on how to use technology to provide effective feedback to students; projects in real time. With regard to parent communication and engagement, we would like to continue having virtual meetings so that parents can attend monthly school meetings in the evenings. If we compare parent participation from previous years to 2020 parent participation in monthly meetings, our parent engagement increased in 50%, especially in the evening meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of lessons on virtual citizenship and the use of technology	5				5

Percentage of classrooms with dedicated audio/video equipment	80%				100%
Percentage of teachers regularly utilizing technology in the classroom	80%				85%
Students' engagement and participation in class by subgroups/discipline, and grades as measured by TechFX	Baseline will be reported in 2022				2% increase

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	$15,000.00	N
2	Software for Students	- 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.	$17,000.00	N
3	Tech Training	- 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.	$8,000.00	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle Camera and other live streaming equipment.	$12,000.00	N

| 5 | Software for Safety Guidelines | Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal | $1,000.00 | 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

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26%	$693,465

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.

The Downtown Charter team reviewed the educational services provided to students through state and local metrics. The findings indicated that our school is performing near or at the targeted levels. The school believes its current programs, student achievement results, and survey related data indicate the current use of funds in a schoolwide manner is the most effective use of funds. The goals and actions listed below are identified for all students in Downtown Charter, but directly affect our English learners, low-income students and foster youth as the overarching goal is to provide best first instruction to all students specifically through the school's signature practices. This approach provides teachers with specific strategies, tools and interventions to meet the needs of all students.

Goal 1:

Action 1 - Staff Development & Support (Meets students needs by having trained & qualified teachers)

Action 3 - Coaching & Support (Meets students needs by having trained & qualified teachers)

 (Meets students needs by having appropriate resources)

Action 4 - Intervention & Acceleration (Meets students needs by providing intervention and acceleration supports)

Action 5 - Assessments & Programs (Meets students needs by having ongoing formative instruction to provide appropriate intervention)

Action 6 - Leveled Libraries (Meets students needs by providing books accessible to students at all reading levels)

Action 8 - Materials for Hybrid Learning (Meets students needs by having access to technology and online programs)

Goal 2:

Action 1- MTSS & PBIS (Meets students needs by providing a holistic social, emotional, behavior and academic supports)

Action 6 - Student Mental Health (Meets students needs by providing socio-emotional and trauma informed supports)

Action 10 - Wellness Counselor or Behavior (Meets students needs by providing trauma informed practices)

Action 11 - SART Training and Support (Meets students needs by having supports for chronic absenteeism.

Goal 3:

Action 1 - Parent Engagement (Meets students needs by providing parents with ongoing communication and opportunities to get involved)

Action 2 - Bilingual Community Coordinator (Meets students needs by providing a trained and qualified support to coordinate with parents the ongoing communication and opportunities to get involved)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services that directly relate to foster youth, English learners and low-income students are directly being increased by the addition of Goal 1, Action 4 (Intervention & Acceleration); Goal 2, Action 1 (MTSS & PBIS), Action 6 (Student Mental Health) and Action 10 (Wellness Counselor); and Goal 3, Action 2 (Bilingual Community Coordinator). This will provide students with additional staff and resources to directly support them with additional counseling, social-emotional learning programs and well-spaces that are available to students. In addition, additional interventions are being added to support students. As a part of Goal 2, Action 1, there will be the addition of a continuous improvement process to analyze data regularly (ie. monthly) to make adjustments to supports for foster youth, English learners and low income students.

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:

  o 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)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o 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.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Claudia M Lee, Site Director	cllee@amethods.org (510) 535-1580

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities: 1, College and Career Readiness for ALL students

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention 75%	80%
Appropriately assigned instructional staff 100%	100%

Standards-aligned curriculum for all students for all core subjects: 100%	100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards: 75%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards: 70%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged): 75%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged): 70%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner): 54%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: English Learner): 24%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 54%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 39%	Data not available due to COVID-19 school closures
English Learner Progress (cohort analysis of students who are designated EL moving up at least one level on CELDT/ELPAC Overall or being reclassified): 30%	18%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain:100%	100%
Walkthroughs, and Professional Growth Plans (PGPs): 90%/2 days	N/A due to COVID-19 school closures

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

All Curriculum will be CCSS and NGSS aligned. aligned; changing from KNOWAtom to FOSS Science; & from Pearson Digits to Illustrative Math (proposed change).	$42,488	$54,936
-Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. Site Director will execute faculty recruitment and attend some teacher recruitment fairs -Continued development and implementation of AMPS Career Path process for staff advancement. -BTSA offered to all qualifying staff -Teacher and paraprofessional participation in Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.	$15,000	$16,461
First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a monthly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$19,000	$10,373
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. Regularly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of a Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$22,500	$27,295
General maintenance of facilities	$56,000	$71,946
-Continued development of paraprofessional staff to Support ELA classroom and after school support	$130,000	$124,791

-Full implementation of Springboard ELD curriculum to support students at 1-1.5 levels below grade level.

-Continued utilization of Achieve3000 to monitor and support students at 1-1.5 levels below grade level.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All students have access to and use CCSS/NGSS aligned curricula and all teachers have been trained and supported in their subject curriculum. DCA retention rates are relatively high considering the small size of our staff. We have been able to retain teachers in part by continuing to offer the Career Path to all teachers and numerous professional development opportunities to all teaching staff. Two DCA teachers submitted Career Path applications and portfolios that were reviewed for achievement in 5 areas by a selection committee. Both DCA candidates advanced on the Career Path: a math teacher advanced to a Master teacher status and an English teacher advanced to the achieving teacher status.

All teachers and paraprofessionals attended the AMPS Professional Development Summit this past year. DCA staff participated in over 20 days of professional development throughout the year ranging from basic classroom management techniques to best instructional practices to data analysis techniques as well as PGP activities such as film session analysis and goal setting.

Through the efforts of the Human Resources Department to implement the staff recruitment process, DCA continues to be able to locate and hire qualified staff.These efforts will continue to be vital as the school increases student and program capacity in the next 3 years. DCA was awarded the Gold Ribbon based on the results of the following program: -Closing the Achievement Gap Using Data Driven Instruction to Evaluate the Effectiveness of our Teachers, Learning Activities and CCSS Aligned Curriculum. See above "Greatest Progress" narrative. This follows the fact that DCA was awarded the CA Star Honor Roll as a "California high poverty, high performing, and achievement gap closing school" and the CA Stem Honor Roll as a "California Honor Roll school with higher poverty and high performance in math and science a couple years ago.

Goal 2

Positive School Climate and Student Engagement - Create a positive school climate where students and staff are engaged and fully invested in their development and contributing to the positive school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:6, positive school climate and student engagement

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: 97%	96%
Suspension Rates: <4%	.9%
Expulsion Rates: 0%	0%
Percentage of students reporting positive school climate on mid-year and end of year student survey: 75%	61%
Number of school incident reports with student office referrals and/or discipline log entries: 2/week	2
Percentage of student logging into Parent Portal: 100%	48%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continued development and implementation of PBIS.	$2,000	$3,347
Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety.	$5,000	$10,186

Quarterly special events hosted such as Awards Assembly, Movie Night, Parent/teacher conferences, Multicultural Festival, Oral History Day, Beanbag horseshoe tournament, End of testing celebration, Holiday Food drive, Pennies for Patients Bi-weekly update of the DCA website to highlight special student/teacher/school accomplishments and to increase student engagement. Elicit student and parent feedback and participation in online surveys.		
Parent Portal made available to all students to regularly self-monitor progress and achievement	$2,000	$1,250

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DCA has a positive school culture as evidenced by parent, teacher and student survey results: 95% of DCA parents reported DCA as having a positive culture, 80% of DCA teachers reported DCA as having a positive culture, and 75% of DCA students reported DCA as having a positive culture.

Goal 3

Parent Support and Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys: 80%	66%
Average parent attendance rates at school events and parent/teacher conferences: 80%	20%
Percentage of parents logging on to parent portal: 45%	48%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Students' Support Meetings, SST, as part of the MTSS	$2,000	$3,346
Bi-weekly updates to DCA Website highlighting special events and accomplishments as well as messaging reminders about upcoming events and volunteer opportunities **Create a Parent volunteer committee to assist in the planning and logistics of major events** **Implementation of parent portal for student progress monitoring** **Parent participation Events including:** **Orientation, Back to School Night, Family Support Team (FST) meetings,**	**$5,000**	**$4,282**

Coffee and Tea with Parents, Parent-Teacher Conferences, Principal Office Hours, Multicultural Festival, Oral History Day, Winter Night, Summer Night **Parent Education Assemblies/Workshops including: JHU-CTY Information Night, Parent Portal, Student Well-Being, Cyber Safety**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent "Back to School Night", which occurs in September, provides parents an opportunity to meet teachers and site administration, tour the campus, appreciate student work samples and learn about classroom expectations and curriculum. To maximize attendance, parents are notified of the date and time at the end of Summer School and are then reminded of the first week of school by memo. All written communication in the form of memos are translated into both Chinese and Spanish. 8th grade student ambassadors provide translation services the day of the event. At "Back to School Night", parents interested in volunteering to be a member of the Family Staff Team (FST) were asked to place their names on a sign-up sheet. Follow-up calls were made and an FST was established for the year. Translation services were offered at all of these meetings as well. End of year parent surveys measuring the satisfaction of school safety and culture, student support and achievement, as well as parent engagement, were sent out electronically with Chinese and Spanish translations. Parents without internet capabilities were encouraged to stop by the school office and complete the survey on a Chromebook with the help of the office staff.

61% of families submitted parent surveys with results in the following categories:

- Parents reporting that school safety and culture were positive: 89%

- Parents reporting that students received excellent academic support from school: 91%

Goal 4

Increased student access to technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1,4,6,7

Local Priorities: Increase student access to technology

Annual Measurable Outcomes

Expected	Actual
Student to Device Ratio: 1:1	1:1
Percentage of classrooms with dedicated audio/video equipment: 100%	80%
Percentage of teachers regularly utilizing technology in the classroom: 100%	80%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Purchase additional Chromebooks/Tablets and support hardware to meet yearly metrics. -Purchase appropriate software to increase student access to core curriculum and monitor student usage. -Provide staff and students training in the use of technology.	$38,000	$19,796

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Each student has a dedicated Chromebook. Each Math teacher (6th-8th) has a dedicated Chromebook cart with 30 computers. A few additional computers are used in the Learning Center. Chromebooks are also used after school to complete homework assignments and for enrichment activities. Students are required to sign out/in all Chromebooks and are held responsible for their care while in their possession. At the start of each year, students and parents are required to sign an "Acceptable Internet and Device Usage Policy Agreement" and a computer contract. Teachers have access to academic software for ELA, History, Science and Math. Teachers receive training on how to use Google classroom and other software to aid their instruction and guide their students.

DCA's current student to device ratio is 1:1 as a result of dedicating resources to achieve this ratio to facilitate learning and teaching at the start of this school year. This was our goal last year and we were able to make it come true.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	$20,000	$21,208	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$1,093	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-touch areas.	$25,000	$23,917	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$5,000	$4,039	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$2,022	N
Furniture for families needing space to work sent home and not returned or destroyed.	$5,000	$6,364	N
Curriculum, books and materials sent home and not returned or destroyed.	$5,000	$4,708	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	$5,000	$1,419	N
Radios for communications and conducting drive through and operations for distribution of family materials.	$2,000	$3,037	N
Planning/collaboration time for teachers to develop and share virtual lessons.	$40,000	$39,866	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned and implemented Actions and budget. The differences that made the biggest impact in the budget had to do with the purchasing of Health and Safety implements to offer a safe environment for the students, but these expenses were provided by other funds available to schools.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home.   We were also able to prove a substantial after school program where students p[iocked up the resources to perform the activities at home. Our engagement tracker provided steady and strong support for student engagement and teachers and school staff were able to follow up on students who were disengaged and attend to their needs. Another great success was our small group instruction, all students in tiers 1 and 2 were able to receive support this way. Some of the challenges were the slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$30,000	$80,508	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,000	$12,324	N
Zoom licenses for teachers and staff	$2,000	$6,917	N

Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	$5,613	N
Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators	$40,000	$31,160	N
Multilingual Literacy: Maintain staffing and supports that specifically address English	$60,000	$58,661	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion pro- grams.	$60,000	58,661	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental coun- seling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be rede- ployed to address health concerns and students may have different proportions of in-person learning.	$30,000	$28,453	N
Collaboration/Planning Time: Continue weekly hours of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	$20,000	$39,866	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$40,000	$42,881	N
Portion of Sites Director's Salary & Benefits	$30,000	$25,110	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget. We invested in technology to be able to provide new Chromebooks and hotspots to all students who needed them.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year were our ability to provide small group instruction for every subject to all students who need it. In addition, the engagement tracker proved to be an effective tool to keep track of students who needed extra support. All teachers and staff members had a role providing information and contacting parents to make a plan for students. One to one technology for every child and family with the support of C-19 funds impacted online instruction in a positive way. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports.   We also partnered with TeachFX to train teachers and establish practices that helped with students' engagement. The challenge was also the engagement for some students, and the families struggle to keep their workload and support their students at home. Students spend a lot of time in front of the screen, they also try to get to other internet sites during lessons. We blocked some inappropriate sites for students using the chromebooks and used Hapara to keep track of students activities during lessons. Students express their need to socialize with their peers, so we organized virtual games nights where students could play with their friends in a supervised environment.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	$15,000	$15,580	N
Data Dashboard and Software Tools: Infinite Campus, zoom licenses, virtual platforms for teachers	$7,000	$20,561	N
Mental health and wellness: Telehealth/health screenings, Mindfulness project	$15,000	$15,008	N
One on one interventions for additional support.	$50,000	$42,880	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In the 20-21 school year students faced an impact on their learning. Instruction time was reduced according to the state of California guidelines. That alone clearly hurt students. We used the NWEA MAP testing to keep track of the academic performance/progress of students, analyzed data to identify foundational standards and skills that needed to be addressed, and requested that teachers adapt their unit plans and lesson plans accordingly. In addition to this, we planned an extended summer school to target the skills and standards that students needed to start the next grade level in a better academic place, purchased a curriculum called standards Plus, and trained the teachers. We also offered tutoring and designated small group instruction for ELD students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of social interactions was perhaps the biggest challenge for our students. We have a full time student dean and a full time school counselor who were present in the virtual classrooms and attended referrals from parents and teachers. These were some of the supports in place for our students:

- Trauma informed training for teachers

- Teachers identified students with the greatest challenges and the Dean of Instruction and school counselor led MSST plans with teachers and parents.

- Additionally, issues presented during virtual learning were addressed by teachers during the one hour SEL time on Fridays.

- Teachers provided daily routines that included check in time with students on their well being.   consistent, in person, interaction with students presented a significant challenge to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

- Engagement tracker to record students' challenges and attendance and communication with families

- Game nights that provided social interactions with peers

- Mindfulness classes for students every week during the after school program

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We did not experience challenges with regard to family engagement. On the contrary, the attendance to our monthly Coffee and Tea with parents increased due to the fact that parents could attend the meetings from home. The process to keep families engaged and informed were the following:

- 2 monthly meetings where parents were informed of all students activities and school projects, compliance and updates on Health and Safety and other COVID related information.

- Weekly bulletins with information on community resources and school activities

- Weekly assignment sheets sent to parents and students

- Individualized weekly schedules for students who needed it.

- Google Classroom posts for students and all parents

- Parents access to SIS and PBIS rewards system

- Mailing of school rewards for engagement

- Social activities for students by grade and school-wide

- Virtual mindfulness and English classes for parents

- SST meetings for students and parents

- Other individualized parents meetings as needed

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We offered universal meals to all our families this year. To follow prevention measures, we packed meals for a week and distributed them on Mondays. Some families took advantage of this resource and came to pick up their school meals every week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guide- lines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equipment.	$5,000	$4,039	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and support to implement programs and support school initiatives. Professional learning expanded to ad- dress distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth .	$10,000	$10,720	N
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and support to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	$6,000	$4,288	N
Pupil and Family Engagement and Out- reach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with	$10,000	$7,990	N

	'unreachable ' students. Weekend meetings for training for families.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage 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 how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in support or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the described actions or services identified as contributing towards meeting the increase or improved services requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back of all scholars into the building for the first time in over a year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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.

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 over- whelming 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 solic- ited 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). 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 tech- nology. Plans for providing remote participation options for the public hearing were offered for early June 2021.

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 connec- tivity was not an issue. Comments left by parents indicated a concern for the social and emotional support 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 learn- ing 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 support 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 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.

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) in- creased 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 num- ber 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 sup- porting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to stu- dents 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 com- munication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
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.*

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 perform 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%
Appropriately assigned instructional staff	100%				100%
Standards-aligned curriculum for all students for all core subjects	100%				100%
Math SBAC % Meeting or Exceeding We expect to keep the percentage of meeting and exceeding in Math SBAC for all subgroups.	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
ELA SBAC % Meeting and Exceeding We expect to keep the percentage of meeting and exceeding in ELA SBAC for all subgroups	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
% meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 56% FRL: 53% EL: 9% SPED: 25% Asian: 61% Latinx: 38%				56% FRL: 55% EL: 11% SPED: 27% Asian: 63% Latinx: 40%

Given the effects of the pandemic on the 20-21 academic year, we anticipate that our incoming 6th grade 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.					
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 63% FRL: 64% EL: 25% SPED: 43% Asian: 71% Latinx: 30%				All Students: 65% FRL: 66% EL: 27% SPED: 45% Asian: 71% Latinx: 32%
EL Progress % of students moving up at least one level as measured by ELPAC Pandemic shut downs and remote learning in 19-20, accompanied by the	18%				20%

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 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 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	15%				17%

return to a robust RFEP rate within 3 years.					
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs) The expectation is that 100% of staff member participate in Professional development offered by the school.	100%				100%
Degree to which staff believe that the school fosters a culture of shared vision, respect, and effective communication as per Youth Truth survey of October 2020.	89%				90%

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	$20,000.00	Y

		- 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 of ELLs and SED students. - 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 in particular focusing on supports for ELLs and SED students.		
2	Teammate Retention	- 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.	$1,200.00	N
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. Coaching will focus on support for ELLs and SED students.	$20,000.00	Y
4	Intervention & Acceleration	- Continued identification, analysis 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.	$54,000.00	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. Analyze this data through the lens of ELLs, SED, and Foster Youth subgroups if necessary. All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	$5,000.00	Y
6	Leveled Library	Purchase and develop school library according to model library standards as well as classroom leveled readers for all students including our marginalized subgroups who may be below reading level.	$1,200.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for all students.	$12,000.00	N
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction to support learning for all students especially ELL, SED and Foster Youth students.	$10,000.00	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:*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.*

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	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 4.0%				<4.0%
Suspension rate by subgroup	Schoolwide - .9% Black - 6.5% Hispanic - 1.7% Asians - 0%				Schoolwide - <1% Black - <2.0% Hispanic - <1% Asians - <1%
Expulsion rate	0%				less than 1%
Percentage of Teachers using reward system **proficiently** to increase positive behaviors (meeting daily reward goal) 20-21	50%				80%
The degree to which students believe that the school fosters a culture of respect and fairness as per the Youth Truth survey of October 2020	61%				65%
Number of discipline incident reports with student office	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
Chronic Absenteeism as a percentage	0%				<1% (Continue to have a low percentage of chronic absenteeism)
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report Based on FIT Rubric - Exemplary - Good - Fair - Poor	poor				good

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Through the lens of supporting our ELLs, SED, Foster Youths and other marginalized students, we will 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.	$2,000.00	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.	$2,000.00	N
3	Team Building	Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community.	$1,000.00	N

4	Engagement Activities	- 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.	$2,000.00	N
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$600.00	N
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students to support all students especially our most marginalized and Foster Youth subgroups.	$2,000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$2,000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$20,000.00	N
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	$5,000.00	N
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students especially our most marginalized subgroups.	$50,000.00	Y
11	SART Training & Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism especially in our most marginalized subgroups.	$2,000.00	Y
12	Safety Material for Hybrid Learning	Provide safety materials necessary to support hybrid/remote instruction	$2,000.00	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: *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.*

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
Degree to which families are engaged in the school and feel empowered to influence decision making as per Youth Truth survey of October 2020	66%				68%
Degree of which parents experience positive relationships in the school based on respect, care, and approachability as per Youth truth survey of October 2020	88%				88%
Percentage of parents logging on to Parent Portal	48%				50%
Number of families contributing/ providing parent input	20%				25%

on decision making at meetings					
Degree to which families believe scholl shares goals, respect, fairness, and diversity as per Youth Truth survey of October 2020.	83%				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	- Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc. to support our students, especially our most marginalized subgroups. - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school programs 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.	$5,000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families of students who are multi-language learners.	$26,000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$2,000.00	N
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	$5,000.00	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
4	Increased student and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage 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.

We have chosen to focus on technology as a goal because the distance learning experience of 20-21 gave us an insight of all the possibilities for teaching and learning using technology. Parents' teachers, and students expressed during our end-of-year meetings that while we want to promote hands-on projects, we would like to profit from lessons learned and extend this experience by renovating ourn tech devices for students and teachers. Teachers want to promote virtual citizenship among the students. In addition, we would like to use technology to measure students' involvement and participation in class, for which we will plan professional development for teachers on academic discourse, and on how to use technology to provide effective feedback to students; projects in real time. With regard to parent communication and engagement, we would like to continue having virtual meetings so that parents can attend monthly school meetings in the evenings. If we compare parent participation from previous years to 2020 parent participation in monthly meetings, our parent engagement increased in 50%, especially in the evening meetings.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of lessons on virtual citizenship and the use of technology	5				5
Percentage of classrooms with dedicated audio/video equipment	80%				100%
Percentage of teachers regularly utilizing technology in the classroom	80%				85%
Students' engagement and participation in class by subgroups/discipline, and grades as measured by TechFX	Baseline will be reported in 2022				2% increase

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	$15,000.00	N
2	Software for Students	- 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.	$17,000.00	N

3	Tech Training	- 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.	$8,000.00	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle Camera and other live streaming equipment.	$12,000.00	N
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	$1,000.00	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

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26%	$693,465

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.

The Downtown Charter team reviewed the educational services provided to students through state and local metrics. The findings indicated that our school is performing near or at the targeted levels. The school believes its current programs, student achievement results, and survey related data indicate the current use of funds in a schoolwide manner is the most effective use of funds. The goals and actions listed below are identified for all students in Downtown Charter, but directly affect our English learners, low-income students and foster youth as the overarching goal is to provide best first instruction to all students specifically through the school's signature practices. This approach provides teachers with specific strategies, tools and interventions to meet the needs of all students.

Goal 1:

Action 1 - Staff Development & Support (Meets students needs by having trained & qualified teachers)

Action 3 - Coaching & Support (Meets students needs by having trained & qualified teachers)

 (Meets students needs by having appropriate resources)

Action 4 - Intervention & Acceleration (Meets students needs by providing intervention and acceleration supports)

Action 5 - Assessments & Programs (Meets students needs by having ongoing formative instruction to provide appropriate intervention)

Action 6 - Leveled Libraries (Meets students needs by providing books accessible to students at all reading levels)

Action 8 - Materials for Hybrid Learning (Meets students needs by having access to technology and online programs)

Goal 2:

Action 1- MTSS & PBIS (Meets students needs by providing a holistic social, emotional, behavior and academic supports)

Action 6 - Student Mental Health (Meets students needs by providing socio-emotional and trauma informed supports)

Action 10 - Wellness Counselor or Behavior (Meets students needs by providing trauma informed practices)

Action 11 - SART Training and Support (Meets students needs by having supports for chronic absenteeism.

Goal 3:

Action 1 - Parent Engagement (Meets students needs by providing parents with ongoing communication and opportunities to get involved)

Action 2 - Bilingual Community Coordinator (Meets students needs by providing a trained and qualified support to coordinate with parents the ongoing communication and opportunities to get involved)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services that directly relate to foster youth, English learners and low-income students are directly being increased by the addition of Goal 1, Action 4 (Intervention & Acceleration); Goal 2, Action 1 (MTSS & PBIS), Action 6 (Student Mental Health) and Action 10 (Wellness Counselor); and Goal 3, Action 2 (Bilingual Community Coordinator). This will provide students with additional staff and resources to directly support them with additional counseling, social-emotional learning programs and well-spaces that are available to students. In addition, additional interventions are being added to support students. As a part of Goal 2, Action 1, there will be the addition of a continuous improvement process to analyze data regularly (ie. monthly) to make adjustments to supports for foster youth, English learners and low income students.

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)).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   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.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

Downtown Charter LCAP Expenditure Tables.xlsx

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Natalie Garcia - Co-Site Director Allyson Schoolcraft - Co-Site Director	nagarcia@amethodschools.org aschoolcraft@amethodschools.org (510) 235-2439

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide High Quality Curriculum and Assessment Systems that Promote College and Career Readiness with Academic Supports and Interventions

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3, 5,& 7
Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual

Instructional materials in core subjects will be aligned to ccss or approved by the advanced placement program: 100%	Met: 100%
All students participating in advanced placement exams will achieve a score of "3" or higher: 40%	51/70 students scored 3 or higher
El students advancing in at least one category of the elpac or be reclassified: 35%	19-20 Summative ELPAC data not available due to COVID 19 school closures
Student growth on interim assessments aligned to ccss for all pupils over the course of the year: 45%	2020-2021 Math: 56% Reading: 47%
Student growth on interim assessments aligned to ccss for all socio- economically disadvantaged pupils over the course of the year: 45%	DAta not available
Student growth on interim assessments aligned to ccss for all el pupils over the course of the year	Data not available

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement	$62,000	$48,756
Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year for grades 9-11.	$40,000	$28,535
Continued use of curriculum to support EL students (licenses and consumables	$40,000	$40,123

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services have implemented the majority of the tenets of this goal. Currently, we are waiting to determine textbooks to purchase for the NGSS curriculum once a state assessment is developed.

The actions/services provided by JHHS this year increased the number of overall students who were meeting or exceeding standards in math and English as measured by our Common Assessments. The Spring Board curriculum is also helping to increase EL student's skill levels.

The ELA/ELD Springboard curriculum was difficult to implement initially, but is noticeably improving student writing across all grade levels. As teachers and students become more familiar with this curriculum, student performance should increase. Moving to use Common Assessments that test student's mastery of common core standards will continue to guide instruction.

Goal 2

Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,&7

Local Priorities:1

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention: 75%	39% of teachers retained from 19-20 to 20-21
Retention of paraprofessionals to support math and ela instruction and students with el designations: 75%	3 Paraprofessionals, 100% retention from previous years

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Staff expressing satisfaction with professional support and development: 75%	88% of staff expressed satisfaction with professional support and development
Implementation of ccss in weekly lesson plans in core subjects (math, science, english language arts, and social science): 100%	Met: 100%
Implementation of ngss in weekly science lesson plans: 90%	Met: 100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	$380,000	$72,953
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	$30,000	$14,341
At least one professional development workshop relevant to working with English Language Learner populations	$35,000	$4,744
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$32,000	$14,341

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our Deans of Instruction coached our staff regularly by providing feedback to weekly lesson plans and completing observation cycles at minimum, once per month. We had a robust Professional Development calendar that included emphasis on how to support ELs in the

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classroom and how to analyze data to inform instruction. One challenge in the 19-20 school year was having to pivot to offering these same rigorous supports for staff in the online setting.

Goal 3

Increased Opportunities for Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,4,5,6,7 and 8

Local Priorities: 2,3

Annual Measurable Outcomes

Expected	Actual
Participation of jhhs families at outreach/orientation events throughout the school year: 80%	65% of families have participated in an event and/or meeting at least once this year
Parents expressing satisfaction with school outreach/ orientation events: 75%	78% of parents expressing satisfaction with school outreach/ orientation events (parent survey)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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	$2,000	$1,680
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	$1,000	$1,399

Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	$2,000	$525
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.	$1,500	$3,120

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent involvement has increased at John Henry. A JHHS open-house was held in early Fall with families. A parent meeting was held each semester at JHHS. Parent sessions have covered the following topics: CAASPP testing, future AP courses, current course offerings, ELA/Math/Science curriculum, LCAP, charter renewal, AMPS/JHHS instructional methods, college application process, student behavior, dress code, bullying, student safety, parent portal, progress reporting, extra-curricular activities, and future school development/construction. Two orientation meetings for incoming 9th graders were held prior to the beginning of the school year.

Goal 4

Improving School Climate and School Culture by Increasing Support Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6 and 8

Local Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
Students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS: 75%	57% of students who responded to annual survey reported that they feel part of the school's community 76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it
Maintain suspension rates: 5% or lower	Met: 2.7%
Maintain High Attendance Rate: 97%	94% attendance rate as measured by annual report
Graduation high graduation rate for four-year cohorts: 85%	Not Met: 84.3%
Graduating seniors accepted university: 90%	88% of graduating seniors admitted to a 4-year college/university

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintain a full time school wellness counselor to meet with students experiencing non-academic problem.	$75,000	$68,565
Hold at least one school-wide assembly that focuses on student achievement	$5,000	$3,637
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.)	$38,000	$12,342
Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$5,500	$6,324
Employ a college advisor to guide 12th grade students through the college and financial aid application process	$75,500	$63,917

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In an effort to achieve the articulated goal, JHHS hired a counselor to address emotional and behavioral concerns. With the additional support staff, we were able to better track our students of concern, whether it be academics, attendance, and/or mental health. We recognized the importance of bringing our students together to celebrate positive contributions, reward their hard work, and organizing assemblies that focused on developmentally appropriate social/emotional concerns. The overall actions/services were effective.

However, we still need to do more to address attendance and the cohort graduation rate. We plan to provide more academic support for students and plan to provide more services in the 9th and 10th grade so that students know what they need to do, early on.

Goal 5

Increase course offerings and access to courses to promote academic achievement and the acquisition of 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6,7,8

Local Priorities:1

Annual Measurable Outcomes

Expected	Actual
Graduating students will have requirements: 90%	2019-2020 88% of graduating seniors have met A-G requirements
Students expressing satisfaction with the selection of courses at jhhs: 70%	68% of students expressing satisfaction with the selection of courses at JHHS
Percentage of students participating in extracurricular activities: 70%	54% of students participating in extracurricular activities
Achieve a 1:1 student to computer ratio: 100%	Met: 100%
Participation rates in Advanced Placement courses 40%	70% of graduating seniors have taken and passed an AP course

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adopting a greater number of AP courses and ensuring staff are properly trained to deliver the course	$85,000	$16,618
Purchase Chromebooks to maintain or increase a 2 to 1 student to device ratio.	$18,500	$18,523
Implementation of SAT preparation curriculum for 11th grade students to support strong academic skills and a college-going culture	Accounted for in Goal 1 (Action 2)`	
Use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year	$8,000	$9,600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions/services listed above contributed to the successes of all students. 100% of classrooms, teachers, and students used technology to push rigor and engage our students through multimedia. Students are becoming more versed in using technology as an avenue of learning. Students are more prepared for Advanced Placement courses and we are seeing an increase in students electing to enroll in such courses. Overall, the implementation of services and actions has been effective in ensuring that more students have access to courses that promote academic achievement and the acquisition of 21st century skills.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 70% alcohol.	$20,000	$16,384	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Hiring an additional full time custodian.	$37,000	$27,504	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points.	$1,500	$2,316	N

Visuals will also reinforce face covering and hand washing protocols.			
Health Materials: Additional thermometers to screen student temperature and supplies to respond to students who display any signs of illness, including building a space for students who are ill to wait for parents to pick them up.	$3,000	$1,431	N
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$11,000	$16,384	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were able to open campus for cohort groups of students this spring, later adding two teachers teaching in-person. A big success is that we were able to do this in a way that felt safe to the students and staff participating. One of the in-person teachers was our ELD instructor--this encouraged our lower level ELs to return to campus and was a great benefit to their skill development, particularly increasing their speaking development. Despite the precautions on campus and that we had zero identified COVID cases in students and staff on campus, many families and staff members were still uncomfortable with the idea of returning on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: Connectivity devices, including hotspots, Chromebooks, laptops, and headsets.	$30,000	$154,953	N
Online Programs: Kickboard licenses for SEL monitoring and PBIS, Adobe Creative Cloud school license for signature gathering and Graphic Design classes.	$6,000	$3,055	N
Student School Supplies: Purchasing masks, notebooks, calculators, pencils, pens, paper, folders, school planners, graphing notebooks, art sketchbooks, colored pencils, and pens.	$15,000	$14,365	N
Outreach: Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators.	$30,000	$23,330	N
Postage and Mailing: Stamps, paper, envelopes, and other supplies to mail home announcements, bulletins, and other communication to support parents who do not have email addresses.	$7,000	$4,821	N
Professional Development: Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Other professional development	$12,000	$39,834	N

opportunities for instructional staff to support students in Distance Learning.			
Administrative Support: Portion of Site Director's Salary & Benefits	$40,500	$32,298	N
Administrative Support: Portion of Dean's Salaries & Benefits	$64,500	$78,689	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Significantly more funds were used to ensure all scholars had access to computers for the year of online learning along with PD to ensure our staff were adequately prepared to provide a rigorous instruction virtually to students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction and Professional Development were definite strengths of ours this past year. We maintained a fully synchronous academic program and also continued weekly PD, as well as regular observation and coaching of our teachers. As we were already 1:1 with devices, that area started strong, and we were able to provide hotspots to families who needed the connectivity support. Student Participation, while increasing as the year progressed, was a definite challenge. Class participation was not at the level that we expect and strive for from our students while in-person.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Online Assessments: Purchasing IXL student licenses for online diagnostic assessments and progress monitoring, NWEA for online benchmark assessments and growth measurements, and Clever for easier integration.	$10,000	$5,640	N
Credit Recovery Program: Edgenuity school license to support students with credit recovery.	$10,000	$10,100	N
Youth Truth Survey: Purchased Youth Truth school license to survey parents, students, and teachers and assess whether we need to make program changes to support learning loss.	$5,000	$4,095	N
Online Instructional Materials: Purchased online licenses that would support instruction to mitigate and lessen pupil learning loss.	$15,000	$16,821	N
English Language Development: Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English.	$17,000	$12,781	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

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We adopted NWEA's MAP assessment system this year in order to support the monitoring of student progress and learning loss. While growth wasn't as pronounced as we had hoped, our students were still performing above average (and with the comparison data being from in-person years). The growth data reports from MAP allowed our teachers to analyze who was making progress and who wasn't. IXL provided in the moment feedback, allowing teachers to monitor student acquisition of new skills. We provided after school drop-in office hours, peer tutoring, and peer mentorship, all of which supported students' learning during this time. Using Edgenuity, some of our seniors whose academics got off-track when schools closed last spring, were able to recover the needed credits in order to graduate with their class.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to JHHS's ability to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a

regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support

system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on

students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging with our students and families took on a whole new meaning and approach for the 20-21 school year. While we never imagined relying so heavily on the virtual platforms for all engagement, we are truly proud of the way we were able to engage with both our students and families on both the academic and social-emotional level. School administration teams, which include Site Directors, deans, and Vice Principals oversaw the engagement and outreach of pupils for reengagement strategies in the following successful ways:

- Teachers conducted the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators received documentation for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student was "absent" from multiple classes or multiple days, the administration reached out to their respective students and sought to understand what was going on and work with the student to re-engage them.

-Administrators would then reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step included a home visit with a community outreach team member.

- AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services were provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites provided telephonic translation as well.

While it was a challenge that required additional support to ensure all students were meaningfully engaged in their remote work, we believe our efforts were successful based on our attendance rates and engagement throughout the 20-21 school year. We will continue to analyze the efforts we put forth to virtually engage with students and families throughout the pandemic and determine effect

strategies into school year 21-22 when we return in person. We found a lot of the ways we engaged virtually to be a success and will continue those efforts next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services operational procedures developed during the spring school closures continued through the summer months to ensure safe and effective meal delivery services. These services included use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Better 4 You Meals, our school lunch program, began operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We continued to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family was encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. AMPS Nutrition staff ensured that we remained 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

A significantly successful measure to ensure meals were distributed successfully to families and students was the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school	$8,000	$8,192	N

	closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.			
Technology Services	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely.	$2,800	$4,335	N
Counseling/Mental Health	Hired an additional School Counselor to provide core and supplemental counseling services to students. Provide supports to implement equity-driven staffing processes and course scheduling.	$68,000	$57,060	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to

inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 who are committed to the academic and socio-emotional well-being of all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions contributing to the increased or improved services outlined in the Learning Continuity Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

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The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

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students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: John Henry High

CDS Code: 07 77354 0132233

School Year: 2021 – 22

LEA contact information: Andrew Wang, 510-434-7005, awang@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 982,415 (17.3%)

$ 3,966,682 (69.7%)
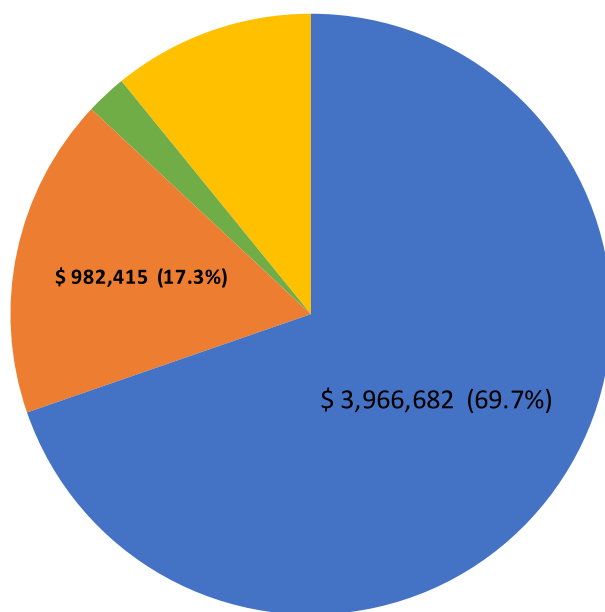
This chart shows the total general purpose revenue John Henry High expects to receive in the coming year from all sources.

The total revenue projected for John Henry High is $5,691,704.00, of which $3,966,682.00 is Local Control Funding Formula (LCFF), $982,415.00 is other state funds, $124,319.00 is local funds, and $618,288.00 is federal funds. Of the $3,966,682.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Powered by BoardOnTrack

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
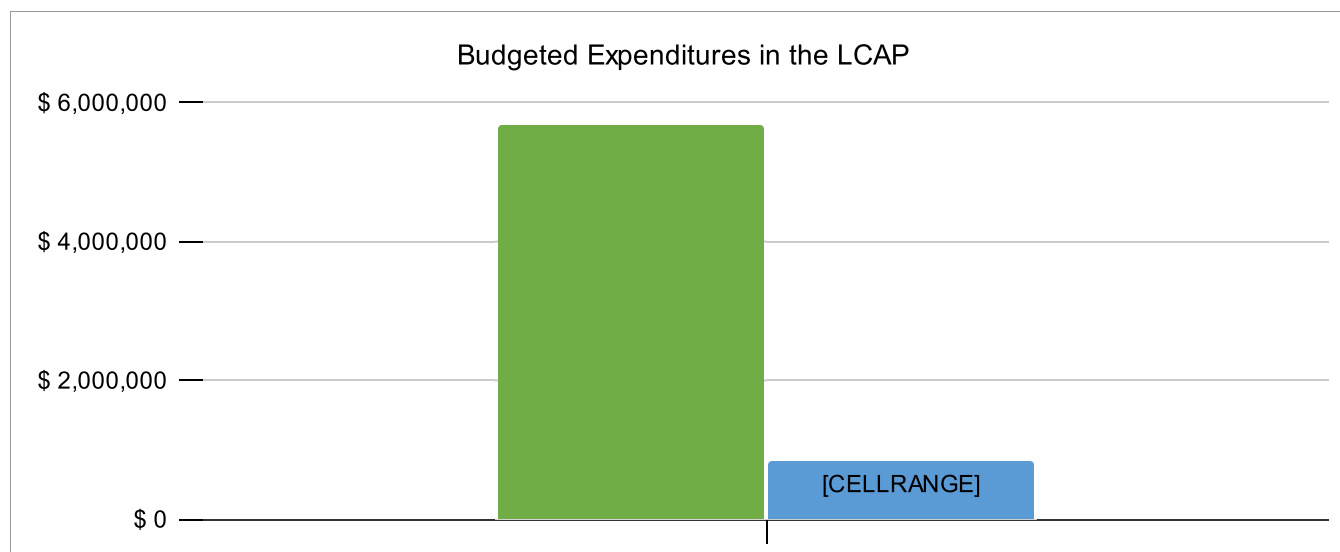
This chart provides a quick summary of how much John Henry High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

John Henry High plans to spend $5,691,704.00 for the 2021 – 22 school year. Of that amount, $849,000.00 is tied to actions/services in the LCAP and $4,842,704.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, John Henry High is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. John Henry High must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High plans to spend $409,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21
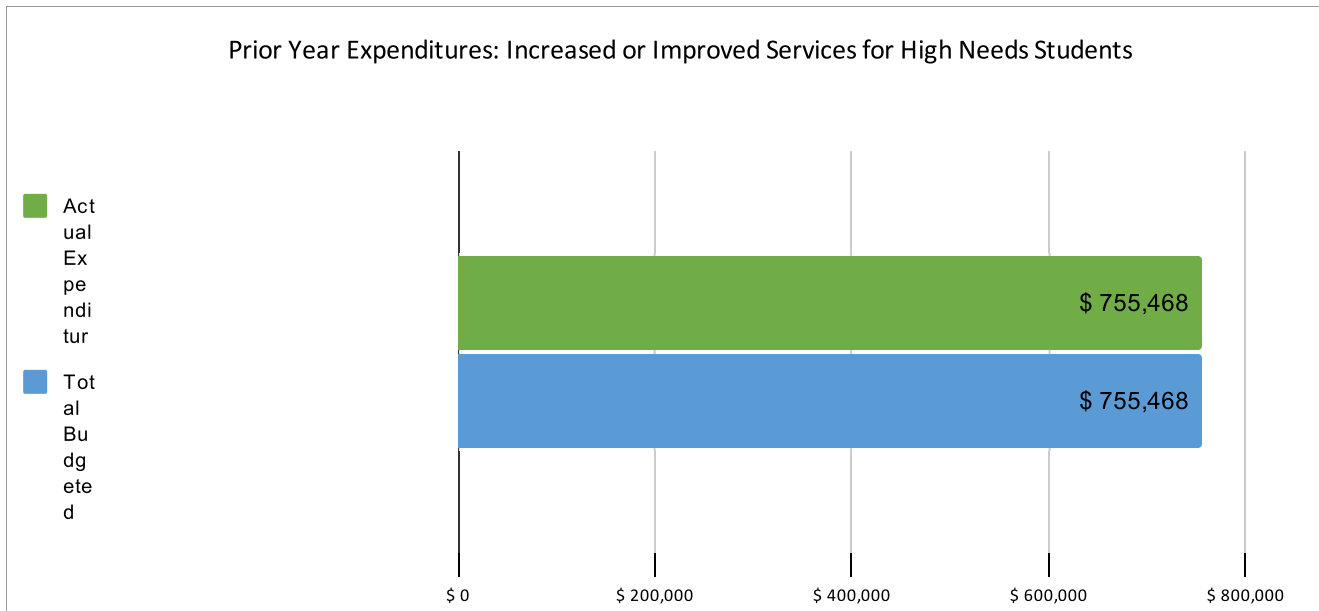
This chart compares what John Henry High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what John Henry High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, John Henry High's Learning Continuity Plan budgeted $755,468.00 for planned actions to increase or improve services for high needs students. John Henry High actually spent $755,468.00 for actions to increase or improve services for high needs students in 2020 – 21.

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 statuses, backgrounds, and talents. JHHS was established in 2015 and is located in Richmond, California. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. John Henry High School's goal is to provide a fundamental and rigorous college preparatory education to all 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. Our current enrollment is 328 students with 93% of our students qualifying for free and reduced lunch. 22.9% of our population are English Learners, 5.8% students with special needs, 95.4% Hispanic, 3% African American, and 1% Asian.

At AMPS we believe that a college education is the pathway to success and opportunity for every child. At JHHS, we offer a rigorous academic program coupled with a focus on character development to prepare our students for the demands of college, the workforce, and life. At AMPS, we put students first. In order to fully serve the needs of our children we work as a team, with our teachers, classified staff, administrators, students, and parents. We encourage our students to make the most of their time with us by becoming active, involved, and by finding excitement in the adventure of lifelong learning.

We use research-based teaching methodologies in order for students to be prepared for the 21st century. We emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. In order to create an atmosphere conducive to exceptional learning, there must be structure, kindness, and cooperation. At JHHS, we support our students to make thoughtful choices. Our students are encouraged to develop to their highest academic potential as well as to integrate social

responsibility and respect as a part of their daily lives. It is our goal to make sure that a challenging, nurturing, and enjoyable environment is provided for all students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, John Henry continued to implement our distance learning program. During the summer of 2020, we reflected on the successes and struggles of our initial distance learning program and built a stronger program that prioritized social emotional learning, literacy and math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families that suffered from chronic absenteeism in the virtual setting. All of our staff and students were provided with the necessary tools to engage in distance learning, which included providing laptops and hotspots for students without access and ensuring our families had breakfasts and lunches provided daily for those families that needed them.

Additionally, we are very proud of the new electives we offer our students, including more AP classes and increased extra-curricular opportunities. We saw 92% of our seniors accepted into a four-year university, which was an increase from the previous year. We also received a full 6-year accreditation through WASC, which we attribute to our school culture of collaboration and high percentage of teacher retention, along with our strong academic program and rigorous, college ready course offerings.

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.

While we are very proud of the distance learning program that we implemented this year, we know that fewer instructional time for the year and a virtual, rather than in person model, will necessitate a school-wide approach to improving student learning over the next few years. We believe that we need an explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom based interventions.

We plan to improve on the following areas next year:

- 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

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LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our new 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 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.

Despite 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.

Throughout our engagement process, we consulted with the following stakeholder groups:

- FST (Family Staff Team)

- ELAC

- Admin team

- Teachers and Staff

- Parents

- Students

The LCAP engagement process began this winter. During our meetings, we look at our school's data, as a community, to better understand where we are and gather information to address concerns moving forward. We also engage in topics brought forth by our community which impact the school; including: learning in the time of COVID, the current social climate, and returning to in school learning. In our Stakeholder Engagement Meetings we hold space for our Stakeholders to be involved in the conversation through multiple formats, as each voice needs to be heard. We ensure that we have translation services at every parent meeting in order to ensure access. We have also translated documents, memos, surveys, and other materials to enable our parent community to provide input and be part of the process. This has been especially helpful in the time of COVID and Distance Learning.

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:

- Our families expressed that they wanted the school to provide more assistance for juniors and seniors to apply to college and transition to college once they are accepted.

- Some ideas they suggested were having students have more SAT prep support with paras after school, having students receive support in exploring the schools they are interested in, especially if they are out of state, and having students talk to existing college students about their experience.

- Parents also expressed they want more transition support outside the academic realm; they want support for students to transition socio-emotionally to college or life after high school.

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- Additionally, parents expressed they would like more opportunities to get to know other parents in the school, especially if they themselves are new to JHHS. They suggested having smaller meetings and having 12th grade parents "mentor" 9th/10th grade parents in how to prepare to support their child as they start high school.

- Lastly, families asked for more workshops about topics that include how to use technology to support their students while online learning and how to advocate for their children's mental health during such challenging times.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We can see where the LCAP was guided by our Stakeholder engagement in the following areas:

-Goal #1 will focus on extra support and interventions leveraging an MTSS approach. In addition, we will increase our course offerings which will include additional SAT preparation in the 11th grade.

-Goal #3 is focused on parents and therefore one of our top priorities as we head into Fall after a year of distance learning. We want to make sure our parents stay informed and connected to the various changes they will see as we transition from 100% distance learning to being in person.

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Goals and Actions

Goal 1

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.

We developed this goal in alignment with State Priorities 1, 2, 4, 7, and 8.

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 have a publishing date within the last 10 years	2020-2021 93% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years				100% of applicable courses with CCSS/ NGSS aligned Instructional Materials published within the past 10 years
Percent of graduating seniors will have taken and passed an AP course.	2020-2021 70% of graduating seniors have taken and passed an AP course				70% of graduating seniors take and pass an AP course
Percentage of students participating in advanced	2019-2020				60% of students who take an advanced placement exam

placement exams achieving a score of "3" or higher	44.3% of students who took an advanced placement exam received a score of "3" or higher				receive a score of "3" or higher
Percent of EL students making progress toward proficiency as measured by the CA School Dashboard	56.3% (High ranking) of English Learners making progress toward English proficiency as reported on the 2019 CA School Dashboard				Increase to 65% (Very High Ranking) of English Learners making progress toward English proficiency as measured by the CA School Dashboard
Percent of EL students reclassifying each year	2020-2021 Reclassification Rate: 21%				At least 25% reclassification rate
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	2020-2021 Math: 56% Reading: 47%				At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	2019 CCI: 35.4% Prepared				At least 60% of student identified as Prepared for College and Career as identified by the CA School Dashboard
A-G completion as a percentage	2019-2020 88% of graduating seniors have met A-G requirements				95% of graduating seniors will have completed all A-G requirements
Implementation of CCSS/NGSS curriculum	100% of courses are using CCSS/NGSS aligned curriculum				Maintain 100% of courses using CCSS/NGSS aligned curriculum

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SBAC ELA	Baseline data pending 2021 results			3-year metric pending baseline data
SBAC MAth	Baseline data pending 2021 results			3-year metric pending baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	- 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	$80,000.00	N
2	CCSS aligned assessments	Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year	$2,000.00	N
3	Academic Supports and Interventions	- 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	$25,000.00	Y
4	Increased Course Offerings	- 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	$20,000.00	N
5	English Language Development	Employing an ELD Specialist and Coordinator to coach teachers	$90,000.00	Y

		• Continued PDs specifically to support ELs in the general ed classroom • Continue to maintain English Learners' participation in a CCSS aligned ELD program and have access to all elements of the regular curriculum • Maintaining a 7th period Direct English Instruction section for English Learners not enrolled in an ELD course		
6	Special Education	• Continue contracting with Futures for the provision of adequate Special Education service providers, including RSPs, 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	$175,000.00	N
7	Field Trips	• Providing field trips and other activities related to promoting a college going culture	$50,000.00	N
8	Technology	• 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	$20,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 6.

As the country-wide teacher shortage continues, it remains challenging to fill vacancies of 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	39% of teachers retained from 19-20 to 20-21				At least 75% retention from the previous year
Quantity and retention of paraprofessionals	3 Paraprofessionals, 100% retention from previous years				Maintain at least 3 Paraprofessionals with a 66% retention from the previous year

Staff expressing satisfaction with professional support and development	2020-2021 88% of staff expressed satisfaction with professional support and development				At least 90% report being "satisfied" or "very satisfied" with the scope and depth of provided professional development and support
Teacher credentials	2019 SARC: 65% Fully credentialed				100% of teachers considered fully credentialed, as reported on SARC
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021 96% of staff report feeling safe from harm while at school and 96% of staff report that they work in a cooperative and team-oriented environment				At least 90% report feeling safe and at least 85% report feeling a sense of belonging

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Hiring & Retention	• Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts • Talent Manager will execute 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	$ 15,000.00	N

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2	Professional Development	• 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	$ 30,000.00	N
3	EL Focus Professional Development	• At least one professional development workshop relevant to working with English Language Learners	$ 5,000.00	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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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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.

We developed this goal in alignment with State Priorities 3 and 6.

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 recreate an engaged parent community. Parents have also provided vast amounts of input on this goal and we want to align this goal to their needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation of families at events and/or meetings throughout the school year	2020-2021 65% of families have participated in an event and/or meeting at least once this year				100% of families participate in at least one event and/or meeting throughout the year
Parents/ guardians responding to annual YouthTruth survey	2020-2021 37% of parents responded to annual YouthTruth survey				70% of parents/ guardians responding to annual YouthTruth survey
Parents reporting that they feel valued by the school	2020-2021 86% of families who responded to survey reported that they feel valued by the school				90% of families reporting that they feel valued by the school
Rate of families reporting that they	2020-2021 74% of parents who				80% of parents reporting that they

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feel empowered to play a role in decision-making at the school	responded to survey reported that they feel empowered to play a role in decision-making at the school				feel empowered to play a role in decision-making at the school
Parents sense of representation and involvement in parent/family groups such as FST, ELAC, and other committees	2020-2021 76% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees				95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees
Percentage of families feeling safe and a sense of school connectedness	2020-2021 88% of families who responded to survey said that their child's learning environment is safe 82% of parents who responded to survey reported that they feel engaged with the school				95% of families responding that their child's learning environment is safe 90% of parents responding that they feel engaged with the school

Actions

Action #	Title	Description	Total Funds	Contributing
1	Post Secondary Parent Engagement	● 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	$ 2,500.00	N

2	Parent Survey	• Continue the use of parent surveys to provide more avenues for families to express their opinions and concerns and ensure that surveys are translated into families' primary language	$ 1,500.00	N
3	Family Welcome & Transition Events	• Hold a freshmen orientation and 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	$ 5,000.00	N
4	Outreach Coordinator	• Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement • Community outreach time and services to assist our most vulnerable populations and provide weekly attendance monitoring and communication with school administrators	$ 24,000.00	Y
5	Technology	• Holdat least 2 technology specific parent sessions to support access to progress monitoring tools such as PowerSchool, Naviance, and Kickboard	$ 2,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goal 4

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6.

Students returning from a year of distance learning are in need of a safe and supportive environment now more than ever. We want to help students to re-acclimate to the high expectations and college mindset of our campus. It is important that our teachers and staff are prepared to attend to our students' socio-emotional needs in addition to their academic needs.

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 support at the school	2020-2021 57% of students who responded to annual survey reported that they feel part of the school's community 76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it				80% of students reporting that they feel part of the school's community 90% of students reporting that teachers are willing to give extra help on school work if they need it
Students expressing a belief that respect is commonplace at the school	2020-2021 82% of students who responded to annual survey reported that adults in the school treat students with respect				90% of students reporting that adults in the school treat students with respect 80% of students reporting that most

	71% of students who responded to annual survey reported that most students a the school are friendly				students a the school are friendly
Students expressing that they enjoy coming to school on a regular basis	2020-2021 40% of students who responded to annual survey reported that they enjoy coming to school most of the time				70% of students reporting that they enjoy coming to school most of the time
Percent of students responding to YouthTruth survey	2020-2021 94% of students submitted responses to YouthTruth survey				98% of students submitting responses to YouthTruth survey
Percent of students reporting they feel safe at school	2020-2021 77% of students who responded to annual survey reported feeling safe during school				90% of students reporting feeling safe during school
Suspension rate as a percentage	2019-2020 Suspension Rate: 2.7%				Maintain below 3%
Expulsion rate as a percentage	2019-2020 Expulsion: 1 Expulsion rate: 0.3%				Maintain less than 1%
Attendance Rate as a percentage	2019-2020 94% attendance rate as measured by annual report				96% attendance rate as measured by annual report

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4-year Adjusted Cohort Graduation Rate as a percentage	2019-2020 84% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (97.5% 5-year Cohort Graduation Rate)				90% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest
Graduating seniors accepted into a 4-year college/ university as a percentage	2019-2020 88% of graduating seniors admitted to a 4-year college/ university				95% of graduating seniors admitted to a 4-year college/ university
High School dropout rate as a count	2019-2020 2 total dropouts				Maintain less than 5
Chronic Absenteeism Rate as a percentage	2018-2019 16.2% Chronic Absenteeism Rate as measured by CA Dataquest				Less than 10% Chronic Absenteeism Rate as measured by CA Dataquest
Facilities in good repair	2019 SARC: Exemplary Status				Maintain Good Status or above as reported on SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Personnel	● Maintain a full time School Counselor to provide core and supplemental counseling services to students ● Employ a Dean of Students to develop, manage, and support climate & culture programs ● Employ a College Advisor to guide students through the college and financial aid application process	$ 250,000.00	Y
2	School-wide Assemblies	● Hold at least one school-wide assembly that focuses on student achievement	$ 11,000.00	N

		● 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		
3	School Supplies	● Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$ 25,000.00	N
4	Youth Truth Survey	● 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	$ 3,000.00	N
6	SEL	● Purchase and maintain a SEL and College Advising curriculum to be implemented during the Advisory period	$ 15,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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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
25%	$768,503

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the JHHS student body. The JHHS student body is comprised of 85% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of JHHS students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain our Counselor, Dean of Students, and College Advisor to increase and improve the support students need who are experiencing challenges, develop, manage, and support the climate and culture programs, along with guiding students through the college and financial aid process. Additionally, the funds will be used for our outreach coordinator to support families of unduplicated students and increase parent voice and involvement. In addition, this role will assist our most vulnerable populations with weekly attendance monitoring and communication with school administrators to decrease chronic absenteeism.

The goals and actions provided throughout the LCAP are identified for all students. Given that 85% of our population is unduplicated, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 3: Academic Supports and Interventions

Goal 1, Action 5: English Language Development

Goal 2, Action 3: EL Focus Professional Development

Goal 3, Action 4: Outreach Coordinator

Goal 4, Action 1: School Personnel

Goal 4, Action 5: School Counselor

Goal 4, Action 6: SEL

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These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor, and the continued implementation and focus on SEL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 25%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our counseling staff. In addition, the school will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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)).

    o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    o   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.

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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

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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:

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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.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

John Henry LCAP Expenditure Tables.xlsx

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 statuses, backgrounds, and talents. JHHS was established in 2015 and is located in Richmond, California. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. John Henry High School's goal is to provide a fundamental and rigorous college preparatory education to all 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. Our current enrollment is 328 students with 93% of our students qualifying for free and reduced lunch. 22.9% of our population are English Learners, 5.8% students with special needs, 95.4% Hispanic, 3% African American, and 1% Asian.

At AMPS we believe that a college education is the pathway to success and opportunity for every child. At JHHS, we offer a rigorous academic program coupled with a focus on character development to prepare our students for the demands of college, the workforce, and life. At AMPS, we put students first. In order to fully serve the needs of our children we work as a team, with our teachers, classified staff, administrators, students, and parents. We encourage our students to make the most of their time with us by becoming active, involved, and by finding excitement in the adventure of lifelong learning.

We use research-based teaching methodologies in order for students to be prepared for the 21st century. We emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. In order to create an atmosphere conducive to exceptional learning, there must be structure, kindness, and cooperation. At JHHS, we support our students to make thoughtful choices. Our students are encouraged to develop to their highest academic potential as well as to integrate social

responsibility and respect as a part of their daily lives. It is our goal to make sure that a challenging, nurturing, and enjoyable environment is provided for all students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, John Henry continued to implement our distance learning program. During the summer of 2020, we reflected on the successes and struggles of our initial distance learning program and built a stronger program that prioritized social emotional learning, literacy and math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families that suffered from chronic absenteeism in the virtual setting. All of our staff and students were provided with the necessary tools to engage in distance learning, which included providing laptops and hotspots for students without access and ensuring our families had breakfasts and lunches provided daily for those families that needed them.

Additionally, we are very proud of the new electives we offer our students, including more AP classes and increased extra-curricular opportunities. We saw 92% of our seniors accepted into a four-year university, which was an increase from the previous year. We also received a full 6-year accreditation through WASC, which we attribute to our school culture of collaboration and high percentage of teacher retention, along with our strong academic program and rigorous, college ready course offerings.

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.

While we are very proud of the distance learning program that we implemented this year, we know that fewer instructional time for the year and a virtual, rather than in person model, will necessitate a school-wide approach to improving student learning over the next few years. We believe that we need an explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom based interventions.

We plan to improve on the following areas next year:

- 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.

Our new 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 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.

Despite 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.

Throughout our engagement process, we consulted with the following stakeholder groups:

- FST (Family Staff Team)

- ELAC

- Admin team

- Teachers and Staff

- Parents

- Students

The LCAP engagement process began this winter. During our meetings, we look at our school's data, as a community, to better understand where we are and gather information to address concerns moving forward. We also engage in topics brought forth by our community which impact the school; including: learning in the time of COVID, the current social climate, and returning to in school learning. In our Stakeholder Engagement Meetings we hold space for our Stakeholders to be involved in the conversation through multiple formats, as each voice needs to be heard. We ensure that we have translation services at every parent meeting in order to ensure access. We have also translated documents, memos, surveys, and other materials to enable our parent community to provide input and be part of the process. This has been especially helpful in the time of COVID and Distance Learning.

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:

- Our families expressed that they wanted the school to provide more assistance for juniors and seniors to apply to college and transition to college once they are accepted.

- Some ideas they suggested were having students have more SAT prep support with paras after school, having students receive support in exploring the schools they are interested in, especially if they are out of state, and having students talk to existing college students about their experience.

- Parents also expressed they want more transition support outside the academic realm; they want support for students to transition socio-emotionally to college or life after high school.

- Additionally, parents expressed they would like more opportunities to get to know other parents in the school, especially if they themselves are new to JHHS. They suggested having smaller meetings and having 12th grade parents "mentor" 9th/10th grade parents in how to prepare to support their child as they start high school.

- Lastly, families asked for more workshops about topics that include how to use technology to support their students while online learning and how to advocate for their children's mental health during such challenging times.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We can see where the LCAP was guided by our Stakeholder engagement in the following areas:

-Goal #1 will focus on extra support and interventions leveraging an MTSS approach. In addition, we will increase our course offerings which will include additional SAT preparation in the 11th grade.

-Goal #3 is focused on parents and therefore one of our top priorities as we head into Fall after a year of distance learning. We want to make sure our parents stay informed and connected to the various changes they will see as we transition from 100% distance learning to being in person.

Goals and Actions

Goal 1

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.

We developed this goal in alignment with State Priorities 1, 2, 4, 7, and 8.

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 have a publishing date within the last 10 years	2020-2021 93% of applicable courses with CCSS/NGSS aligned Instructional Materials were published within the past 10 years				100% of applicable courses with CCSS/NGSS aligned Instructional Materials published within the past 10 years
Percent of graduating seniors will have taken and passed an AP course.	2020-2021 70% of graduating seniors have taken and passed an AP course				70% of graduating seniors take and pass an AP course
Percentage of students participating	2019-2020				60% of students who take an advanced

in advanced placement exams achieving a score of "3" or higher	44.3% of students who took an advanced placement exam received a score of "3" or higher				placement exam receive a score of "3" or higher
Percent of EL students making progress toward proficiency as measured by the CA School Dashboard	56.3% (High ranking) of English Learners making progress toward English proficiency as reported on the 2019 CA School Dashboard				Increase to 65% (Very High Ranking) of English Learners making progress toward English proficiency as measured by the CA School Dashboard
Percent of EL students reclassifying each year	2020-2021 Reclassification Rate: 21%				At least 25% reclassification rate
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	2020-2021 Math: 56% Reading: 47%				At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	2019 CCI: 35.4% Prepared				At least 60% of student identified as Prepared for College and Career as identified by the CA School Dashboard
A-G completion as a percentage	2019-2020 88% of graduating seniors have met A-G requirements				95% of graduating seniors will have completed all A-G requirements
Implementation of CCSS/NGSS curriculum	100% of courses are using CCSS/NGSS aligned curriculum				Maintain 100% of courses using CCSS/NGSS aligned curriculum

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SBAC ELA	Baseline data pending 2021 results				3-year metric pending baseline data
SBAC MAth	Baseline data pending 2021 results				3-year metric pending baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	• 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	$80,000.00	N
2	CCSS aligned assessments	• Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year	$2,000.00	N
3	Academic Supports and Interventions	• 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	$25,000.00	Y
4	Increased Course Offerings	• 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	$20,000.00	N
5	English Language Development	• Employing an ELD Specialist and Coordinator to coach teachers	$90,000.00	Y

		• Continued PDs specifically to support ELs in the general ed classroom • Continue to maintain English Learners' participation in a CCSS aligned ELD program and have access to all elements of the regular curriculum • Maintaining a 7th period Direct English Instruction section for English Learners not enrolled in an ELD course		
6	Special Education	• Continue contracting with Futures for the provision of adequate Special Education service providers, including RSPs, 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	$175,000.00	N
7	Field Trips	• Providing field trips and other activities related to promoting a college going culture	$50,000.00	N
8	Technology	• 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	$20,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 6.

As the country-wide teacher shortage continues, it remains challenging to fill vacancies of 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	39% of teachers retained from 19-20 to 20-21				At least 75% retention from the previous year
Quantity and retention of paraprofessionals	3 Paraprofessionals, 100% retention from previous years				Maintain at least 3 Paraprofessionals with a 66% retention from the previous year

Staff expressing satisfaction with professional support and development	2020-2021 88% of staff expressed satisfaction with professional support and development				At least 90% report being "satisfied" or "very satisfied" with the scope and depth of provided professional development and support
Teacher credentials	2019 SARC: 65% Fully credentialed				100% of teachers considered fully credentialed, as reported on SARC
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021 96% of staff report feeling safe from harm while at school and 96% of staff report that they work in a cooperative and team-oriented environment				At least 90% report feeling safe and at least 85% report feeling a sense of belonging

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Hiring & Retention	● Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts ● Talent Manager will execute 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	$ 15,000.00	N
2	Professional Development	● All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	$ 30,000.00	N

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		- 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		
3	EL Focus Professional Development	At least one professional development workshop relevant to working with English Language Learners	$ 5,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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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.

We developed this goal in alignment with State Priorities 3 and 6.

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 recreate an engaged parent community. Parents have also provided vast amounts of input on this goal and we want to align this goal to their needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation of families at events and/or meetings throughout the school year	2020-2021 65% of families have participated in an event and/or meeting at least once this year				100% of families participate in at least one event and/or meeting throughout the year
Parents/ guardians responding to annual YouthTruth survey	2020-2021 37% of parents responded to annual YouthTruth survey				70% of parents/ guardians responding to annual YouthTruth survey
Parents reporting that they feel valued by the school	2020-2021 86% of families who responded to survey reported that they feel valued by the school				90% of families reporting that they feel valued by the school
Rate of families reporting that they	2020-2021				80% of parents reporting that they

feel empowered to play a role in decision-making at the school	74% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school				feel empowered to play a role in decision-making at the school
Parents sense of representation and involvement in parent/family groups such as FST, ELAC, and other committees	2020-2021 76% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees				95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees
Percentage of families feeling safe and a sense of school connectedness	2020-2021 88% of families who responded to survey said that their child's learning environment is safe 82% of parents who responded to survey reported that they feel engaged with the school				95% of families responding that their child's learning environment is safe 90% of parents responding that they feel engaged with the school

Actions

Action #	Title	Description	Total Funds	Contributing
1	Post Secondary Parent Engagement	● 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	$ 2,500.00	N

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2	Parent Survey	• Continue the use of parent surveys to provide more avenues for families to express their opinions and concerns and ensure that surveys are translated into families' primary language	$ 1,500.00	N
3	Family Welcome & Transition Events	• Hold a freshmen orientation and 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	$ 5,000.00	N
4	Outreach Coordinator	• Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement • Community outreach time and services to assist our most vulnerable populations and provide weekly attendance monitoring and communication with school administrators	$ 24,000.00	Y
5	Technology	• Holdat least 2 technology specific parent sessions to support access to progress monitoring tools such as PowerSchool, Naviance, and Kickboard	$ 2,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal 4

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6.

Students returning from a year of distance learning are in need of a safe and supportive environment now more than ever. We want to help students to re-acclimate to the high expectations and college mindset of our campus. It is important that our teachers and staff are prepared to attend to our students' socio-emotional needs in addition to their academic needs.

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 support at the school	2020-2021 57% of students who responded to annual survey reported that they feel part of the school's community 76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it				80% of students reporting that they feel part of the school's community 90% of students reporting that teachers are willing to give extra help on school work if they need it
Students expressing a belief that respect is commonplace at the school	2020-2021 82% of students who responded to annual survey reported that adults in the school treat students with respect				90% of students reporting that adults in the school treat students with respect 80% of students reporting that most

	71% of students who responded to annual survey reported that most students a the school are friendly				students a the school are friendly
Students expressing that they enjoy coming to school on a regular basis	2020-2021 40% of students who responded to annual survey reported that they enjoy coming to school most of the time				70% of students reporting that they enjoy coming to school most of the time
Percent of students responding to YouthTruth survey	2020-2021 94% of students submitted responses to YouthTruth survey				98% of students submitting responses to YouthTruth survey
Percent of students reporting they feel safe at school	2020-2021 77% of students who responded to annual survey reported feeling safe during school				90% of students reporting feeling safe during school
Suspension rate as a percentage	2019-2020 Suspension Rate: 2.7%				Maintain below 3%
Expulsion rate as a percentage	2019-2020 Expulsion: 1 Expulsion rate: 0.3%				Maintain less than 1%
Attendance Rate as a percentage	2019-2020 94% attendance rate as measured by annual report				96% attendance rate as measured by annual report

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4-year Adjusted Cohort Graduation Rate as a percentage	2019-2020 84% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (97.5% 5-year Cohort Graduation Rate)				90% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest
Graduating seniors accepted into a 4-year college/ university as a percentage	2019-2020 88% of graduating seniors admitted to a 4-year college/ university				95% of graduating seniors admitted to a 4-year college/ university
High School dropout rate as a count	2019-2020 2 total dropouts				Maintain less than 5
Chronic Absenteeism Rate as a percentage	2018-2019 16.2% Chronic Absenteeism Rate as measured by CA Dataquest				Less than 10% Chronic Absenteeism Rate as measured by CA Dataquest
Facilities in good repair	2019 SARC: Exemplary Status				Maintain Good Status or above as reported on SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Personnel	- Maintain a full time School Counselor to provide core and supplemental counseling services to students - Employ a Dean of Students to develop, manage, and support climate & culture programs - Employ a College Advisor to guide students through the college and financial aid application process	$ 250,000.00	Y
2	School-wide Assemblies	Hold at least one school-wide assembly that focuses on student achievement	$ 11,000.00	N

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		• 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		
3	School Supplies	• Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$ 25,000.00	N
4	Youth Truth Survey	• 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	$ 3,000.00	N
6	SEL	• Purchase and maintain a SEL and College Advising curriculum to be implemented during the Advisory period	$ 15,000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
25%	$768,503

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the JHHS student body. The JHHS student body is comprised of 85% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of JHHS students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain our Counselor, Dean of Students, and College Advisor to increase and improve the support students need who are experiencing challenges, develop, manage, and support the climate and culture programs, along with guiding students through the college and financial aid process. Additionally, the funds will be used for our outreach coordinator to support families of unduplicated students and increase parent voice and involvement. In addition, this role will assist our most vulnerable populations with weekly attendance monitoring and communication with school administrators to decrease chronic absenteeism.

The goals and actions provided throughout the LCAP are identified for all students. Given that 85% of our population is unduplicated, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 3: Academic Supports and Interventions

Goal 1, Action 5: English Language Development

Goal 2, Action 3: EL Focus Professional Development

Goal 3, Action 4: Outreach Coordinator

Goal 4, Action 1: School Personnel

Goal 4, Action 5: School Counselor

Goal 4, Action 6: SEL

These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor, and the continued implementation and focus on SEL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 25%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our counseling staff. In addition, the school will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o 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.

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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

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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

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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.

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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.

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California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide High Quality Curriculum and Assessment Systems that Promote College and Career Readiness with Academic Supports and Interventions

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3, 5,& 7
Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual

Instructional materials in core subjects will be aligned to ccss or approved by the advanced placement program: 100%	Met: 100%
All students participating in advanced placement exams will achieve a score of "3" or higher: 40%	51/70 students scored 3 or higher
El students advancing in at least one category of the elpac or be reclassified: 35%	19-20 Summative ELPAC data not available due to COVID 19 school closures
Student growth on interim assessments aligned to ccss for all pupils over the course of the year: 45%	2020-2021 Math: 56% Reading: 47%
Student growth on interim assessments aligned to ccss for all socio- economically disadvantaged pupils over the course of the year: 45%	DAta not available
Student growth on interim assessments aligned to ccss for all el pupils over the course of the year	Data not available

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement	$62,000	$48,756
Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year for grades 9-11.	$40,000	$28,535
Continued use of curriculum to support EL students (licenses and consumables	$40,000	$40,123

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services have implemented the majority of the tenets of this goal. Currently, we are waiting to determine textbooks to purchase for the NGSS curriculum once a state assessment is developed.

The actions/services provided by JHHS this year increased the number of overall students who were meeting or exceeding standards in math and English as measured by our Common Assessments. The Spring Board curriculum is also helping to increase EL student's skill levels.

The ELA/ELD Springboard curriculum was difficult to implement initially, but is noticeably improving student writing across all grade levels. As teachers and students become more familiar with this curriculum, student performance should increase. Moving to use Common Assessments that test student's mastery of common core standards will continue to guide instruction.

Goal 2

Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,&7

Local Priorities:1

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention: 75%	39% of teachers retained from 19-20 to 20-21
Retention of paraprofessionals to support math and ela instruction and students with el designations: 75%	3 Paraprofessionals, 100% retention from previous years

Staff expressing satisfaction with professional support and development: 75%	88% of staff expressed satisfaction with professional support and development
Implementation of ccss in weekly lesson plans in core subjects (math, science, english language arts, and social science): 100%	Met: 100%
Implementation of ngss in weekly science lesson plans: 90%	Met: 100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	$380,000	$72,953
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	$30,000	$14,341
At least one professional development workshop relevant to working with English Language Learner populations	$35,000	$4,744
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$32,000	$14,341

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our Deans of Instruction coached our staff regularly by providing feedback to weekly lesson plans and completing observation cycles at minimum, once per month. We had a robust Professional Development calendar that included emphasis on how to support ELs in the

classroom and how to analyze data to inform instruction. One challenge in the 19-20 school year was having to pivot to offering these same rigorous supports for staff in the online setting.

Goal 3

Increased Opportunities for Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,4,5,6,7 and 8

Local Priorities: 2,3

Annual Measurable Outcomes

Expected	Actual
Participation of jhhs families at outreach/orientation events throughout the school year: 80%	65% of families have participated in an event and/or meeting at least once this year
Parents expressing satisfaction with school outreach/ orientation events: 75%	78% of parents expressing satisfaction with school outreach/ orientation events (parent survey)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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	$2,000	$1,680
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	$1,000	$1,399

Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	$2,000	$525
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.	$1,500	$3,120

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent involvement has increased at John Henry. A JHHS open-house was held in early Fall with families. A parent meeting was held each semester at JHHS. Parent sessions have covered the following topics: CAASPP testing, future AP courses, current course offerings, ELA/Math/Science curriculum, LCAP, charter renewal, AMPS/JHHS instructional methods, college application process, student behavior, dress code, bullying, student safety, parent portal, progress reporting, extra-curricular activities, and future school development/construction. Two orientation meetings for incoming 9th graders were held prior to the beginning of the school year.

Goal 4

Improving School Climate and School Culture by Increasing Support Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6 and 8 Local Priorities: 1,2,3

Annual Measurable Outcomes

Expected	Actual
Students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS: 75%	57% of students who responded to annual survey reported that they feel part of the school's community 76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it
Maintain suspension rates: 5% or lower	Met: 2.7%
Maintain High Attendance Rate: 97%	94% attendance rate as measured by annual report
Graduation high graduation rate for four-year cohorts: 85%	Not Met: 84.3%
Graduating seniors accepted university: 90%	88% of graduating seniors admitted to a 4-year college/ university

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintain a full time school wellness counselor to meet with students experiencing non-academic problem.	$75,000	$68,565
Hold at least one school-wide assembly that focuses on student achievement	$5,000	$3,637
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.)	$38,000	$12,342
Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$5,500	$6,324
Employ a college advisor to guide 12th grade students through the college and financial aid application process	$75,500	$63,917

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In an effort to achieve the articulated goal, JHHS hired a counselor to address emotional and behavioral concerns. With the additional support staff, we were able to better track our students of concern, whether it be academics, attendance, and/or mental health. We recognized the importance of bringing our students together to celebrate positive contributions, reward their hard work, and organizing assemblies that focused on developmentally appropriate social/emotional concerns. The overall actions/services were effective.

However, we still need to do more to address attendance and the cohort graduation rate. We plan to provide more academic support for students and plan to provide more services in the 9th and 10th grade so that students know what they need to do, early on.

Goal 5

Increase course offerings and access to courses to promote academic achievement and the acquisition of 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6,7,8

Local Priorities:1

Annual Measurable Outcomes

Expected	Actual
Graduating students will have requirements: 90%	2019-2020 88% of graduating seniors have met A-G requirements
Students expressing satisfaction with the selection of courses at jhhs: 70%	68% of students expressing satisfaction with the selection of courses at JHHS
Percentage of students participating in extracurricular activities: 70%	54% of students participating in extracurricular activities
Achieve a 1:1 student to computer ratio: 100%	Met: 100%
Participation rates in Advanced Placement courses 40%	70% of graduating seniors have taken and passed an AP course

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adopting a greater number of AP courses and ensuring staff are properly trained to deliver the course	$85,000	$16,618
Purchase Chromebooks to maintain or increase a 2 to 1 student to device ratio.	$18,500	$18,523
Implementation of SAT preparation curriculum for 11th grade students to support strong academic skills and a college-going culture	Accounted for in Goal 1 (Action 2)`	
Use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year	$8,000	$9,600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions/services listed above contributed to the successes of all students. 100% of classrooms, teachers, and students used technology to push rigor and engage our students through multimedia. Students are becoming more versed in using technology as an avenue of learning. Students are more prepared for Advanced Placement courses and we are seeing an increase in students electing to enroll in such courses. Overall, the implementation of services and actions has been effective in ensuring that more students have access to courses that promote academic achievement and the acquisition of 21st century skills.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 70% alcohol.	$20,000	$16,384	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Hiring an additional full time custodian.	$37,000	$27,504	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points.	$1,500	$2,316	N

Visuals will also reinforce face covering and hand washing protocols.			
Health Materials: Additional thermometers to screen student temperature and supplies to respond to students who display any signs of illness, including building a space for students who are ill to wait for parents to pick them up.	$3,000	$1,431	N
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$11,000	$16,384	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were able to open campus for cohort groups of students this spring, later adding two teachers teaching in-person. A big success is that we were able to do this in a way that felt safe to the students and staff participating. One of the in-person teachers was our ELD instructor--this encouraged our lower level ELs to return to campus and was a great benefit to their skill development, particularly increasing their speaking development. Despite the precautions on campus and that we had zero identified COVID cases in students and staff on campus, many families and staff members were still uncomfortable with the idea of returning on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: Connectivity devices, including hotspots, Chromebooks, laptops, and headsets.	$30,000	$154,953	N
Online Programs: Kickboard licenses for SEL monitoring and PBIS, Adobe Creative Cloud school license for signature gathering and Graphic Design classes.	$6,000	$3,055	N
Student School Supplies: Purchasing masks, notebooks, calculators, pencils, pens, paper, folders, school planners, graphing notebooks, art sketchbooks, colored pencils, and pens.	$15,000	$14,365	N
Outreach: Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators.	$30,000	$23,330	N
Postage and Mailing: Stamps, paper, envelopes, and other supplies to mail home announcements, bulletins, and other communication to support parents who do not have email addresses.	$7,000	$4,821	N
Professional Development: Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Other professional development	$12,000	$39,834	N

opportunities for instructional staff to support students in Distance Learning.			
Administrative Support: Portion of Site Director's Salary & Benefits	$40,500	$32,298	N
Administrative Support: Portion of Dean's Salaries & Benefits	$64,500	$78,689	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Significantly more funds were used to ensure all scholars had access to computers for the year of online learning along with PD to ensure our staff were adequately prepared to provide a rigorous instruction virtually to students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction and Professional Development were definite strengths of ours this past year. We maintained a fully synchronous academic program and also continued weekly PD, as well as regular observation and coaching of our teachers. As we were already 1:1 with devices, that area started strong, and we were able to provide hotspots to families who needed the connectivity support. Student Participation, while increasing as the year progressed, was a definite challenge. Class participation was not at the level that we expect and strive for from our students while in-person.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online Assessments: Purchasing IXL student licenses for online diagnostic assessments and progress monitoring, NWEA for online benchmark assessments and growth measurements, and Clever for easier integration.	$10,000	$5,640	N
Credit Recovery Program: Edgenuity school license to support students with credit recovery.	$10,000	$10,100	N
Youth Truth Survey: Purchased Youth Truth school license to survey parents, students, and teachers and assess whether we need to make program changes to support learning loss.	$5,000	$4,095	N
Online Instructional Materials: Purchased online licenses that would support instruction to mitigate and lessen pupil learning loss.	$15,000	$16,821	N
English Language Development: Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English.	$17,000	$12,781	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We adopted NWEA's MAP assessment system this year in order to support the monitoring of student progress and learning loss. While growth wasn't as pronounced as we had hoped, our students were still performing above average (and with the comparison data being from in-person years). The growth data reports from MAP allowed our teachers to analyze who was making progress and who wasn't. IXL provided in the moment feedback, allowing teachers to monitor student acquisition of new skills. We provided after school drop-in office hours, peer tutoring, and peer mentorship, all of which supported students' learning during this time. Using Edgenuity, some of our seniors whose academics got off-track when schools closed last spring, were able to recover the needed credits in order to graduate with their class.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to JHHS's ability to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a

regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support

system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging with our students and families took on a whole new meaning and approach for the 20-21 school year. While we never imagined relying so heavily on the virtual platforms for all engagement, we are truly proud of the way we were able to engage with both our students and families on both the academic and social-emotional level. School administration teams, which include Site Directors, deans, and Vice Principals oversaw the engagement and outreach of pupils for reengagement strategies in the following successful ways:

- Teachers conducted the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators received documentation for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student was "absent" from multiple classes or multiple days, the administration reached out to their respective students and sought to understand what was going on and work with the student to re-engage them.

-Administrators would then reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step included a home visit with a community outreach team member.

- AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits

and services were provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites provided telephonic translation as well.

While it was a challenge that required additional support to ensure all students were meaningfully engaged in their remote work, we believe our efforts were successful based on our attendance rates and engagement throughout the 20-21 school year. We will continue to analyze the efforts we put forth to virtually engage with students and families throughout the pandemic and determine effect strategies into school year 21-22 when we return in person. We found a lot of the ways we engaged virtually to be a success and will continue those efforts next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services operational procedures developed during the spring school closures continued through the summer months to ensure safe and effective meal delivery services. These services included use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Better 4 You Meals, our school lunch program, began operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We continued to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family was encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. AMPS Nutrition staff ensured that we remained 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

A significantly successful measure to ensure meals were distributed successfully to families and students was the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	$8,000	$8,192	N
Technology Services	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely.	$2,800	$4,335	N
Counseling/Mental Health	Hired an additional School Counselor to provide core and supplemental counseling services to students. Provide supports to implement equity-driven staffing processes and course scheduling.	$68,000	$57,060	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 who are committed to the academic and socio-emotional well-being of all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions contributing to the increased or improved services outlined in the Learning Continuity Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

Page **4** of **5**

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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@amethodschoools.org (510) 719- 7810

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Oakland Charter Academy (OCA) 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. In the past 20 years, OCA has doubled in size and serves 238 students with a demographic of 82.4% Hispanic/Latino, 8% African-American, 6.3% Asian-American, 1/.7% Pacific Islander, and 1.7% White. 97% of our students qualify for free and reduced lunch with a 28.2% English Learner and 5.5% students with disabilities

Our school Mission and Core Values are as follows:

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

At Oakland Charter Academy (OCA), we are very committed to the academic success of every child. We are also deeply invested in seeing all children grow into responsible and caring members of our community. It is our priority that we create a supportive learning community and help students in developing self-awareness and self-management, building relationships, and solving conflicts.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, John Henry continued to implement our distance learning program. During the summer of 2020, we reflected on the successes and struggles of our initial distance learning program and built a stronger program that prioritized social emotional learning, literacy and math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families that suffered from chronic absenteeism in the virtual setting. All of our staff and students were provided with the necessary tools to engage in distance learning, which included ensuring our families had breakfasts and lunches provided daily for those families that needed them.

Additionally, we are very proud of the hard work to meet the needs of our students and community. One of the highlights we would like to present is our ability to keep students engaged during distance learning. Oakland Charter Academy's attendance, ADA, has remained above 95% throughout the year.

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.

While we are very proud of the distance learning program that we implemented this year, we know that fewer instructional time for the year and a virtual rather than in person model will necessitate a school-wide approach to improving student learning over the next few years. We believe that we need an explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom based interventions. In the coming year Oakland Charter Academy will continue to engage students as well as focusing on analyzing data to determine how to best address the learning loss that COVID-19 has caused.

We plan to improve on the following areas next year to address academic gaps caused by the pandemic and length of distance learning:

-Continued identification, analysis 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.

-Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions.

-Provide Mental Health Curriculum and programs, community resources for families and students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our new 2021-2024 LCAP is organized into 4 goals:

- 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.

- 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 socio-emotional learning.

- Goal 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.

- Goal 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.

To meet the above goals we will highlight the following Actions throughout our LCAP below:

-Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA

-Hire and Instructional Dean to support with additional academic support and acceleration

-Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism

-Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families

-Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle Camera and other live streaming equipment.

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.

Throughout our engagement process, we consulted with the following stakeholder groups:

-SSC and ELAC

-Admin team

-Teachers

-Parents

-Students

The LCAP engagement process began this winter. During our meetings we look at our school's data as a community to better understand where we are and gather information to address concerns moving forward. We also engage in topics brought forth by our community which impact the school. These include learning in the time of COVID, the current social climate, and returning to in school learning. In our Stakeholder Engagement Meetings we hold space for our Stakeholders to be involved in the conversation through multiple formats as each voice needs to be heard. This has been especially helpful in the time of COVID and Distance Learning.

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:

-The need for comprehensive support

- Additional technology support for families

-Additional technology support for significant student groups

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We can see where the LCAP was guided by our Stakeholder engagement in the following areas:

Goal 1, Action 4: Intervention and 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.

Goal 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.

Goal 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.

Goals and Actions

Goal

Goal #	Description
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.*

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities: 1, 2, 4

It is critical that our students leave with the knowledge and skills that will enable them to be successful in high school and beyond. 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
Instructional staff retention	20-21: 79% of core teachers				100% of core teachers returning

Appropriately assigned instructional staff	2019 SARC: 70% fully credentialed				100% Fully credentialed
Standards-aligned curriculum for all students for all core subjects	20-21: 100%				Maintain 100%
Math SBAC % Meeting or Exceeding	Baseline data coming pending 2021 results				3-year outcome pending baseline data.
ELA SBAC % Meeting and Exceeding	Baseline data coming pending 2021 results				3-year outcome pending baseline data.
EL Progress % of students moving up at least one level as measured by ELPAC	2019 CA School Dashboard: 43.9% making progress towards English language proficiency				55% or higher of ELs making progress toward proficiency as measured by the CA School Dashboard
RFEP Rate as a percentage	2020 RFEP Rate: 6.6%				15% or higher
Facility Report	2019 SARC: Exemplary Rating				Maintain an exemplary rating as reported by the SARC
7 Broad course of study	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				maintain 100%

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	N
2	Teammate Retention	Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	$ 4000.00	N
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	N
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	N
6	Library	Purchase and develop school libraries according to model library standards as well as classroom leveled readers.	$1000.00	N
7	Additional Staff	Hire and Instructional Dean to support with additional academic support and acceleration	$85000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle. NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
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.*

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6.

Students returning from a year of distance learning are in need of a safe and supportive environment now more than ever. We want to help students to re-acclimate to the high expectations and college mindset of our campus. We will continue to focus our attention on the social emotional and well-being of our scholars as we welcome everyone back to campus. We will continue our efforts put into place this year to ensure our site is a safe place for staff and scholars and all safety and health protocols are being followed.   We will emphasize our SEL program for both adults and students alongside a culturally responsive MTSS program.

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	20-21 ADA: 97%				Maintain above 97%
Suspension rate as a percentage	2020-21 Suspension Rate: 0%				Maintain 0%

Expulsion rate as a percentage	2019-2020: 0%				Maintain 0%
Percentage of students reporting Positive School Climate on Mid- Year and End of Year Student Surveys	19-20 Survey data: 92%				Maintain 92% or higher
Chronic Absenteeism as a percentage	18-19: 14.8%				Less than 10%

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	N
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	N
4	Engagement Activities	Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.	$ 1000.00	N
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$ 1000.00	N
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students.	$ 2000.00	N
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$ 1000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$ 20000.00	N
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	$ 10000.00	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
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism	$ 1000.00	N
12	SART Training & Support	Provide training and support resource for SART in an effort to reduce chronic absenteeism	$ 1000.00	N
13	Class Dojo	Implement and use Class Dojo to engage students throughout the day.	$ 1000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
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.*

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3 and 6.

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
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	2019-2020 Survey Data: 86%				Maintain 90% or higher
Average parent attendance rates at school events and parent/teacher conferences	2019-2020: School Events: 30% 2019-2020: Parent/Teacher Conferences: 90%				School Events: 75% or above Parent/Teacher Conferences: Maintain 90% or above
Percentage of parents logging on to Parent Portal	2019-2020: 50%				75% or higher
seeking parent input on decision making	Baseline data coming school year 21-22				Outcome pending baseline data
promoting participation from parents of EL, Sped, FY, Low Income	Baseline data coming school year 21-22				Outcome pending baseline data

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	N
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families	$ 26000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$ 1000.00	N
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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle. NA ---

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Now more than ever we felt the need to include a technology goal. While the pandemic created an environment that required us to provide a device for every student and wifi access to families lacking sufficient access, we have seen there is still a need to further develop our access to technology and build the capacity for both students and adults on campus. We will do this through additional technology purchases and training to ensure both students and staff can not only access the technology, but excel in its capabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student to device ratio	20-21 Data: 1:1 student to device ratio				Maintain 1:1 ratio
Percentage of classrooms with dedicated audio/video equipment	20-21 Data: 100%				Maintain 100%
Percentage of teachers regularly utilizing technology in the classroom	2019-2020: 80%				Increase to 100% of teachers regularly utilizing technology in the classroom

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	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle 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	N

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29%	$616,625

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the OCA student body. The OCA student body is comprised of 88% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of OCA students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire an additional Dean of Instruction to increase the amount of instructional support teachers will receive along with providing teachers more access to culturally relevant curricular materials and ensure all staff are trained in culturally responsive, equitable practices. Additionally, the funds will be used to support student and family access to technology and softwares to build their technology capacity.

The goals and actions provided throughout the LCAP are identified for all students, given that 88% of our population is unduplicated, however, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 4: Intervention and Acceleration

Goal 1, Action 7: Additional Staff

Goal 2, Action 1: MTSS and PBIS

Goal 2, Action 10: Wellness Counselor/Behavior Therapist

Goal 3, Action 2: Bilingual Community Coordinator

Goal 3, Action 4: Family Access to Hybrid Instruction

Goal 4, Action 1: Student Devices

Goal 4, Action 2: Software for Students

These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor, and the continued implementation and focus on SEL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 29%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our wellness counselor and behavior therapist. In addition, OCA will increase the access families have to technology and hybrid instruction, along with increasing student access to devices and computer programs to increase academic outcomes.

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.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg Site Director	pellingberg@amethodschoools.org (510) 719- 7810

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention 75%	Met: 79% of core teachers

Appropriately assigned instructional staff 100%	Not Met: 2019 SARC: 70% fully credentialed
Standards-aligned curriculum for all students for all core subjects: 100%	Met: 100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards: 32%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards: 36%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged): 33%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged): 37%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner): 17%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: English Learner): 20%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 30%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 37%	Data not available due to COVID-19 school closures
English Learner Progress (cohort analysis of students who are designated EL moving up at least one level on CELDT/ELPAC Overall or being reclassified): 32%	19-20 Summative ELPAC data not available due to COVID school closures
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs): 100%	Met: 100%
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey:85%	Survey data not available due to school closures
Turn-around time between initiation of maintenance requests and job completion: 2 days	Not Met: Data not available

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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	$40,000	$40,975
-Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. -Continued development and implementation of AMPS Career Path process for staff advancement. 　-BTSA offered to all qualifying staff 　-Teacher and paraprofessional participation in 　Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.	$5,000	$5,446
First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a monthly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$34,000	$23,928
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. Regularly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$22,500	$23,928
Regular maintenance of facilities as measured by work order requests	$50,000	$29,748

--Continued implementation of Language Live as an ELA core replacement program by a credentialed teacher for students 2 or more levels below grade level. -Additional paraprofessional staff hired and trained for ELA classroom and after school support. -Continued monthly Literacy Coaching for all instructional staff. -Review of data regarding Springboard ELD and its correlation to ELPAC scores -Continue use of Achieve3000 to monitor and support students at 1-1.5 levels below grade level. -Upkeep of leveled libraries for English classrooms	$200,000	$236,449

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds were spent toward 2019-2020 Actions listed above.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There was an adoption process for Science and AMPS board approve the purchase of FOSS Science for the 2019-2020 school year. Teachers were trained on the usage of Foss along with assessment protocols for setting data points for CAST. Our grade level teachers meet monthly to go over what is working and what requires more support. Before the school year starts our teachers will participate in Professional Development for College Board Spring Board, which will include our ELD curriculum component. Illustrative Math which is our math curriculum and FOSS will be in full implementation in the fall. (Will use CAST to evaluate progress).

Teachers participate in Professional Growth Plans (PGP's) three times a year as well as film sessions. The PGP process begins in the beginning of the school year with a goal setting meeting and through observations, debriefs, and film sessions their goals are re-evaluated and adjusted 3 times a year. Overall, the combination of new curriculum and training will help our teachers develop their skills over the course of the school year.

With a teacher shortage in California, it is difficult to retain teachers and challenging to hire teachers with 2 or more years of teaching experience. RCA is invested in developing teachers this upcoming school year. With the addition of a new Career Path teacher in ELA, this will help with new teachers coming on board. Being a part of the Accelerator Program this past year has opened up the accessibility to other networks best practices. Open source has been valuable in analyzing content delivery.

Goal 2

Positive School Climate and Student Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:2,3

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: 98%	Not Met: 97%
Suspension Rates: <5%	Met: 3.8%
Expulsion Rates: 0%	Met: 0%
Percentage of students reporting positive school climate on mid-year and end of year student survey: 95%	19-20 Survey data: 92%
Number of school incident reports with student office referrals and/or discipline log entries: 2x a week	Data not available
Percentage of student logging into Parent Portal: 65%	Met: at least 65%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

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Continued development and implementation of PBIS.	$2,000	$2,745
-Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety. -Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community. -Quarterly special events hosted such as Awards Assembly, Parent/Teacher Conferences, Posada, End of the Year BBQ, School Dance, Field Trips, Laurel Street Fair Booth -Bi-weekly update of the OCA Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments	$7,500	$5,920
Parent Portal made available to all students to regularly self-monitor progress and achievement	$2,000	$1,375

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

OCA has a positive school culture as evidenced by parent, teacher and student survey results.

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The Counseling and Student Support Team has begun to develop emerging practices in support of positive student behavior and culture and climate.

OCA has begun to implement consistent PBIS and MTSS best practices school wide that support a restorative culture for minor misbehaviors, but still implementing the Commitment to Distinction. While there were successes in our Actions for 19-20, we face many challenges when schools were closed and we started to implement our distance learning program. Our focus and resources went to ensuring all scholars had access to a computer and wifi, while ensuring families had access to meals and the mental health resources needed during the challenges caused by the pandemic.

Goal 3

Parent Support and Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6,8

Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys: 80%	2019-2020 Survey Data: 86%
Average parent attendance rates at school events and parent/teacher conferences: 85%	2019-2020: School Events: 30% 2019-2020: Parent/Teacher Conferences: 90%
Percentage of parents logging on to parent portal: 35%	2019-2020: 50%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Students' Support Team (SST) meetings as part of the MTSS	$2,000	$1,077

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Add at least 1 additional Parent Participation Events from previous year	$5,000	$1,096
Add at least 1 additional Education Workshop from previous year		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to successfully implement all Actions outlined in Goal 3 and meet our Measurable Outcomes. We again faced challenges around engagement once the pandemic hit and all academic programming moved to virtual. We continued to engage with our families virtually and maintained successful communication to ensure we were meeting the virtual needs of families and students.

Goal 4

Increased student access to technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6,8

Local Priorities: 1,4

Annual Measurable Outcomes

Expected	Actual
Student to Device Ratio: 1.5:1	1:1 student device ratio
Percentage of classrooms with dedicated audio/video equipment: 100%	100%
Percentage of teachers regularly utilizing technology in the classroom: 100%	100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Purchase additional Chromebooks/Tablets and support hardware to meet yearly metrics. -Purchase appropriate software to increase student access to core curriculum and monitor student usage. -Provide staff and students training in the use of technology.	$68,000	$32,955

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Every year, OCA sets aside funds for Chromebooks and works technology department to carry out the implementation of new devices. Tech department also repairs any broken Chromebooks and makes software and hardware updates.

OCA's 130 Chromebooks are accounted for and are in good operating shape. Chromebooks are used for NWEA MAP testing along with CAASPP testing. They also provide an opportunity for teachers to implement a blended learning model. Achieve 3000 is one of many online programs that students have access to by providing chromebook use.

Focusing on this goal was a huge success for OCA as we moved to a virtual learning environment.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	$10,000	$13,708	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$1,226	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-touch areas.	$25,000	$25,300	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$10,000	$13,708	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$13,708	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All budgeted funds were spent toward 2020-2021 Actions listed above.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home.   Middle School teaching requires fundamental, hands-on manipulation and social skills creating challenges for all stakeholders. Some examples were the ability to provide in person professional development for teachers to utilize technology and learn hybrid instruction. There were slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa. Additionally, Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$6,000	$73,030	N
Purchase of TurnitIn, Pear Deck, and Bloomz and Professional Development	$4,200	$7,886	N
Zoom licenses for teachers and staff	$4,000	$2,978	N
Purchase of Student school supplies including; masks, tote bags, notebooks, calculators, pencils, paper, pens, folders, OCA school planner, colored pencils, highlighters, and board markers.	$5,000	$7,338	N
Multilingual Literacy: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation,	$24,000	$22,550	N

newcomer programs, and language immersion programs.			
Counselors will provide student supports for academics, mental health, and referral processing.	$20,000	$28,530	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$48,000	$40,239	N
Principal's time spent developing and managing robust student support systems.	$40,500	$44,649	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Based on the tech analysis that we conducted, we ended up needing 60 more laptops than we expected at the beginning of the year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year was our ability to provide one to one technology for every child and family with the support of C-19 funds. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports. We established a SART committee to help follow up with students to re-engage them in classrooms. We had a positive improvement. Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Learning Program: Students will receive 5 full weeks of ELA and Math Instruction.	$20,000	$20,117	N
Purchase of Pear Deck and Bloomz to support online learning and monitoring.	$10,000	$7,886	N
Infinite Campus Data Dashboard and Software Tool: Maintain Infinite campus data system to support implementation of the district's common assessment system and school closure dashboard.	$5,000	$7,379	N
Paraprofessional after school tutorial hours.	$35,000	$27,186	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In the 20-21 school year students faced a huge impact on their learning. While we know instruction was reduced according to the state of California. That alone clearly hurt many of our students. While technology was a positive and became more accessible, the elementary requires fundamental teaching that should include in person, social skills and hands on manipulative learning. The disrupted distance learning varied from family to family pending the location and strength of their wifi and the number of children in the home. Our essential families that worked while children remained in day care or cared by older siblings, clearly left our disenfranchised families in educational distress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to JHHS's ability to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

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Engaging with our students and families took on a whole new meaning and approach for the 20-21 school year. While we never imagined relying so heavily on the virtual platforms for all engagement, we are truly proud of the way we were able to engage with both our students and families on both the academic and social-emotional level. School administration teams, which include Site Directors, deans, and Vice Principals oversaw the engagement and outreach of pupils for reengagement strategies in the following successful ways:

- Teachers conducted the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators received documentation for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student was "absent" from multiple classes or multiple days, the administration reached out to their respective students and sought to understand what was going on and work with the student to re-engage them.

-Administrators would then reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step included a home visit with a community outreach team member.

- AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services were provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites provided telephonic translation as well.

While it was a challenge that required additional support to ensure all students were meaningfully engaged in their remote work, we believe our efforts were successful based on our attendance rates and engagement throughout the 20-21 school year. We will continue to analyze the efforts we put forth to virtually engage with students and families throughout the pandemic and determine effect strategies into school year 21-22 when we return in person. We found a lot of the ways we engaged virtually to be a success and will continue those efforts next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services operational procedures developed during the spring school closures continued through the summer months to ensure safe and effective meal delivery services. These services included use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Better 4 You Meals, our school lunch program, began operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We continued to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family was encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. AMPS Nutrition staff ensured that we remained 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

A significantly successful measure to ensure meals were distributed successfully to families and students was the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	$10,000	$13,708	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context	$25,000	$28,530	N
Multiple Areas	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	$10,000	$8,193	N

Pupil and Family Engagement and Outreach	Maintain existing staffing and supports teacher connections with families and students- especially vital during full remote learning mode	$20,000	$25,707	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions contributing to the increased or improved services outlined in the Learning Continuity Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

Page **4** of **5**

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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@amethodschoools.org (510) 719- 7810

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Oakland Charter Academy (OCA) 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. In the past 20 years, OCA has doubled in size and serves 238 students with a demographic of 82.4% Hispanic/Latino, 8% African-American, 6.3% Asian-American, 1/.7% Pacific Islander, and 1.7% White. 97% of our students qualify for free and reduced lunch with a 28.2% English Learner and 5.5% students with disabilities

Our school Mission and Core Values are as follows:

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

At Oakland Charter Academy (OCA), we are very committed to the academic success of every child. We are also deeply invested in seeing all children grow into responsible and caring members of our community. It is our priority that we create a supportive learning community and help students in developing self-awareness and self-management, building relationships, and solving conflicts.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, John Henry continued to implement our distance learning program. During the summer of 2020, we reflected on the successes and struggles of our initial distance learning program and built a stronger program that prioritized social emotional learning, literacy and math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families that suffered from chronic absenteeism in the virtual setting. All of our staff and students were provided with the necessary tools to engage in distance learning, which included ensuring our families had breakfasts and lunches provided daily for those families that needed them.

Additionally, we are very proud of the hard work to meet the needs of our students and community. One of the highlights we would like to present is our ability to keep students engaged during distance learning. Oakland Charter Academy's attendance, ADA, has remained above 95% throughout the year.

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.

While we are very proud of the distance learning program that we implemented this year, we know that fewer instructional time for the year and a virtual rather than in person model will necessitate a school-wide approach to improving student learning over the next few years. We believe that we need an explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom based interventions. In the coming year Oakland Charter Academy will continue to engage students as well as focusing on analyzing data to determine how to best address the learning loss that COVID-19 has caused.

We plan to improve on the following areas next year to address academic gaps caused by the pandemic and length of distance learning:

-Continued identification, analysis 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.

-Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions.

-Provide Mental Health Curriculum and programs, community resources for families and students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our new 2021-2024 LCAP is organized into 4 goals:

- 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.

- 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 socio-emotional learning.

- Goal 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.

- Goal 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.

To meet the above goals we will highlight the following Actions throughout our LCAP below:

-Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA

-Hire and Instructional Dean to support with additional academic support and acceleration

-Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism

-Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families

-Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle Camera and other live streaming equipment.

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.

Throughout our engagement process, we consulted with the following stakeholder groups:

-SSC and ELAC

-Admin team

-Teachers

-Parents

-Students

The LCAP engagement process began this winter. During our meetings we look at our school's data as a community to better understand where we are and gather information to address concerns moving forward. We also engage in topics brought forth by our community which impact the school. These include learning in the time of COVID, the current social climate, and returning to in school learning. In our Stakeholder Engagement Meetings we hold space for our Stakeholders to be involved in the conversation through multiple formats as each voice needs to be heard. This has been especially helpful in the time of COVID and Distance Learning.

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:

-The need for comprehensive support

- Additional technology support for families

-Additional technology support for significant student groups

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We can see where the LCAP was guided by our Stakeholder engagement in the following areas:

Goal 1, Action 4: Intervention and 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.

Goal 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.

Goal 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.

Goals and Actions

Goal

Goal #	Description
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.*

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities: 1, 2, 4

It is critical that our students leave with the knowledge and skills that will enable them to be successful in high school and beyond. 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
Instructional staff retention	20-21: 79% of core teachers				100% of core teachers returning

Appropriately assigned instructional staff	2019 SARC: 70% fully credentialed				100% Fully credentialed
Standards-aligned curriculum for all students for all core subjects	20-21: 100%				Maintain 100%
Math SBAC % Meeting or Exceeding	Baseline data coming pending 2021 results				3-year outcome pending baseline data.
ELA SBAC % Meeting and Exceeding	Baseline data coming pending 2021 results				3-year outcome pending baseline data.
EL Progress % of students moving up at least one level as measured by ELPAC	2019 CA School Dashboard: 43.9% making progress towards English language proficiency				55% or higher of ELs making progress toward proficiency as measured by the CA School Dashboard
RFEP Rate as a percentage	2020 RFEP Rate: 6.6%				15% or higher
Facility Report	2019 SARC: Exemplary Rating				Maintain an exemplary rating as reported by the SARC
7 Broad course of study	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				maintain 100%

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	N
2	Teammate Retention	Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	$ 4000.00	N
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	N
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	N
6	Library	Purchase and develop school libraries according to model library standards as well as classroom leveled readers.	$1000.00	N
7	Additional Staff	Hire and Instructional Dean to support with additional academic support and acceleration	$85000.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle. NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
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.*

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6.

Students returning from a year of distance learning are in need of a safe and supportive environment now more than ever. We want to help students to re-acclimate to the high expectations and college mindset of our campus. We will continue to focus our attention on the social emotional and well-being of our scholars as we welcome everyone back to campus. We will continue our efforts put into place this year to ensure our site is a safe place for staff and scholars and all safety and health protocols are being followed.   We will emphasize our SEL program for both adults and students alongside a culturally responsive MTSS program.

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	20-21 ADA: 97%				Maintain above 97%
Suspension rate as a percentage	2020-21 Suspension Rate: 0%				Maintain 0%

Expulsion rate as a percentage	2019-2020: 0%				Maintain 0%
Percentage of students reporting Positive School Climate on Mid- Year and End of Year Student Surveys	19-20 Survey data: 92%				Maintain 92% or higher
Chronic Absenteeism as a percentage	18-19: 14.8%				Less than 10%

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	N
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	N
4	Engagement Activities	Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.	$ 1000.00	N
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$ 1000.00	N
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students.	$ 2000.00	N
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$ 1000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$ 20000.00	N

9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	$ 10000.00	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
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism	$ 1000.00	N
12	SART Training & Support	Provide training and support resource for SART in an effort to reduce chronic absenteeism	$ 1000.00	N
13	Class Dojo	Implement and use Class Dojo to engage students throughout the day.	$ 1000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal

Goal #	Description
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.*

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3 and 6.

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
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	2019-2020 Survey Data: 86%				Maintain 90% or higher
Average parent attendance rates at school events and parent/teacher conferences	2019-2020: School Events: 30% 2019-2020: Parent/Teacher Conferences: 90%				School Events: 75% or above Parent/Teacher Conferences: Maintain 90% or above
Percentage of parents logging on to Parent Portal	2019-2020: 50%				75% or higher
seeking parent input on decision making	Baseline data coming school year 21-22				Outcome pending baseline data

promoting participation from parents of EL, Sped, FY, Low Income	Baseline data coming school year 21-22				Outcome pending baseline data

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	N
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families	$ 26000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$ 1000.00	N
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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle. NA ---

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Now more than ever we felt the need to include a technology goal. While the pandemic created an environment that required us to provide a device for every student and wifi access to families lacking sufficient access, we have seen there is still a need to further develop our access to technology and build the capacity for both students and adults on campus. We will do this through additional technology purchases and training to ensure both students and staff can not only access the technology, but excel in its capabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student to device ratio	20-21 Data: 1:1 student to device ratio				Maintain 1:1 ratio
Percentage of classrooms with dedicated audio/video equipment	20-21 Data: 100%				Maintain 100%
Percentage of teachers regularly utilizing technology in the classroom	2019-2020: 80%				Increase to 100% of teachers regularly utilizing technology in the classroom

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	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle 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	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29%	$616,625

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the OCA student body. The OCA student body is comprised of 88% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of OCA students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire an additional Dean of Instruction to increase the amount of instructional support teachers will receive along with providing teachers more access to culturally relevant curricular materials and ensure all staff are trained in culturally responsive, equitable practices. Additionally, the funds will be used to support student and family access to technology and softwares to build their technology capacity.

The goals and actions provided throughout the LCAP are identified for all students, given that 88% of our population is unduplicated, however, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 4: Intervention and Acceleration

Goal 1, Action 7: Additional Staff

Goal 2, Action 1: MTSS and PBIS

Goal 2, Action 10: Wellness Counselor/Behavior Therapist

Goal 3, Action 2: Bilingual Community Coordinator

Goal 3, Action 4: Family Access to Hybrid Instruction

Goal 4, Action 1: Student Devices

Goal 4, Action 2: Software for Students

These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor, and the continued implementation and focus on SEL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 29%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our wellness counselor and behavior therapist. In addition, OCA will increase the access families have to technology and hybrid instruction, along with increasing student access to devices and computer programs to increase academic outcomes.

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.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg Site Director	pellingberg@amethodschoools.org (510) 719- 7810

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8 Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention 75%	Met: 79% of core teachers

Appropriately assigned instructional staff 100%	Not Met: 2019 SARC: 70% fully credentialed
Standards-aligned curriculum for all students for all core subjects: 100%	Met: 100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards: 32%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards: 36%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged): 33%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged): 37%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner): 17%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: English Learner): 20%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 30%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 37%	Data not available due to COVID-19 school closures
English Learner Progress (cohort analysis of students who are designated EL moving up at least one level on CELDT/ELPAC Overall or being reclassified): 32%	19-20 Summative ELPAC data not available due to COVID school closures
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs): 100%	Met: 100%
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey:85%	Survey data not available due to school closures
Turn-around time between initiation of maintenance requests and job completion: 2 days	Not Met: Data not available

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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	$40,000	$40,975

-Talent Manager will execute Faculty Recruitment Policy and attend at least 20 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals.
 -Continued development and implementation of AMPS Career Path process for staff advancement.
  -BTSA offered to all qualifying staff
  -Teacher and paraprofessional participation in
  Professional Growth Plans with weekly observation/feedback, quarterly film sessions and target goal monitoring.
	$5,000	$5,446

First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a monthly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$34,000	$23,928
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. Regularly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$22,500	$23,928
Regular maintenance of facilities as measured by work order requests	$50,000	$29,748

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--Continued implementation of Language Live as an ELA core replacement program by a credentialed teacher for students 2 or more levels below grade level. -Additional paraprofessional staff hired and trained for ELA classroom and after school support. -Continued monthly Literacy Coaching for all instructional staff. -Review of data regarding Springboard ELD and its correlation to ELPAC scores -Continue use of Achieve3000 to monitor and support students at 1-1.5 levels below grade level. -Upkeep of leveled libraries for English classrooms	$200,000	$236,449

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds were spent toward 2019-2020 Actions listed above.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There was an adoption process for Science and AMPS board approve the purchase of FOSS Science for the 2019-2020 school year. Teachers were trained on the usage of Foss along with assessment protocols for setting data points for CAST. Our grade level teachers meet monthly to go over what is working and what requires more support. Before the school year starts our teachers will participate in Professional Development for College Board Spring Board, which will include our ELD curriculum component. Illustrative Math which is our math curriculum and FOSS will be in full implementation in the fall. (Will use CAST to evaluate progress).

Teachers participate in Professional Growth Plans (PGP's) three times a year as well as film sessions. The PGP process begins in the beginning of the school year with a goal setting meeting and through observations, debriefs, and film sessions their goals are re-evaluated and adjusted 3 times a year. Overall, the combination of new curriculum and training will help our teachers develop their skills over the course of the school year.

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With a teacher shortage in California, it is difficult to retain teachers and challenging to hire teachers with 2 or more years of teaching experience. RCA is invested in developing teachers this upcoming school year. With the addition of a new Career Path teacher in ELA, this will help with new teachers coming on board. Being a part of the Accelerator Program this past year has opened up the accessibility to other networks best practices. Open source has been valuable in analyzing content delivery.

Goal 2

Positive School Climate and Student Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:2,3

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: 98%	Not Met: 97%
Suspension Rates: <5%	Met: 3.8%
Expulsion Rates: 0%	Met: 0%
Percentage of students reporting positive school climate on mid-year and end of year student survey: 95%	19-20 Survey data: 92%
Number of school incident reports with student office referrals and/or discipline log entries: 2x a week	Data not available
Percentage of student logging into Parent Portal: 65%	Met: at least 65%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Continued development and implementation of PBIS.	$2,000	$2,745
-Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety. -Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community. -Quarterly special events hosted such as Awards Assembly, Parent/Teacher Conferences, Posada, End of the Year BBQ, School Dance, Field Trips, Laurel Street Fair Booth -Bi-weekly update of the OCA Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments	$7,500	$5,920
Parent Portal made available to all students to regularly self-monitor progress and achievement	$2,000	$1,375

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

OCA has a positive school culture as evidenced by parent, teacher and student survey results.

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The Counseling and Student Support Team has begun to develop emerging practices in support of positive student behavior and culture and climate.

OCA has begun to implement consistent PBIS and MTSS best practices school wide that support a restorative culture for minor misbehaviors, but still implementing the Commitment to Distinction. While there were successes in our Actions for 19-20, we face many challenges when schools were closed and we started to implement our distance learning program. Our focus and resources went to ensuring all scholars had access to a computer and wifi, while ensuring families had access to meals and the mental health resources needed during the challenges caused by the pandemic.

Goal 3

Parent Support and Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6,8

Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys: 80%	2019-2020 Survey Data: 86%
Average parent attendance rates at school events and parent/teacher conferences: 85%	2019-2020: School Events: 30% 2019-2020: Parent/Teacher Conferences: 90%
Percentage of parents logging on to parent portal: 35%	2019-2020: 50%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Students' Support Team (SST) meetings as part of the MTSS	$2,000	$1,077

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Add at least 1 additional Parent Participation Events from previous year Add at least 1 additional Education Workshop from previous year	$5,000	$1,096

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to successfully implement all Actions outlined in Goal 3 and meet our Measurable Outcomes. We again faced challenges around engagement once the pandemic hit and all academic programming moved to virtual. We continued to engage with our families virtually and maintained successful communication to ensure we were meeting the virtual needs of families and students.

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Goal 4

Increased student access to technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6,8

Local Priorities: 1,4

Annual Measurable Outcomes

Expected	Actual
Student to Device Ratio: 1.5:1	1:1 student device ratio
Percentage of classrooms with dedicated audio/video equipment: 100%	100%
Percentage of teachers regularly utilizing technology in the classroom: 100%	100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Purchase additional Chromebooks/Tablets and support hardware to meet yearly metrics. -Purchase appropriate software to increase student access to core curriculum and monitor student usage. -Provide staff and students training in the use of technology.	$68,000	$32,955

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Every year, OCA sets aside funds for Chromebooks and works technology department to carry out the implementation of new devices. Tech department also repairs any broken Chromebooks and makes software and hardware updates.

OCA's 130 Chromebooks are accounted for and are in good operating shape. Chromebooks are used for NWEA MAP testing along with CAASPP testing. They also provide an opportunity for teachers to implement a blended learning model. Achieve 3000 is one of many online programs that students have access to by providing chromebook use.

Focusing on this goal was a huge success for OCA as we moved to a virtual learning environment.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	$10,000	$13,708	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$1,226	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-touch areas.	$25,000	$25,300	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$10,000	$13,708	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$13,708	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All budgeted funds were spent toward 2020-2021 Actions listed above.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home. Middle School teaching requires fundamental, hands-on manipulation and social skills creating challenges for all stakeholders. Some examples were the ability to provide in person professional development for teachers to utilize technology and learn hybrid instruction. There were slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa. Additionally, Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$6,000	$73,030	N
Purchase of TurnitIn, Pear Deck, and Bloomz and Professional Development	$4,200	$7,886	N
Zoom licenses for teachers and staff	$4,000	$2,978	N
Purchase of Student school supplies including; masks, tote bags, notebooks, calculators, pencils, paper, pens, folders, OCA school planner, colored pencils, highlighters, and board markers.	$5,000	$7,338	N
Multilingual Literacy: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	$24,000	$22,550	N
Counselors will provide student supports for academics, mental health, and referral	$20,000	$28,530	N

processing.			
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$48,000	$40,239	N
Principal's time spent developing and managing robust student support systems.	$40,500	$44,649	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Based on the tech analysis that we conducted, we ended up needing 60 more laptops than we expected at the beginning of the year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year was our ability to provide one to one technology for every child and family with the support of C-19 funds. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports. We established a SART committee to help follow up with students to re-engage them in classrooms. We had a positive improvement. Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Learning Program: Students will receive 5 full weeks of ELA and Math Instruction.	$20,000	$20,117	N
Purchase of Pear Deck and Bloomz to support online learning and monitoring.	$10,000	$7,886	N

Infinite Campus Data Dashboard and Software Tool: Maintain Infinite campus data system to support implementation of the district's common assessment system and school closure dashboard.	$5,000	$7,379	N
Paraprofessional after school tutorial hours.	$35,000	$27,186	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In the 20-21 school year students faced a huge impact on their learning. While we know instruction was reduced according to the state of California. That alone clearly hurt many of our students. While technology was a positive and became more accessible, the elementary requires fundamental teaching that should include in person, social skills and hands on manipulative learning. The disrupted distance learning varied from family to family pending the location and strength of their wifi and the number of children in the home. Our essential families that worked while children remained in day care or cared by older siblings, clearly left our disenfranchised families in educational distress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to JHHS's ability to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging with our students and families took on a whole new meaning and approach for the 20-21 school year. While we never imagined relying so heavily on the virtual platforms for all engagement, we are truly proud of the way we were able to engage with both our students and families on both the academic and social-emotional level. School administration teams, which include Site Directors, deans, and Vice Principals oversaw the engagement and outreach of pupils for reengagement strategies in the following successful ways:

- Teachers conducted the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators received documentation for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student was "absent" from multiple classes or multiple days, the administration reached out to their respective students and sought to understand what was going on and work with the student to re-engage them.

-Administrators would then reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step included a home visit with a community outreach team member.

- AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services were provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites provided telephonic translation as well.

While it was a challenge that required additional support to ensure all students were meaningfully engaged in their remote work, we believe our efforts were successful based on our attendance rates and engagement throughout the 20-21 school year. We will continue to analyze the efforts we put forth to virtually engage with students and families throughout the pandemic and determine effect strategies into school year 21-22 when we return in person. We found a lot of the ways we engaged virtually to be a success and will continue those efforts next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services operational procedures developed during the spring school closures continued through the summer months to ensure safe and effective meal delivery services. These services included use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Better 4 You Meals, our school lunch program, began operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We continued to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family was encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. AMPS Nutrition staff ensured that we remained 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

A significantly successful measure to ensure meals were distributed successfully to families and students was the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	$10,000	$13,708	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context	$25,000	$28,530	N
Multiple Areas	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	$10,000	$8,193	N
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports teacher connections with families and students- especially vital during full remote learning mode	$20,000	$25,707	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions contributing to the increased or improved services outlined in the Learning Continuity Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

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students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter Academy

CDS Code: 01 61259 6111660

School Year: 2021 – 22

LEA contact information: Andrew Wang, 510-434-7005, awang@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 809,379 (17.7%) $ 2,834,188 (62.1%)

This chart shows the total general purpose revenue Oakland Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Oakland Charter Academy is $4,567,008.00, of which $2,834,188.00 is Local Control Funding Formula (LCFF), $809,379.00 is other state funds, $133,500.00 is local funds, and $789,941.00 is federal funds. Of the $2,834,188.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Oakland Charter Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
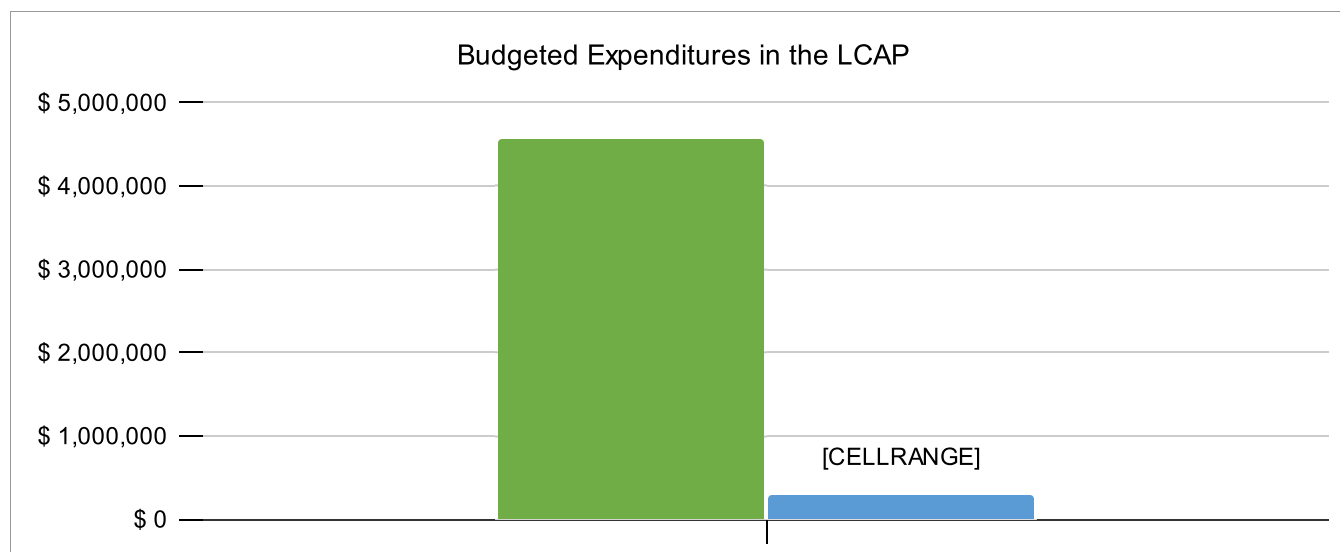
Oakland Charter Academy plans to spend $4,567,008.00 for the 2021 – 22 school year. Of that amount, $295,000.00 is tied to actions/services in the LCAP and $4,272,008.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Oakland Charter Academy is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter Academy plans to spend $211,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Actual Expenditur: $ 569,026
- Total Budgeted: $ 569,026

This chart compares what Oakland Charter Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Oakland Charter Academy's Learning Continuity Plan budgeted $569,026.00 for planned actions to increase or improve services for high needs students. Oakland Charter Academy actually spent $569,026.00 for actions to increase or improve services for high needs students in 2020 – 21.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

Oakland Charter Academy LCAP Expenditure Tables.xlsx

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter High

CDS Code: 01 61259 0114868

School Year: 2021 – 22

LEA contact information: Andrew Wang, 510-434-7005, awang@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 1,184,262 (14.7%)

$ 5,784,576 (71.7%)

This chart shows the total general purpose revenue Oakland Charter High expects to receive in the coming year from all sources.

The total revenue projected for Oakland Charter High is $8,068,701.00, of which $5,784,576.00 is Local Control Funding Formula (LCFF), $1,184,262.00 is other state funds, $31,500.00 is local funds, and $1,068,363.00 is federal funds. Of the $5,784,576.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Oakland Charter High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oakland Charter High plans to spend $8,068,701.00 for the 2021 – 22 school year. Of that amount, $964,500.00 is tied to actions/services in the LCAP and $7,104,201.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

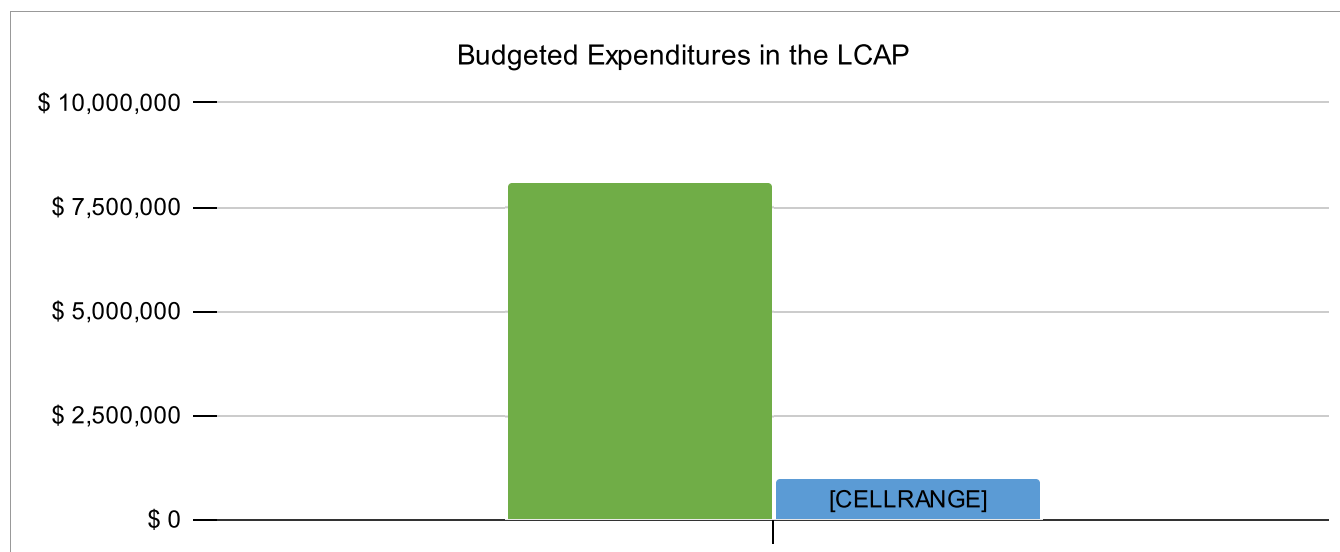General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Oakland Charter High is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter High must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter High plans to spend $712,600.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

This chart compares what Oakland Charter High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Oakland Charter High's Learning Continuity Plan budgeted $1,175,608.00 for planned actions to increase or improve services for high needs students. Oakland Charter High actually spent $1,175,608.00 for actions to increase or improve services for high needs students in 2020 – 21.

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.

Over the past 13 years, Oakland Charter High School (OCHS) has proven to be a highly effective high school for families and students in Oakland, CA. Having promoted our first graduating class in 2011, we now prepare to send off our tenth round of students to college and career opportunities of their choice in the spring of 2021. OCHS looks forward to continuing to provide a small and successful high school campus to the residents of Oakland. OCHS 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 thousands of Bay Area families with effective academic programs that produce life changing results. It is the objective of the Charter School and organization to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. AMPS demonstrates that public schools at the secondary 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.

Oakland Charter High School's Mission is to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio-economic status, backgrounds, and talents. OCHS 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 school will serve up to 500 students in the ninth through twelfth grades with the goal of achieving 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. The school will meet its mission by working in collaboration with all stakeholders.

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. We currently serve 461 students and our current race/ethnic breakdown is approximately 57% Hispanic, 35% Asian, 5.4% African American, and 1.7% White. OCHS has 12.6% English Language Learners, 88.3% of our students are Socio-economically Disadvantaged, and 7.2% of our students have learning disabilities.

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 provides 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, OCHS continued to implement our distance learning program. During the summer of 2020, we reflected on the successes and struggles of our initial distance learning program and built a stronger program that prioritized social emotional learning, literacy and math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families that suffered from chronic absenteeism in the virtual setting. All of our staff and students were provided with the necessary tools to engage in distance learning, which included ensuring our families had breakfasts and lunches provided daily for those families that needed them.

Additionally, we are very proud of our pivot to a tumbling block schedule that supported every student. Throughout the pandemic students have received consistent, direct live instruction over zoom. Our scholars received 240 minutes of daily live synchronous instruction. Robust inquiry cycles and coaching and debrief sessions with teachers over zoom was a key element in supporting our staff to transition to an online delivery of instruction and services to students and their families. Daily after school tutorials continue to be available to all OCHS scholars, teachers are required to hold a minimum of three office hours per week and our paraprofessional team works directly with teachers. We found throughout the pandemic that we had to innovate and take calculated risks in support of student learning. We now have a single zoom link where all teachers, paraprofessionals and students meet for after school support, students are then placed in breakout rooms with the appropriate subject matter tutor or teacher. This innovation has resulted in a striking increase in our A-G readiness for our Latino students by over 20% this year alone. Moreover, OCHS is very proud of our improved attendance rate of 98% of our students logged in daily for virtual

classes. Our advisory program and career day were highly successful in keeping our students engaged, connected with each other and our team and supporting them to remain focused on their future. OCHS this year offered intensive ELD instruction and support for our English Language learners. Student survey and grade data show that our Ells have advanced in their acquisition of skills and language structures that allow them to experience success in core classes. Additionally, students reported feeling cared for, appreciated and connected through the small group ELD support class. Moreover, OCHS teachers and staff engaged in highly relevant weekly professional development in which they examined problems of practice and worked with each other and outside experts to resolve issues as they arose. This adult learning and connection was essential in ensuring that our teachers and staff developed the capacity for and competency in the delivery of instruction through a distance format. Finally this year OCHS expanded our course offerings to include three UC Doorways approved courses, an ethnic studies course, History of the Bay Area through Activism and an additional art offering, the History of the United States through Music & Film and a Creative Technologies II course. This year 98% of OCHS graduates are A-G ready, and of those 100% applied to at least one four year college or university. The college acceptance rate for the class of 2021 is 96.5%.

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.

While we are very proud of the distance learning program that we implemented this year, we know that fewer instructional time for the year and a virtual rather than in person model will necessitate a school-wide approach to improving student learning over the next few years. We believe that we need an explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom based interventions.

The steps we will take next year to address the needs highlighted by the pandemic and a year of distance learning are as follows:

Continued use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year

Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement

Continued support for the school psychologist/wellness counselor to meet with students experiencing non- academic problems

Hiring two additional paraprofessional tutorials to support the MTSS academic intervention program and offering intensive support for struggling learners who are behind in math.

Continued support for our Link Leader program to ensure that freshmen students transitioning to high school feel connected to their peers, school and our mission and values.

Increase student access to STEM classes, expanding our Creative Technologies program, Statistics and Environmental Science programs to include AP course offerings.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our new 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. In addition to curriculum, we will be adding additional course offerings for our students to promote college and career readiness along with learning additional 21st century skills. 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, implementation of 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 increasing opportunities for 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.

Throughout our engagement process, we consulted with the following stakeholder groups:

-SSC and ELAC (The OCHS ParentStudent Advisory Council & Family Staff Team)

-Admin team

-Teachers

-Parents

-Students

The LCAP engagement process began this winter. During our meetings we look at our school's data as a community to better understand where we are and gather information to address concerns moving forward. We also engaged in topics brought forth by our community. These addressed learning in the time of COVID, social climate, returning to in person learning, college readiness, A-G readiness, social emotional health and wellness and regular progress towards our goals. In our Community Night zoom meetings we hold space for our parents, students and staff to be involved in the conversation through multiple formats. This has been especially helpful in the time of COVID and Distance Learning and we have had record turnout for our monthly zoom meetings, generally hosting up to 100 parents, students and staff members. During the fires last fall, we had our lowest attendance when only 38 families attended our community night. We anticipate offering virtual meetings in the future so that more families can attend.

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:

- Additional resume building support and interview preparation for post secondary options though the Advisory program.

- Increasing student to student connection to one another across our diverse racial and ethnic groups. For example increasing opportunities and supporting collaboration amongst our student clubs Latinx Unidos, Asian Student Alliance and our Black Student Union.

-Beginning a girls group to provide a space space for our young women to come together and mentorship support.

-Supporting students to develop digital literacy skills.

-Developing advisory lessons that continue to address -isms, including racism, sexism, genderism so that all students feel safe and supported at OCHS.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We can see where the LCAP was guided by our Stakeholder engagement in the following areas:

- Goal 1, Action 4: Increased Course Offerings - OCHS is committed to ensuring that students have access to a wide range of AP and UC Doorways approved standards aligned courses that reflect their interests and provide a clear path toward college preparedness and acceptance.

-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. Further refining our Advisory program to ensure that it is responsive to the needs of all students and continued support for our student clubs and Link Crew program will support the attainment of our LCAP goal 4.

- Goal 2: Hire and retain a High Quality Teaching Staff who are developed, supported, and cultivate a shared sense of community. OCHS has been very successful in supporting our staff. This year only three staff members are leaving OCHS and this is due to geography, one is moving to GA, and two to Sacramento. Continued support for teachers and staff including fostering a connection to each other and the school is a priority of the OCHS leadership team.

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.

We developed this goal in alignment with State Priorities 1, 2, 4, 7, and 8.

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
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				Maintain 100%
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.				55% of students participating in AP exams scored 3 or higher.

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				19-20 CA School Dashboard: 60% making progress towards English language proficiency
EL RFEP as a percentage	2020-2021: 20.7% students RFEPed as measured by CDE Dataquest				2020-2021: 25% students RFEPed as measured by CDE Dataquest
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	2020-2021 Math: 82% Reading: 84%				Math: Maintain 80% or higher Reading: Maintain 80% or higher
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%				2019 CA School Dashboard: All Students: 65% Prepared Hispanic: 50% FRL: 65% Asian: 83% EL: 45%
A-G completion as a percentage	98% (2020)				92% or higher
Students expressing satisfaction with the selection of courses offered	65% (2019)				70%
Students participating in extracurricular activities	60% (2019)				70%
Implementation of CCSS/NGSS curriculum	100% of classrooms fully engaged in CCSS/NGSS				Maintain 100%

	implementation curriculums			
SBAC ELAC	Baseline data coming following spring 2021 SBAC administration			3-year outcome pending 2021 baseline data
SBAC Math	Baseline data coming following spring 2021 SBAC administration			3-year outcome pending 2021 baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	- 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	$60,000.00	N
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.	$2,000.00	N
3	Academic Supports and Interventions	- After School Paraprofessional & Tutoring Support - UPchieve	$244,000	Y
4	Increased Course Offerings	- 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	$5,000.00	N
5	English Language Development	- Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English. - Continue to offer designated ELD instruction to newcomer students and those scoring a level 1 or 2 on the ELPAC.	$91,000	Y

		• Continue to offer a small, ELD specific support period within the academic day.		
6	Special Education	• Hire 1:1 paraprofessional or tutor aide for students with acute needs based upon the IEP team recommendation. • Hire .2 FTE Board Certified Behavioral Analyst (BCBA) to support all staff including general education with professional development to ensure needs of students are addressed. BCBA will support the IEP team to define behaviors and assist with IEP behavior plan goal setting. • Implementation of modified curriculum under the Home Office leadership team.	$73,000	N
7	Personnel	• Hiring two additional paraprofessional tutorials to support the MTSS academic intervention program and offering intensive support for struggling learners who are behind in math.	$122,000	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 6

As the country-wide teacher shortage continues, it remains challenging to fill vacancies of 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	2020-2021: 95%				97%
Retention of paraprofessionals to support math and ela instruction and students with el designations	2020-2021: 99%				Maintain above 95%
Staff expressing satisfaction with	2020-2021: 98%				Maintain above 95%

professional support and development					
Teacher credentials	2019 SARC: 92% fully credentialed				100% fully credentialed
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021: 97%				Maintain above 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Retention	• Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	$4,000.00	N
2	Professional Development	• 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 • All staff teaching AP will be trained in the delivery of AP course content	$2,000.00	N
3	EL Focus Professional Development	• At least three professional development workshops relevant to working with English Language Learner	$6,000.00	Y
4	Staff Workshops	• At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$3,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 3 and 6.

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 families at outreach/orientation	Monthly community nights, bi-monthly advisory council meetings.				Maintain monthly community nights and bi-monthly

events throughout the school year					advisory council meetings.
Parents expressing satisfaction with school outreach orientation events (parent survey)	, survey evidence to date is 97%				Maintain parent satisfaction 95% or above
Efforts we make to seek parent input on making decisions	Baseline Survey Data coming SY 21-22				3-Year Outcome pending baseline data
Parental participation in programs for EL, Low-Income, SPED, and Foster Youth	Baseline Data coming SY 21-22				3-Year Outcome pending baseline data
Surveys of parents to measure safety and school connectedness	Baseline Date coming SY 21-22				3-Year Outcome pending baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Post Secondary Parent Engagement	● 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	$5,000.00	N
2	Parent Survey	● Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	$2,000.00	N
3	Parent Orientations	● 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	$3,000.00	N

4	Outreach Coordinator	● 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.	$26,000.00	N
5	Technology	● Increase engagement participation through pear deck, flipgrid and edpuzzle, IXL and fastbridge.	$8,900	N
6	EL and SPED Parent Engagement	● Maintain ELAC participation in school advisory council meetings and community nights. ● Increased communication between ELD teacher and families ● Maintain strong parent to resource and administration team connection through regular meetings and progress monitoring of students.	$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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 3, 5, and 6.

Students returning from a year of distance learning are in need of a safe and supportive environment now more than ever. We want to help students to re-acclimate to the high expectations and college mindset of our campus. It is important that our teachers are prepared to attend to our students' socio-emotional needs in addition to their academic needs

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 Oakland Charter High	2020-2021: 96%				Maintain above 95%
Suspension rate as a percentage	2019-2020: 3.2%				Maintain below 3%
Expulsion rate as a percentage	2019-2020: 0%				Maintain 0%
Attendance Rate as a percentage	2020-2021: 98%				Maintain 97% or above
Graduation Rate as a percentage	2020-2021: 99%				Maintain 96% or above
Graduating seniors accepted into university as a percentage	2020-2021: 96.5%				Maintain 94% or above

High school dropout rate	2019-2020: 5 total drop outs				Fewer than 5 students who dropout
Chronic Absenteeism Rate as a percentage	18-19: 13.3%				Less than 10%
Facilities in good repair	2019 SARC: Overall ranking of Good				Overall Ranking of Good or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Counselor	• School psychologist/wellness counselor to meet with students experiencing non- academic problems	$90,000.00	Y
2	Assemblies	• 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.)	$6,000.00	N
3	School Supplies	• Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$20,000.00	N
4	2 College Advisors	• Provide a college-readiness advisory class to 12th grade students to teach and help seniors through the college and financial aid application process	$158,600.00	Y
5	Youth Truth Survey	• 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..	$5,000.00	N
6	Field Trips & college and career readiness student activities.	• Provide field trip opportunities for students to attend colleges in California	$27,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
27%	$1,211,901

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the OCHS student body. The OCHS student body is comprised of 82% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of OCA students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain our Wellness Counselor, Dean of Students, and College Advisor to increase and improve the support students need who are experiencing non-academic problems, develop, manage, and support the climate and culture programs, along with

guiding 12th grade students through the college and financial aid process. Additionally, the funds will be used for our outreach coordinator to support families of unduplicated students and increase parent voice and involvement. In addition, this role will assist our most vulnerable populations with weekly attendance monitoring and communication with school administrators to decrease chronic absenteeism.

The goals and actions provided throughout the LCAP are identified for all students, given that 88% of our population is unduplicated, however, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 3: Academic Supports and Interventions

Goal 1, Action 5: English Language Development

Goal 2, Action 3: EL Focus Professional Development

Goal 3, Action 6: EL and SPED Parent Engagement

Goal 4, Action 1: Wellness Counselor

Goal 4, Action 4: College Advisors

These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor and advisors, and the continued implementation and focus on SEL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our wellness counselor and school counselor. In addition, OCHS will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o 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.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter High

CDS Code: 01 61259 0114868

School Year: 2021 – 22

LEA contact information: Andrew Wang, 510-434-7005, awang@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 1,184,262 (14.7%)

$ 5,784,576 (71.7%)

This chart shows the total general purpose revenue Oakland Charter High expects to receive in the coming year from all sources.

The total revenue projected for Oakland Charter High is $8,068,701.00, of which $5,784,576.00 is Local Control Funding Formula (LCFF), $1,184,262.00 is other state funds, $31,500.00 is local funds, and $1,068,363.00 is federal funds. Of the $5,784,576.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Oakland Charter High plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oakland Charter High plans to spend $8,068,701.00 for the 2021 – 22 school year. Of that amount, $964,500.00 is tied to actions/services in the LCAP and $7,104,201.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Oakland Charter High is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter High must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter High plans to spend $712,600.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Actual Expenditur — $ 1,175,608
- Total Budgeted — $ 1,175,608

This chart compares what Oakland Charter High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Oakland Charter High's Learning Continuity Plan budgeted $1,175,608.00 for planned actions to increase or improve services for high needs students. Oakland Charter High actually spent $1,175,608.00 for actions to increase or improve services for high needs students in 2020 – 21.

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.

Over the past 13 years, Oakland Charter High School (OCHS) has proven to be a highly effective high school for families and students in Oakland, CA. Having promoted our first graduating class in 2011, we now prepare to send off our tenth round of students to college and career opportunities of their choice in the spring of 2021. OCHS looks forward to continuing to provide a small and successful high school campus to the residents of Oakland. OCHS 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 thousands of Bay Area families with effective academic programs that produce life changing results. It is the objective of the Charter School and organization to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. AMPS demonstrates that public schools at the secondary 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.

Oakland Charter High School's Mission is to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio-economic status, backgrounds, and talents. OCHS 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 school will serve up to 500 students in the ninth through twelfth grades with the goal of achieving 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. The school will meet its mission by working in collaboration with all stakeholders.

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. We currently serve 461 students and our current race/ethnic

breakdown is approximately 57% Hispanic, 35% Asian, 5.4% African American, and 1.7% White. OCHS has 12.6% English Language Learners, 88.3% of our students are Socio-economically Disadvantaged, and 7.2% of our students have learning disabilities.

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 provides 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, OCHS continued to implement our distance learning program. During the summer of 2020, we reflected on the successes and struggles of our initial distance learning program and built a stronger program that prioritized social emotional learning, literacy and math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families that suffered from chronic absenteeism in the virtual setting. All of our staff and students were provided with the necessary tools to engage in distance learning, which included ensuring our families had breakfasts and lunches provided daily for those families that needed them.

Additionally, we are very proud of our pivot to a tumbling block schedule that supported every student. Throughout the pandemic students have received consistent, direct live instruction over zoom. Our scholars received 240 minutes of daily live synchronous instruction. Robust inquiry cycles and coaching and debrief sessions with teachers over zoom was a key element in supporting our staff to transition to an online delivery of instruction and services to students and their families. Daily after school tutorials continue to be available to all OCHS scholars, teachers are required to hold a minimum of three office hours per week and our paraprofessional team works directly with teachers. We found throughout the pandemic that we had to innovate and take calculated risks in support of student learning. We now have a single zoom link where all teachers, paraprofessionals and students meet for after school support, students are then placed in breakout rooms with the appropriate subject matter tutor or teacher. This innovation has resulted in a striking increase in our A-G readiness for our Latino students by over 20% this year alone. Moreover, OCHS is very proud of our improved attendance rate of 98% of our students logged in daily for virtual classes. Our advisory program and career day were highly successful in keeping our students engaged, connected with each other and our team and supporting them to remain focused on their future. OCHS this year offered intensive ELD instruction and support for our English Language learners. Student survey and grade data show that our Ells have advanced in their acquisition of skills and language structures

that allow them to experience success in core classes. Additionally, students reported feeling cared for, appreciated and connected through the small group ELD support class. Moreover, OCHS teachers and staff engaged in highly relevant weekly professional development in which they examined problems of practice and worked with each other and outside experts to resolve issues as they arose. This adult learning and connection was essential in ensuring that our teachers and staff developed the capacity for and competency in the delivery of instruction through a distance format. Finally this year OCHS expanded our course offerings to include three UC Doorways approved courses, an ethnic studies course, History of the Bay Area through Activism and an additional art offering, the History of the United States through Music & Film and a Creative Technologies II course. This year 98% of OCHS graduates are A-G ready, and of those 100% applied to at least one four year college or university. The college acceptance rate for the class of 2021 is 96.5%.

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.

While we are very proud of the distance learning program that we implemented this year, we know that fewer instructional time for the year and a virtual rather than in person model will necessitate a school-wide approach to improving student learning over the next few years. We believe that we need an explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom based interventions.

The steps we will take next year to address the needs highlighted by the pandemic and a year of distance learning are as follows:

Continued use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year

Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement

Continued support for the school psychologist/wellness counselor to meet with students experiencing non- academic problems

Hiring two additional paraprofessional tutorials to support the MTSS academic intervention program and offering intensive support for struggling learners who are behind in math.

Continued support for our Link Leader program to ensure that freshmen students transitioning to high school feel connected to their peers, school and our mission and values.

Increase student access to STEM classes, expanding our Creative Technologies program, Statistics and Environmental Science programs to include AP course offerings.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our new 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. In addition to curriculum, we will be adding additional course offerings for our students to promote college and career readiness along with learning additional 21st century skills. 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, implementation of 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 increasing opportunities for 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.

Throughout our engagement process, we consulted with the following stakeholder groups:

-SSC and ELAC (The OCHS ParentStudent Advisory Council & Family Staff Team)

-Admin team

-Teachers

-Parents

-Students

The LCAP engagement process began this winter. During our meetings we look at our school's data as a community to better understand where we are and gather information to address concerns moving forward. We also engaged in topics brought forth by our community. These addressed learning in the time of COVID, social climate, returning to in person learning, college readiness, A-G readiness, social emotional health and wellness and regular progress towards our goals. In our Community Night zoom meetings we hold space for our parents, students and staff to be involved in the conversation through multiple formats. This has been especially helpful in the time of COVID and Distance Learning and we have had record turnout for our monthly zoom meetings, generally hosting up to 100 parents, students and staff members. During the fires last fall, we had our lowest attendance when only 38 families attended our community night. We anticipate offering virtual meetings in the future so that more families can attend.

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:

- Additional resume building support and interview preparation for post secondary options though the Advisory program.

- Increasing student to student connection to one another across our diverse racial and ethnic groups. For example increasing opportunities and supporting collaboration amongst our student clubs Latinx Unidos, Asian Student Alliance and our Black Student Union.

-Beginning a girls group to provide a space space for our young women to come together and mentorship support.

-Supporting students to develop digital literacy skills.

-Developing advisory lessons that continue to address -isms, including racism, sexism, genderism so that all students feel safe and supported at OCHS.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We can see where the LCAP was guided by our Stakeholder engagement in the following areas:

- Goal 1, Action 4: Increased Course Offerings - OCHS is committed to ensuring that students have access to a wide range of AP and UC Doorways approved standards aligned courses that reflect their interests and provide a clear path toward college preparedness and acceptance.

-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. Further refining our Advisory program to ensure that it is responsive to the needs of all students and continued support for our student clubs and Link Crew program will support the attainment of our LCAP goal 4.

- Goal 2: Hire and retain a High Quality Teaching Staff who are developed, supported, and cultivate a shared sense of community. OCHS has been very successful in supporting our staff. This year only three staff members are leaving OCHS and this is due to geography, one is moving to GA, and two to Sacramento. Continued support for teachers and staff including fostering a connection to each other and the school is a priority of the OCHS leadership team.

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.

We developed this goal in alignment with State Priorities 1, 2, 4, 7, and 8.

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
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				Maintain 100%
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.				55% of students participating in AP exams scored 3 or higher.

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				19-20 CA School Dashboard: 60% making progress towards English language proficiency
EL RFEP as a percentage	2020-2021: 20.7% students RFEPed as measured by CDE Dataquest				2020-2021: 25% students RFEPed as measured by CDE Dataquest
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	2020-2021 Math: 82% Reading: 84%				Math: Maintain 80% or higher Reading: Maintain 80% or higher
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%				2019 CA School Dashboard: All Students: 65% Prepared Hispanic: 50% FRL: 65% Asian: 83% EL: 45%
A-G completion as a percentage	98% (2020)				92% or higher
Students expressing satisfaction with the selection of courses offered	65% (2019)				70%
Students participating in extracurricular activities	60% (2019)				70%
Implementation of CCSS/NGSS curriculum	100% of classrooms fully engaged in CCSS/NGSS				Maintain 100%

	implementation curriculums				
SBAC ELAC	Baseline data coming following spring 2021 SBAC administration				3-year outcome pending 2021 baseline data
SBAC Math	Baseline data coming following spring 2021 SBAC administration				3-year outcome pending 2021 baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	- 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	$60,000.00	N
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.	$2,000.00	N
3	Academic Supports and Interventions	- After School Paraprofessional & Tutoring Support - UPchieve	$244,000	Y
4	Increased Course Offerings	- 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	$5,000.00	N
5	English Language Development	- Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English. - Continue to offer designated ELD instruction to newcomer students and those scoring a level 1 or 2 on the ELPAC.	$91,000	Y

		● Continue to offer a small, ELD specific support period within the academic day.		
6	Special Education	● Hire 1:1 paraprofessional or tutor aide for students with acute needs based upon the IEP team recommendation. ● Hire .2 FTE Board Certified Behavioral Analyst (BCBA) to support all staff including general education with professional development to ensure needs of students are addressed. BCBA will support the IEP team to define behaviors and assist with IEP behavior plan goal setting. ● Implementation of modified curriculum under the Home Office leadership team.	$73,000	N
7	Personnel	● Hiring two additional paraprofessional tutorials to support the MTSS academic intervention program and offering intensive support for struggling learners who are behind in math.	$122,000	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 6

As the country-wide teacher shortage continues, it remains challenging to fill vacancies of 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	2020-2021: 95%				97%
Retention of paraprofessionals to support math and ela instruction and students with el designations	2020-2021: 99%				Maintain above 95%
Staff expressing satisfaction with	2020-2021: 98%				Maintain above 95%

professional support and development					
Teacher credentials	2019 SARC: 92% fully credentialed				100% fully credentialed
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021: 97%				Maintain above 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Retention	● Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	$4,000.00	N
2	Professional Development	● 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 ● All staff teaching AP will be trained in the delivery of AP course content	$2,000.00	N
3	EL Focus Professional Development	● At least three professional development workshops relevant to working with English Language Learner	$6,000.00	Y
4	Staff Workshops	● At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$3,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> We developed this goal in alignment with State Priorities 3 and 6.
>
> 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 families at outreach/orientation	Monthly community nights, bi-monthly				Maintain monthly community nights and bi-monthly

events throughout the school year	advisory council meetings.				advisory council meetings.
Parents expressing satisfaction with school outreach orientation events (parent survey)	, survey evidence to date is 97%				Maintain parent satisfaction 95% or above
Efforts we make to seek parent input on making decisions	Baseline Survey Data coming SY 21-22				3-Year Outcome pending baseline data
Parental participation in programs for EL, Low-Income, SPED, and Foster Youth	Baseline Data coming SY 21-22				3-Year Outcome pending baseline data
Surveys of parents to measure safety and school connectedness	Baseline Date coming SY 21-22				3-Year Outcome pending baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Post Secondary Parent Engagement	● 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	$5,000.00	N
2	Parent Survey	● Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	$2,000.00	N
3	Parent Orientations	● 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	$3,000.00	N
4	Outreach Coordinator	● Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement.	$26,000.00	N

		● Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators.		
5	Technology	● Increase engagement participation through pear deck, flipgrid and edpuzzle, IXL and fastbridge.	$8,900	N
6	EL and SPED Parent Engagement	● Maintain ELAC participation in school advisory council meetings and community nights. ● Increased communication between ELD teacher and families ● Maintain strong parent to resource and administration team connection through regular meetings and progress monitoring of students.	$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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 3, 5, and 6.

Students returning from a year of distance learning are in need of a safe and supportive environment now more than ever. We want to help students to re-acclimate to the high expectations and college mindset of our campus. It is important that our teachers are prepared to attend to our students' socio-emotional needs in addition to their academic needs

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 Oakland Charter High	2020-2021: 96%				Maintain above 95%
Suspension rate as a percentage	2019-2020: 3.2%				Maintain below 3%
Expulsion rate as a percentage	2019-2020: 0%				Maintain 0%
Attendance Rate as a percentage	2020-2021: 98%				Maintain 97% or above
Graduation Rate as a percentage	2020-2021: 99%				Maintain 96% or above
Graduating seniors accepted into university as a percentage	2020-2021: 96.5%				Maintain 94% or above
High school dropout rate	2019-2020: 5 total drop outs				Fewer than 5 students who dropout

Chronic Absenteeism Rate as a percentage	18-19: 13.3%				Less than 10%
Facilities in good repair	2019 SARC: Overall ranking of Good				Overall Ranking of Good or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Counselor	• School psychologist/wellness counselor to meet with students experiencing non- academic problems	$90,000.00	Y
2	Assemblies	• 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.)	$6,000.00	N
3	School Supplies	• Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$20,000.00	N
4	2 College Advisors	• Provide a college-readiness advisory class to 12th grade students to teach and help seniors through the college and financial aid application process	$158,600.00	Y
5	Youth Truth Survey	• 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..	$5,000.00	N
6	Field Trips & college and career readiness student activities.	• Provide field trip opportunities for students to attend colleges in California	$27,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
27%	$1,211,901

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the OCHS student body. The OCHS student body is comprised of 82% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of OCA students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain our Wellness Counselor, Dean of Students, and College Advisor to increase and improve the support students need who are experiencing non-academic problems, develop, manage, and support the climate and culture programs, along with guiding 12th grade students through the college and financial aid process. Additionally, the funds will be used for our outreach coordinator to support families of unduplicated students and increase parent voice and involvement. In addition, this role will assist our most vulnerable populations with weekly attendance monitoring and communication with school administrators to decrease chronic absenteeism.

The goals and actions provided throughout the LCAP are identified for all students, given that 88% of our population is unduplicated, however, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 3: Academic Supports and Interventions

Goal 1, Action 5: English Language Development

Goal 2, Action 3: EL Focus Professional Development

Goal 3, Action 6: EL and SPED Parent Engagement

Goal 4, Action 1: Wellness Counselor

Goal 4, Action 4: College Advisors

These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor and advisors, and the continued implementation and focus on SEL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our wellness counselor and school counselor. In addition, OCHS will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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:

  o 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)).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   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.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Bianca Forrester, Site Director	bforrester@amethodschools.org 510-436-0101 ext. 501

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide High Quality Curriculum and Assessment Systems that Promote College and Career Readiness with Academic Supports and Interventions

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6

Local Priorities: College and Career Readiness for ALL students

Annual Measurable Outcomes

Expected	Actual

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Students scoring "3" or higher on Advanced Placement Exams: 46%	Met: 200/381=52%
Students who are designated ELL moving up at least one level on ELPAC Overall or being reclassified: >75%	19-20 Summative ELPAC data not available due to COVID school closures
Student growth on Interim assessments in math and Reading aligned to CCSS for all pupils over the course of the year: >70%	Interim data not available due to school closures.
All students participating in advanced placement will achieve a score of "3" or higher: 48%	Met: 200/381=52%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
AP Summer Institute Workshops for all AP teachers	$15,000	$2,045
Providing field trips and other activities related to promoting a college going culture	$90,000	$5,965
Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement	$60,000	$54,314

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All AP teachers were invited to attend AP summer institutes and they did so over the summer as necessary to refresh knowledge or in case they were teaching AP for the first time.

We contacted with Going for Merry to support seniors to complete FAFSA/Dream Act applications. Due to the pandemic we were not able to take students to visit college and universities this year.

Is part of the college advising team's salary out of this 90K? We usually spend about 25K on the field trips. So anything else would go towards our 2 college advisors and our wellness counselor.

100% of our students applied to a four year college or university who are A-G eligible (98% are eligible) of that 98% all of them applied for the FAFSA/Dream Act funds to which they are entitled.

Due to the pandemic We purchased Zoom and pear deck for all teachers. We purchased IXL for math and Spanish https://www.ixl.com/ and Fastbridge for English https://www.illuminateed.com/products/fastbridge/ . We purchased individual licenses for Quizlet, Edpuzzle, and flip grid for teachers who requested updated accounts. To understand fully the learning loss due to the pandemic we entered into a partnership with NWEA for three rounds of MAP testing this year and plan to continue into next year.

Goal 2

Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6,7

Local Priorities: college and career readiness for ALL students

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention: 76%	95%
Staff satisfaction with professional support and development: 85%	98%
Implementation of	Met: 100%

CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science): 100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	$212,000	$233,945
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	$35,000	$22,439
At least one professional development workshop relevant to working with English Language Learner	$23,000	$6,251
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$30,000	$22,439
Talent Manager will execute Faculty Recruitment policy and participate in teacher recruitment fairs in and around the Bay Area, California, and the West Coast. Continued development and implementation of AMPS Career Path Process for staff advancement TICC offered to all qualifying staff	$45,000	$12,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic and changes in the executive leadership team we did not develop pgp plans for our staff. It should have read all teachers not all staff in the planned action/service.

Teachers participated in CC aligned PD three times over the year. Led by an outside group called Teach Thought (the cost was about 6k)

All OCHS teachers and staff participated in two ELL PDs over the year. Led by Forrester

All OCHS teachers and staff participated in interim assessment data workshops over the year - they were led by Mr. Becker and Mr. Cabrera.

No career path at all however our TICC candidates all participated in the program - goal met this year and we need to keep the goal for next year due to anticipation of hiring novice teachers to fill vacant positions and because the TICC program is a two year program.

We contracted with Teach Thought PBL workshop for all teachers.

Goal 3

Increased Opportunities for Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: Increase parent support and engagement

Annual Measurable Outcomes

Expected	Actual
Average parent attendance rates and parent/ teacher conferences: 82%	Monthly community nights, bi-monthly advisory council meetings: 80% or higher
Parents expressing satisfaction with school outreach/ orientation events: 80%	Survey evidence to date is 97%
Percentage of parents logging on to parent portal: >35%	data not available

Percentage of parents reporting satisfaction with parent communication and engagement on MidYear and End of Year Parent surveys: >70%	Data not available

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hold at least 2 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	$5,000	$495
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	$7,500	$3,615
Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	$3,000	$3,620
Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	$3,000	$3,120

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic we did not hold parent open-houses this year to review the parent-family handbooks however we did hold monthly parent community nights over zoom that were robustly attended and parents were invited to provide feedback at each of these monthly meetings.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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Due to the pandemic all orientations were held over zoom.

The Youth Truth mid-year survey was not well received by parents and families it was too cumbersome and too long for families and very few filled it out. In the future internally designed surveys will be better tailored to gathering feedback from parents and other key stakeholders. We have over 50% completion of OCHS internally designed surveys. Parents were provided opportunities to express their opinions and concerns on the OCHS designed surveys and they were well received. We had our front office staff call all of the parents/families individually to fill out the survey, we also shared our survey on our website, through our instagram account and over text and email which enabled more families to respond in multiple ways. All surveys are translated to Spanish and Mandarin.

Increased expenditures for mailings and stamps to families. OCHS designs and has professionally printed a postcard which is mailed to all families with the link to community meetings and the agenda clearly posted.

The OCHS Instagram page is updated weekly, the website has a link for current news, events and opportunities for our students - these announcement slides are also shared with students through advisory and shared with parents via our All all school messenger system, Infinite Campus.

Goal 4

Improving School Climate and School Culture by Increasing Support Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities: Positive school climate and student engagement

Annual Measurable Outcomes

Expected	Actual
Students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS: >70%	96%
Student suspension rates: 5% or lower	Met: 3%
Attendance Rate: 95% or greater	96%
Graduation rates above 85% for four-year cohorts: 90%	Not Met: 85.1%
90% or more graduating seniors accepted to a 4- year university: 90%	90%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
School psychologist/wellness counselor to meet with students experiencing non- academic problems	$275,000	$136,000
Hold at least one school-wide assembly that focuses on student achievement	$28,000	$1,454
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.)	$21,000	$725
Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$115,000	$25,434
Provide a college-readiness class to 12th grade students to teach and help seniors through the college and financial aid application process Provide field trip opportunities for students to attend colleges in California	$283,000	$5,965

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section outside of the amount allocated for our college readiness class and field trips that were over allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Through our partnership with Futures we hired a very competent and capable experienced Wellness counselor who has done a terrific job of supporting our students experiencing non-academic challenges. We also refer students to Oakland based community providers such as at La Clinica in the Fruitvale and IWAY in the Chinatown district.

Due to the pandemic all assemblies happened over zoom or gathertown. Assemblies this year focused on student social and emotional health and wellbeing.

Under the CA Healthy Youth Act, we partnered with IWAY to catch up last year's juniors who should have had the CHYA presentations but did not due to the pandemic. Additionally, we contracted with planned parenthood to provide CHYA curriculum and presentations to our current Junior class per Ca. Ed. Code.

We purchased school supplies, and other school themed supplies to support college readiness skills and healthy life long habits such as water bottles, stress balls, academic planners and so on.

Seniors have an advisory college readiness class - 95% of our seniors applied to four year colleges and universities and applied for the FASFA/Dream Act funds to which they are entitled. 2% applied to the Microcollege program.

Goal 5

Increase course offerings and access to courses to promote academic achievement and the acquisition of 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities: Increase students access to technology

Annual Measurable Outcomes

Expected	Actual
Graduating students will meet all A-G requirements: >90%	Met: 98%
Students expressing satisfaction with the selection of courses at OCHS: 67%	Not Met: 65%
Percentage of students participating in extracurricular activities: 75%	Not Met: 60%
Percentage of classrooms with WiFi access to support Chromebook usage: 100%	Met: 100%
Maintain a 2:1 student to chromebook ration: 1.5:1	Met
Participation rates in Advanced Placement courses for all statistically significant subgroups in the 11th and 12th grades: 70%	2019-2020: 52% of students participating in AP exams scored 3 or higher.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintaining two language course options for each following school-year	$112,000	$5,652
Purchase Chromebooks to approach a 1:1 ratio	$47,000	$26,083
Use of an online course provider to supplement and expand credit recovery courses offered in the summer and during the school year	$45,000	$18,463

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Greater than 90% of our students are on track to graduate A-G ready - 98%

Due to the pandemic we are not able to offer our athletics program however 50% of students are participating in clubs this year.

All classrooms have Wifi access and the system is undergoing a necessary upgrade summer of 2021.

OCHS has a 1:1 ratio of chromebooks to students due to the purchase of new chromebooks this year. We lent several out to other schools in our CMO and will need to collect them back to ensure we maintain the 1:1 ratio moving forward.

All subgroups are represented in AP course offerings however, not all students are required to take the AP exams.

We have maintained a full suite of foreign language classes including Spanish 1,2, 3, & AP and Mandarin 1, 2, 3 & AP.

We have an online course provider - Edgenuity to expand credit recovery course offerings - at a cost of $16K Due to the pandemic we are offering some intensive make up credits for students with teachers instead of over Edgenuity. Anticipated cost is 13K.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$10,000	$11,175	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	$500	$405	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$50,000	$29,898	N
Health Materials: Additional Thermometers to screen student temperature and	$25,000	$3,200	N

additional supplies to respond to students who display any signs of illness.			
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$6,524	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the high rates of Covid 19 in East Oakland and the community we serve, OCHS remained in accordance with our charter authorizer and the CDPH in a distance learning format for the entire 2020-21 school year. OCHS opened for small cohorts for students who were struggling in March under a hybrid model, however the CDE does not define hybrid and cohort instructional models as in person learning. Students who participated in the hybrid learning model were provided with a safe place from which to log into their zoom classes. Tutors staffed the room and provided 1:1 support when students were struggling. OCHS planned to serve over 100 students in our hybrid cohort model, however parents opted not to send their students and the highest number of students served on campus during the school year was 44. The OCHS team went to great lengths to ensure full mitigation of covid, and to communicate in a clear, culturally competent manner with our students and families, however most families who signed up for the cohorts ended up removing their students from the program within the first three weeks. In each instance the administration team met with parents and students to try and allay concerns and convince students and parents to avail themselves of this program however the majority of students reported that it was not 'fun', that they did not enjoy having to wake up so early to commute to school and that they didn't want to have to get dressed for school. Students made comments to the effect that "my teachers are still on zoom, so why don't I just do this (school) from my house?"

Over summer OCHS offered a full in person welcome to 9th grade program including the NWEA diagnostic to identify students in need of remediation, daily lessons in ELA, Algebra I, Science, Human Geography and SEL lessons. Over 90 students are presently participating in this program. Additionally the Creative Technologies teacher is working with students on a rotating block schedule and over 15 students are receiving intensive CT instruction. Students who are credit deficient and at risk for retention were identified and the school principal met with each family to personally invite them to attend the in person summer school program. Over 10 struggling

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students are availing themselves of the opportunity to work on campus with a teacher and a tutor who provide daily intensive support and progress monitoring.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Summit was focused on learning how to assess and address learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID	$2,600	$228	N
Zoom licenses for teachers and staff	$3,880	$3,627	N
Increased Special Education Consultants	$ 25,000	$25,957	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	$17,022	N
Increased technology for students and staff including hotspots and chromebooks	$33,160	$153,281	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,657	$11,157	N

Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students.	$120,000	$109,920	N
Reassignment for daily attendance monitoring and communication with student support	$55,000	$55,266	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The OCHS distance learning program was overall very successful. 98% of students logged in daily for virtual instruction over zoom. Teachers were provided robust professional development during our Summit week (and on-going throughout the school year) to prepare them for the new delivery of instruction model as well as training to support the adoption and use of new technology. To the greatest extent possible we leveraged our team members to support each other's learning, teachers who are tech savvy were invited to develop and deliver PD to their colleagues. This lifting of competencies among our staff served to build a culture of collaboration among our practitioners, which was essential to ensuring that our staff not only developed the competencies necessary to teach virtually, but also felt supported, through personal renewal, capacity building and creating a culture of trust and support throughout the crisis. An innovation that served our students and faculty well was the adoption of a tumbling block schedule, students participated in three blocks daily rather than the usual six period day. This allowed stressed staff and students to better focus and over 96% of students and families reported that the block schedule supported them to experience success in the virtual learning format. We also kept our advisory period to ensure a deep sense of connection and community among our students, we offered advisory two times a week and delivered a variety of programming including social emotional lessons, wellness, A-G and college readiness, career day and mental health

matters. Moreover, we kept our popular Link Crew program and our link leaders developed connections with our freshmen students who had never set foot on our campus or had a real orientation to our school, culture and values. Our Link leaders met with students in a variety of ways including; during core classes, sometimes through advisory presentations, after school tutorials, clubs and peer virtual hang out sessions. Link Leaders were instrumental in supporting our team to identify younger students who were struggling and needed extra support. Our wellness counselor and college advisors worked tirelessly to support a strong sense of belonging and maintain our college going culture. Lunch staff and operations team members were reorganized to support student learning and a strong home to school connection. Daily phone calls to parents and families were made to update families on student progress or when students across the spectrum of needs were not experiencing success or attending classes. We continued with our SART/SARB processes, held meetings with families to identify barriers to success and problem-solved to ensure that no student fell through the cracks. Again, parent survey data show that families felt well supported throughout the pandemic. All students who needed access to technology were identified early in the school year and by the second week of school laptops and hotspots were distributed or delivered to the homes of students who lacked access/tools. Parent tutorials were held on campus, socially distanced when the need for troubleshooting arose. No students at OCHS failed to access their classes or curriculum due to a lack of access to technology or internet services. When students reported that they had poor wifi connectivity, teachers provided extra time for the submission of assignments to accommodate and support students. In some instances, many students were all working from home at the same time and thus the internet would collapse. When this happened, teachers met with students after school and provided tutorials and support to ensure that accessibility was not a barrier to success. Students with unique needs were fully supported across the school, students with IEPS continued to receive all of their regular supports over zoom and parent outreach by the special education team, already a strength for the school, became even better. All IEP and 504 meetings were held as usual and student referrals for services remained on par with pre-pandemic levels. Further, McKinney Vento act students were supported by the administration, wellness counselor, teachers and operations team members to provide full wraparound services. Oakland undivided monies were dispersed using a matrix to ensure that students with disabilities, McKinney Vento act, Ells and low SES factors as well as all ethnic/racial subgroups were represented. This year OCHS hired an English language learner teacher who offered designated instruction and two additional support periods were built into the master schedule to support Ells to connect with each other, experience success across the curriculum and receive small group and 1:1 tutorials. Instructional staff continued with inquiry cycles and were supported by their instructional coaches to develop competencies to meet the needs of every learner via the virtual classroom, additionally coaching in how to appropriately reach out and communicate with families regarding student progress during this difficult time was provided.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Summer Learning Program Included our High School Credit Recovery program, Edgenuity and was with ongoing monitoring and tutorial support by four teachers, three tutors, five paraprofessionals and one three counselors. Incoming 9th grade students received a full five weeks of ELA instruction, one week of math instruction and five weeks of peer to peer mentoring programming.	$26,850	$51,754	N
Purchase of IXL, Fastbridge, Gizmos & Pear Deck to support online learning and provide up to the minute diagnostic data on student achievement.	$12,657	$11,157	N
Infinite Campus Data Dashboard and Software tool: Maintain Infinite Campus data system to support implementation of the district's common assessment system and school closure dashboard. Otus serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	$2,600	$7,378	N
1.0 FTE Dedicated EL support provider	$64,500	$41,210	N
Paraprofessional after school tutorial hours	$ 51,000	$46,250	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We adopted NWEA's MAP assessment system this year in order to support the monitoring of student progress and learning loss. While growth wasn't as pronounced as we had hoped, our students were still performing above average (and with the comparison data being from in-person years). The growth data reports from MAP allowed our teachers to analyze who was making progress and who wasn't. IXL provided in the moment feedback, allowing teachers to monitor student acquisition of new skills. We provided after school drop-in office hours, peer tutoring, and peer mentorship, all of which supported students' learning during this time. Using Edgenuity, some of our seniors whose academics got off-track when schools closed last spring, were able to recover the needed credits in order to graduate with their class.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to JHHS's ability to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging with our students and families took on a whole new meaning and approach for the 20-21 school year. While we never imagined relying so heavily on the virtual platforms for all engagement, we are truly proud of the way we were able to engage with both our students and families on both the academic and social-emotional level. School administration teams, which include Site Directors, deans, and Vice Principals oversaw the engagement and outreach of pupils for reengagement strategies in the following successful ways:

- Teachers conducted the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators received documentation for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student was "absent" from multiple classes or multiple days, the administration reached out to their respective students and sought to understand what was going on and work with the student to re-engage them.

-Administrators would then reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step included a home visit with a community outreach team member.

- AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services were provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites provided telephonic translation as well.

While it was a challenge that required additional support to ensure all students were meaningfully engaged in their remote work, we believe our efforts were successful based on our attendance rates and engagement throughout the 20-21 school year. We will continue to analyze the efforts we put forth to virtually engage with students and families throughout the pandemic and determine effect

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strategies into school year 21-22 when we return in person. We found a lot of the ways we engaged virtually to be a success and will continue those efforts next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services operational procedures developed during the spring school closures continued through the summer months to ensure safe and effective meal delivery services. These services included use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Better 4 You Meals, our school lunch program, began operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We continued to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family was encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. AMPS Nutrition staff ensured that we remained 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

A significantly successful measure to ensure meals were distributed successfully to families and students was the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective	$2,800	$1,679	N

	Equipment			
	Mental Health and Social and Emotional Well-Being: Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context.	$55,000	$57,060	N
	Pupil and Family Engagement and Outreach: Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the community engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits and other outreach to make contact with 'unreachable ' students.	$38,000	$38,950	N
	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	$3,000	$3,627	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 who are committed to the academic and socio-emotional well-being of all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions contributing to the increased or improved services outlined in the Learning Continuity Plan.

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Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - ○ Continuity of Instruction,
  - ○ Access to Devices and Connectivity,
  - ○ Pupil Participation and Progress,
  - ○ Distance Learning Professional Development,
  - ○ Staff Roles and Responsibilities, and
  - ○ Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

Oakland Charter High LCAP Expenditure Tables.xlsx

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Bianca Forrester, Site Director	bforrester@amethodschools.org 510-436-0101 ext. 501

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide High Quality Curriculum and Assessment Systems that Promote College and Career Readiness with Academic Supports and Interventions

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6

Local Priorities: College and Career Readiness for ALL students

Annual Measurable Outcomes

Expected	Actual

Page **1** of **7**

Students scoring "3" or higher on Advanced Placement Exams: 46%	Met: 200/381=52%
Students who are designated ELL moving up at least one level on ELPAC Overall or being reclassified: >75%	19-20 Summative ELPAC data not available due to COVID school closures
Student growth on Interim assessments in math and Reading aligned to CCSS for all pupils over the course of the year: >70%	Interim data not available due to school closures.
All students participating in advanced placement will achieve a score of "3" or higher: 48%	Met: 200/381=52%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
AP Summer Institute Workshops for all AP teachers	$15,000	$2,045
Providing field trips and other activities related to promoting a college going culture	$90,000	$5,965
Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement	$60,000	$54,314

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All AP teachers were invited to attend AP summer institutes and they did so over the summer as necessary to refresh knowledge or in case they were teaching AP for the first time.

We contacted with Going for Merry to support seniors to complete FAFSA/Dream Act applications. Due to the pandemic we were not able to take students to visit college and universities this year.

Is part of the college advising team's salary out of this 90K? We usually spend about 25K on the field trips. So anything else would go towards our 2 college advisors and our wellness counselor.

100% of our students applied to a four year college or university who are A-G eligible (98% are eligible) of that 98% all of them applied for the FAFSA/Dream Act funds to which they are entitled.

Due to the pandemic We purchased Zoom and pear deck for all teachers. We purchased IXL for math and Spanish https://www.ixl.com/ and Fastbridge for English https://www.illuminateed.com/products/fastbridge/ . We purchased individual licenses for Quizlet, Edpuzzle, and flip grid for teachers who requested updated accounts. To understand fully the learning loss due to the pandemic we entered into a partnership with NWEA for three rounds of MAP testing this year and plan to continue into next year.

Goal 2

Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6,7

Local Priorities: college and career readiness for ALL students

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention: 76%	95%
Staff satisfaction with professional support and development: 85%	98%
Implementation of	Met: 100%

CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science): 100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	$212,000	$233,945
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	$35,000	$22,439
At least one professional development workshop relevant to working with English Language Learner	$23,000	$6,251
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$30,000	$22,439
Talent Manager will execute Faculty Recruitment policy and participate in teacher recruitment fairs in and around the Bay Area, California, and the West Coast. Continued development and implementation of AMPS Career Path Process for staff advancement TICC offered to all qualifying staff	$45,000	$12,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic and changes in the executive leadership team we did not develop pgp plans for our staff. It should have read all teachers not all staff in the planned action/service.

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Teachers participated in CC aligned PD three times over the year. Led by an outside group called Teach Thought (the cost was about 6k)

All OCHS teachers and staff participated in two ELL PDs over the year. Led by Forrester

All OCHS teachers and staff participated in interim assessment data workshops over the year - they were led by Mr. Becker and Mr. Cabrera.

No career path at all however our TICC candidates all participated in the program - goal met this year and we need to keep the goal for next year due to anticipation of hiring novice teachers to fill vacant positions and because the TICC program is a two year program.

We contracted with Teach Thought PBL workshop for all teachers.

Goal 3

Increased Opportunities for Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: Increase parent support and engagement

Annual Measurable Outcomes

Expected	Actual
Average parent attendance rates and parent/ teacher conferences: 82%	Monthly community nights, bi-monthly advisory council meetings: 80% or higher
Parents expressing satisfaction with school outreach/ orientation events: 80%	Survey evidence to date is 97%
Percentage of parents logging on to parent portal: >35%	data not available

Percentage of parents reporting satisfaction with parent communication and engagement on MidYear and End of Year Parent surveys: >70%	Data not available

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hold at least 2 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	$5,000	$495
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	$7,500	$3,615
Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	$3,000	$3,620
Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	$3,000	$3,120

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic we did not hold parent open-houses this year to review the parent-family handbooks however we did hold monthly parent community nights over zoom that were robustly attended and parents were invited to provide feedback at each of these monthly meetings.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic all orientations were held over zoom.

The Youth Truth mid-year survey was not well received by parents and families it was too cumbersome and too long for families and very few filled it out. In the future internally designed surveys will be better tailored to gathering feedback from parents and other key stakeholders. We have over 50% completion of OCHS internally designed surveys. Parents were provided opportunities to express their opinions and concerns on the OCHS designed surveys and they were well received. We had our front office staff call all of the parents/families individually to fill out the survey, we also shared our survey on our website, through our instagram account and over text and email which enabled more families to respond in multiple ways. All surveys are translated to Spanish and Mandarin.

Increased expenditures for mailings and stamps to families. OCHS designs and has professionally printed a postcard which is mailed to all families with the link to community meetings and the agenda clearly posted.

The OCHS Instagram page is updated weekly, the website has a link for current news, events and opportunities for our students - these announcement slides are also shared with students through advisory and shared with parents via our All all school messenger system, Infinite Campus.

Goal 4

Improving School Climate and School Culture by Increasing Support Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities: Positive school climate and student engagement

Annual Measurable Outcomes

Expected	Actual
Students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS: >70%	96%
Student suspension rates: 5% or lower	Met: 3%
Attendance Rate: 95% or greater	96%
Graduation rates above 85% for four-year cohorts: 90%	Not Met: 85.1%
90% or more graduating seniors accepted to a 4- year university: 90%	90%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
School psychologist/wellness counselor to meet with students experiencing non- academic problems	$275,000	$136,000
Hold at least one school-wide assembly that focuses on student achievement	$28,000	$1,454
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.)	$21,000	$725
Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$115,000	$25,434
Provide a college-readiness class to 12th grade students to teach and help seniors through the college and financial aid application process Provide field trip opportunities for students to attend colleges in California	$283,000	$5,965

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section outside of the amount allocated for our college readiness class and field trips that were over allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Through our partnership with Futures we hired a very competent and capable experienced Wellness counselor who has done a terrific job of supporting our students experiencing non-academic challenges. We also refer students to Oakland based community providers such as at La Clinica in the Fruitvale and IWAY in the Chinatown district.

Due to the pandemic all assemblies happened over zoom or gathertown. Assemblies this year focused on student social and emotional health and wellbeing.

Under the CA Healthy Youth Act, we partnered with IWAY to catch up last year's juniors who should have had the CHYA presentations but did not due to the pandemic. Additionally, we contracted with planned parenthood to provide CHYA curriculum and presentations to our current Junior class per Ca. Ed. Code.

We purchased school supplies, and other school themed supplies to support college readiness skills and healthy life long habits such as water bottles, stress balls, academic planners and so on.

Seniors have an advisory college readiness class - 95% of our seniors applied to four year colleges and universities and applied for the FASFA/Dream Act funds to which they are entitled. 2% applied to the Microcollege program.

Goal 5

Increase course offerings and access to courses to promote academic achievement and the acquisition of 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities: Increase students access to technology

Annual Measurable Outcomes

Expected	Actual
Graduating students will meet all A-G requirements: >90%	Met: 98%
Students expressing satisfaction with the selection of courses at OCHS: 67%	Not Met: 65%
Percentage of students participating in extracurricular activities: 75%	Not Met: 60%
Percentage of classrooms with WiFi access to support Chromebook usage: 100%	Met: 100%
Maintain a 2:1 student to chromebook ration: 1.5:1	Met
Participation rates in Advanced Placement courses for all statistically significant subgroups in the 11th and 12th grades: 70%	2019-2020: 52% of students participating in AP exams scored 3 or higher.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintaining two language course options for each following school-year	$112,000	$5,652
Purchase Chromebooks to approach a 1:1 ratio	$47,000	$26,083
Use of an online course provider to supplement and expand credit recovery courses offered in the summer and during the school year	$45,000	$18,463

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Greater than 90% of our students are on track to graduate A-G ready - 98%

Due to the pandemic we are not able to offer our athletics program however 50% of students are participating in clubs this year.

All classrooms have Wifi access and the system is undergoing a necessary upgrade summer of 2021.

OCHS has a 1:1 ratio of chromebooks to students due to the purchase of new chromebooks this year. We lent several out to other schools in our CMO and will need to collect them back to ensure we maintain the 1:1 ratio moving forward.

All subgroups are represented in AP course offerings however, not all students are required to take the AP exams.

We have maintained a full suite of foreign language classes including Spanish 1,2, 3, & AP and Mandarin 1, 2, 3 & AP.

We have an online course provider - Edgenuity to expand credit recovery course offerings - at a cost of $16K Due to the pandemic we are offering some intensive make up credits for students with teachers instead of over Edgenuity. Anticipated cost is 13K.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$10,000	$11,175	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	$500	$405	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$50,000	$29,898	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	$25,000	$3,200	N

Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$6,524	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the high rates of Covid 19 in East Oakland and the community we serve, OCHS remained in accordance with our charter authorizer and the CDPH in a distance learning format for the entire 2020-21 school year. OCHS opened for small cohorts for students who were struggling in March under a hybrid model, however the CDE does not define hybrid and cohort instructional models as in person learning. Students who participated in the hybrid learning model were provided with a safe place from which to log into their zoom classes. Tutors staffed the room and provided 1:1 support when students were struggling. OCHS planned to serve over 100 students in our hybrid cohort model, however parents opted not to send their students and the highest number of students served on campus during the school year was 44. The OCHS team went to great lengths to ensure full mitigation of covid, and to communicate in a clear, culturally competent manner with our students and families, however most families who signed up for the cohorts ended up removing their students from the program within the first three weeks. In each instance the administration team met with parents and students to try and allay concerns and convince students and parents to avail themselves of this program however the majority of students reported that it was not 'fun', that they did not enjoy having to wake up so early to commute to school and that they didn't want to have to get dressed for school. Students made comments to the effect that "my teachers are still on zoom, so why don't I just do this (school) from my house?"

Over summer OCHS offered a full in person welcome to 9th grade program including the NWEA diagnostic to identify students in need of remediation, daily lessons in ELA, Algebra I, Science, Human Geography and SEL lessons. Over 90 students are presently participating in this program. Additionally the Creative Technologies teacher is working with students on a rotating block schedule and over 15 students are receiving intensive CT instruction. Students who are credit deficient and at risk for retention were identified and the school principal met with each family to personally invite them to attend the in person summer school program. Over 10 struggling students are availing themselves of the opportunity to work on campus with a teacher and a tutor who provide daily intensive support and progress monitoring.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Summit was focused on learning how to assess and address learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID	$2,600	$228	N
Zoom licenses for teachers and staff	$3,880	$3,627	N
Increased Special Education Consultants	$ 25,000	$25,957	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	$17,022	N
Increased technology for students and staff including hotspots and chromebooks	$33,160	$153,281	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,657	$11,157	N
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small	$120,000	$109,920	N

group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students.			
Reassignment for daily attendance monitoring and communication with student support	$55,000	$55,266	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The OCHS distance learning program was overall very successful. 98% of students logged in daily for virtual instruction over zoom. Teachers were provided robust professional development during our Summit week (and on-going throughout the school year) to prepare them for the new delivery of instruction model as well as training to support the adoption and use of new technology. To the greatest extent possible we leveraged our team members to support each other's learning, teachers who are tech savvy were invited to develop and deliver PD to their colleagues. This lifting of competencies among our staff served to build a culture of collaboration among our practitioners, which was essential to ensuring that our staff not only developed the competencies necessary to teach virtually, but also felt supported, through personal renewal, capacity building and creating a culture of trust and support throughout the crisis. An innovation that served our students and faculty well was the adoption of a tumbling block schedule, students participated in three blocks daily rather than the usual six period day. This allowed stressed staff and students to better focus and over 96% of students and families reported that the block schedule supported them to experience success in the virtual learning format. We also kept our advisory period to ensure a deep sense of connection and community among our students, we offered advisory two times a week and delivered a variety of programming including social emotional lessons, wellness, A-G and college readiness, career day and mental health matters. Moreover, we kept our popular Link Crew program and our link leaders developed connections with our freshmen students who had never set foot on our campus or had a real orientation to our school, culture and values. Our Link leaders met with students in a variety of ways including; during core classes, sometimes through advisory presentations, after school tutorials, clubs and peer virtual

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hang out sessions. Link Leaders were instrumental in supporting our team to identify younger students who were struggling and needed extra support. Our wellness counselor and college advisors worked tirelessly to support a strong sense of belonging and maintain our college going culture. Lunch staff and operations team members were reorganized to support student learning and a strong home to school connection. Daily phone calls to parents and families were made to update families on student progress or when students across the spectrum of needs were not experiencing success or attending classes. We continued with our SART/SARB processes, held meetings with families to identify barriers to success and problem-solved to ensure that no student fell through the cracks. Again, parent survey data show that families felt well supported throughout the pandemic. All students who needed access to technology were identified early in the school year and by the second week of school laptops and hotspots were distributed or delivered to the homes of students who lacked access/tools. Parent tutorials were held on campus, socially distanced when the need for troubleshooting arose. No students at OCHS failed to access their classes or curriculum due to a lack of access to technology or internet services. When students reported that they had poor wifi connectivity, teachers provided extra time for the submission of assignments to accommodate and support students. In some instances, many students were all working from home at the same time and thus the internet would collapse. When this happened, teachers met with students after school and provided tutorials and support to ensure that accessibility was not a barrier to success. Students with unique needs were fully supported across the school, students with IEPS continued to receive all of their regular supports over zoom and parent outreach by the special education team, already a strength for the school, became even better. All IEP and 504 meetings were held as usual and student referrals for services remained on par with pre-pandemic levels. Further, McKinney Vento act students were supported by the administration, wellness counselor, teachers and operations team members to provide full wraparound services. Oakland undivided monies were dispersed using a matrix to ensure that students with disabilities, McKinney Vento act, Ells and low SES factors as well as all ethnic/racial subgroups were represented. This year OCHS hired an English language learner teacher who offered designated instruction and two additional support periods were built into the master schedule to support Ells to connect with each other, experience success across the curriculum and receive small group and 1:1 tutorials. Instructional staff continued with inquiry cycles and were supported by their instructional coaches to develop competencies to meet the needs of every learner via the virtual classroom, additionally coaching in how to appropriately reach out and communicate with families regarding student progress during this difficult time was provided.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Learning Program Included our High School Credit Recovery program, Edgenuity and was with ongoing monitoring and tutorial support by four teachers,	$26,850	$51,754	N

three tutors, five paraprofessionals and one three counselors. Incoming 9th grade students received a full five weeks of ELA instruction, one week of math instruction and five weeks of peer to peer mentoring programming.			
Purchase of IXL, Fastbridge, Gizmos & Pear Deck to support online learning and provide up to the minute diagnostic data on student achievement.	$12,657	$11,157	N
Infinite Campus Data Dashboard and Software tool: Maintain Infinite Campus data system to support implementation of the district's common assessment system and school closure dashboard. Otus serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	$2,600	$7,378	N
1.0 FTE Dedicated EL support provider	$64,500	$41,210	N
Paraprofessional after school tutorial hours	$ 51,000	$46,250	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We adopted NWEA's MAP assessment system this year in order to support the monitoring of student progress and learning loss. While growth wasn't as pronounced as we had hoped, our students were still performing above average (and with the comparison data being from in-person years). The growth data reports from MAP allowed our teachers to analyze who was making progress and who wasn't. IXL provided in the moment feedback, allowing teachers to monitor student acquisition of new skills. We provided after school drop-in office hours, peer tutoring, and peer mentorship, all of which supported students' learning during this time. Using Edgenuity, some of our seniors whose academics got off-track when schools closed last spring, were able to recover the needed credits in order to graduate with their class.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to JHHS's ability to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging with our students and families took on a whole new meaning and approach for the 20-21 school year. While we never imagined relying so heavily on the virtual platforms for all engagement, we are truly proud of the way we were able to engage with both our students and families on both the academic and social-emotional level. School administration teams, which include Site Directors, deans, and Vice Principals oversaw the engagement and outreach of pupils for reengagement strategies in the following successful ways:

- Teachers conducted the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators received documentation for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student was "absent" from multiple classes or multiple days, the administration reached out to their respective students and sought to understand what was going on and work with the student to re-engage them.

-Administrators would then reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step included a home visit with a community outreach team member.

- AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services were provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites provided telephonic translation as well.

While it was a challenge that required additional support to ensure all students were meaningfully engaged in their remote work, we believe our efforts were successful based on our attendance rates and engagement throughout the 20-21 school year. We will continue to analyze the efforts we put forth to virtually engage with students and families throughout the pandemic and determine effect strategies into school year 21-22 when we return in person. We found a lot of the ways we engaged virtually to be a success and will continue those efforts next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services operational procedures developed during the spring school closures continued through the summer months to ensure safe and effective meal delivery services. These services included use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Better 4 You Meals, our school lunch program, began operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We continued to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family was encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. AMPS Nutrition staff ensured that we remained 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

A significantly successful measure to ensure meals were distributed successfully to families and students was the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment	$2,800	$1,679	N
	Mental Health and Social and Emotional Well-Being: Maintain existing staffing and supports to implement programs and support school initiatives. Professional	$55,000	$57,060	N

	learning expanded to address distance learning context.			
	Pupil and Family Engagement and Outreach: Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the community engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits and other outreach to make contact with 'unreachable ' students.	$38,000	$38,950	N
	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	$3,000	$3,627	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to

inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 who are committed to the academic and socio-emotional well-being of all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions contributing to the increased or improved services outlined in the Learning Continuity Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

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The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Bianca Forrester, Site Director	bforrester@amethodschools.org 510-436-0101 ext. 501

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide High Quality Curriculum and Assessment Systems that Promote College and Career Readiness with Academic Supports and Interventions

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6

Local Priorities: College and Career Readiness for ALL students

Annual Measurable Outcomes

Expected	Actual

Students scoring "3" or higher on Advanced Placement Exams: 46%	Met: 200/381=52%
Students who are designated ELL moving up at least one level on ELPAC Overall or being reclassified: >75%	19-20 Summative ELPAC data not available due to COVID school closures
Student growth on Interim assessments in math and Reading aligned to CCSS for all pupils over the course of the year: >70%	Interim data not available due to school closures.
All students participating in advanced placement will achieve a score of "3" or higher: 48%	Met: 200/381=52%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
AP Summer Institute Workshops for all AP teachers	$15,000	$2,045
Providing field trips and other activities related to promoting a college going culture	$90,000	$5,965
Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement	$60,000	$54,314

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All AP teachers were invited to attend AP summer institutes and they did so over the summer as necessary to refresh knowledge or in case they were teaching AP for the first time.

We contacted with Going for Merry to support seniors to complete FAFSA/Dream Act applications. Due to the pandemic we were not able to take students to visit college and universities this year.

Is part of the college advising team's salary out of this 90K? We usually spend about 25K on the field trips. So anything else would go towards our 2 college advisors and our wellness counselor.

100% of our students applied to a four year college or university who are A-G eligible (98% are eligible) of that 98% all of them applied for the FAFSA/Dream Act funds to which they are entitled.

Due to the pandemic We purchased Zoom and pear deck for all teachers. We purchased IXL for math and Spanish https://www.ixl.com/ and Fastbridge for English https://www.illuminateed.com/products/fastbridge/ . We purchased individual licenses for Quizlet, Edpuzzle, and flip grid for teachers who requested updated accounts. To understand fully the learning loss due to the pandemic we entered into a partnership with NWEA for three rounds of MAP testing this year and plan to continue into next year.

Goal 2

Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,6,7

Local Priorities: college and career readiness for ALL students

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention: 76%	95%
Staff satisfaction with professional support and development: 85%	98%
Implementation of	Met: 100%

CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science): 100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	$212,000	$233,945
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year	$35,000	$22,439
At least one professional development workshop relevant to working with English Language Learner	$23,000	$6,251
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$30,000	$22,439
Talent Manager will execute Faculty Recruitment policy and participate in teacher recruitment fairs in and around the Bay Area, California, and the West Coast. Continued development and implementation of AMPS Career Path Process for staff advancement TICC offered to all qualifying staff	$45,000	$12,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic and changes in the executive leadership team we did not develop pgp plans for our staff. It should have read all teachers not all staff in the planned action/service.

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Teachers participated in CC aligned PD three times over the year. Led by an outside group called Teach Thought (the cost was about 6k)

All OCHS teachers and staff participated in two ELL PDs over the year. Led by Forrester

All OCHS teachers and staff participated in interim assessment data workshops over the year - they were led by Mr. Becker and Mr. Cabrera.

No career path at all however our TICC candidates all participated in the program - goal met this year and we need to keep the goal for next year due to anticipation of hiring novice teachers to fill vacant positions and because the TICC program is a two year program.

We contracted with Teach Thought PBL workshop for all teachers.

Goal 3

Increased Opportunities for Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: Increase parent support and engagement

Annual Measurable Outcomes

Expected	Actual
Average parent attendance rates and parent/ teacher conferences: 82%	Monthly community nights, bi-monthly advisory council meetings: 80% or higher
Parents expressing satisfaction with school outreach/ orientation events: 80%	Survey evidence to date is 97%
Percentage of parents logging on to parent portal: >35%	data not available

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Percentage of parents reporting satisfaction with parent communication and engagement on MidYear and End of Year Parent surveys: >70%	Data not available

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hold at least 2 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	$5,000	$495
Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	$7,500	$3,615
Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs	$3,000	$3,620
Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	$3,000	$3,120

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the pandemic we did not hold parent open-houses this year to review the parent-family handbooks however we did hold monthly parent community nights over zoom that were robustly attended and parents were invited to provide feedback at each of these monthly meetings.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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Due to the pandemic all orientations were held over zoom.

The Youth Truth mid-year survey was not well received by parents and families it was too cumbersome and too long for families and very few filled it out. In the future internally designed surveys will be better tailored to gathering feedback from parents and other key stakeholders. We have over 50% completion of OCHS internally designed surveys. Parents were provided opportunities to express their opinions and concerns on the OCHS designed surveys and they were well received. We had our front office staff call all of the parents/families individually to fill out the survey, we also shared our survey on our website, through our instagram account and over text and email which enabled more families to respond in multiple ways. All surveys are translated to Spanish and Mandarin.

Increased expenditures for mailings and stamps to families. OCHS designs and has professionally printed a postcard which is mailed to all families with the link to community meetings and the agenda clearly posted.

The OCHS Instagram page is updated weekly, the website has a link for current news, events and opportunities for our students - these announcement slides are also shared with students through advisory and shared with parents via our All all school messenger system, Infinite Campus.

Goal 4

Improving School Climate and School Culture by Increasing Support Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities: Positive school climate and student engagement

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Annual Measurable Outcomes

Expected	Actual
Students expressing a sense of belonging and the belief that respect and support are commonplace at OCHS: >70%	96%
Student suspension rates: 5% or lower	Met: 3%
Attendance Rate: 95% or greater	96%
Graduation rates above 85% for four-year cohorts: 90%	Not Met: 85.1%
90% or more graduating seniors accepted to a 4- year university: 90%	90%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
School psychologist/wellness counselor to meet with students experiencing non- academic problems	$275,000	$136,000
Hold at least one school-wide assembly that focuses on student achievement	$28,000	$1,454
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.)	$21,000	$725
Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$115,000	$25,434
Provide a college-readiness class to 12th grade students to teach and help seniors through the college and financial aid application process Provide field trip opportunities for students to attend colleges in California	$283,000	$5,965

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section outside of the amount allocated for our college readiness class and field trips that were over allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Through our partnership with Futures we hired a very competent and capable experienced Wellness counselor who has done a terrific job of supporting our students experiencing non-academic challenges. We also refer students to Oakland based community providers such as at La Clinica in the Fruitvale and IWAY in the Chinatown district.

Due to the pandemic all assemblies happened over zoom or gathertown. Assemblies this year focused on student social and emotional health and wellbeing.

Under the CA Healthy Youth Act, we partnered with IWAY to catch up last year's juniors who should have had the CHYA presentations but did not due to the pandemic. Additionally, we contracted with planned parenthood to provide CHYA curriculum and presentations to our current Junior class per Ca. Ed. Code.

We purchased school supplies, and other school themed supplies to support college readiness skills and healthy life long habits such as water bottles, stress balls, academic planners and so on.

Seniors have an advisory college readiness class - 95% of our seniors applied to four year colleges and universities and applied for the FASFA/Dream Act funds to which they are entitled. 2% applied to the Microcollege program.

Goal 5

Increase course offerings and access to courses to promote academic achievement and the acquisition of 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities: Increase students access to technology

Annual Measurable Outcomes

Expected	Actual
Graduating students will meet all A-G requirements: >90%	Met: 98%
Students expressing satisfaction with the selection of courses at OCHS: 67%	Not Met: 65%
Percentage of students participating in extracurricular activities: 75%	Not Met: 60%
Percentage of classrooms with WiFi access to support Chromebook usage: 100%	Met: 100%
Maintain a 2:1 student to chromebook ration: 1.5:1	Met
Participation rates in Advanced Placement courses for all statistically significant subgroups in the 11th and 12th grades: 70%	2019-2020: 52% of students participating in AP exams scored 3 or higher.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintaining two language course options for each following school-year	$112,000	$5,652
Purchase Chromebooks to approach a 1:1 ratio	$47,000	$26,083
Use of an online course provider to supplement and expand credit recovery courses offered in the summer and during the school year	$45,000	$18,463

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were used in the manners described in each respective section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Greater than 90% of our students are on track to graduate A-G ready - 98%

Due to the pandemic we are not able to offer our athletics program however 50% of students are participating in clubs this year.

All classrooms have Wifi access and the system is undergoing a necessary upgrade summer of 2021.

OCHS has a 1:1 ratio of chromebooks to students due to the purchase of new chromebooks this year. We lent several out to other schools in our CMO and will need to collect them back to ensure we maintain the 1:1 ratio moving forward.

All subgroups are represented in AP course offerings however, not all students are required to take the AP exams.

We have maintained a full suite of foreign language classes including Spanish 1,2, 3, & AP and Mandarin 1, 2, 3 & AP.

We have an online course provider - Edgenuity to expand credit recovery course offerings - at a cost of $16K Due to the pandemic we are offering some intensive make up credits for students with teachers instead of over Edgenuity. Anticipated cost is 13K.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$10,000	$11,175	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	$500	$405	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$50,000	$29,898	N
Health Materials: Additional Thermometers to screen student temperature and	$25,000	$3,200	N

additional supplies to respond to students who display any signs of illness.			
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$10,000	$6,524	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the high rates of Covid 19 in East Oakland and the community we serve, OCHS remained in accordance with our charter authorizer and the CDPH in a distance learning format for the entire 2020-21 school year. OCHS opened for small cohorts for students who were struggling in March under a hybrid model, however the CDE does not define hybrid and cohort instructional models as in person learning. Students who participated in the hybrid learning model were provided with a safe place from which to log into their zoom classes. Tutors staffed the room and provided 1:1 support when students were struggling. OCHS planned to serve over 100 students in our hybrid cohort model, however parents opted not to send their students and the highest number of students served on campus during the school year was 44. The OCHS team went to great lengths to ensure full mitigation of covid, and to communicate in a clear, culturally competent manner with our students and families, however most families who signed up for the cohorts ended up removing their students from the program within the first three weeks. In each instance the administration team met with parents and students to try and allay concerns and convince students and parents to avail themselves of this program however the majority of students reported that it was not 'fun', that they did not enjoy having to wake up so early to commute to school and that they didn't want to have to get dressed for school. Students made comments to the effect that "my teachers are still on zoom, so why don't I just do this (school) from my house?"

Over summer OCHS offered a full in person welcome to 9th grade program including the NWEA diagnostic to identify students in need of remediation, daily lessons in ELA, Algebra I, Science, Human Geography and SEL lessons. Over 90 students are presently participating in this program. Additionally the Creative Technologies teacher is working with students on a rotating block schedule and over 15 students are receiving intensive CT instruction. Students who are credit deficient and at risk for retention were identified and the school principal met with each family to personally invite them to attend the in person summer school program. Over 10 struggling

students are availing themselves of the opportunity to work on campus with a teacher and a tutor who provide daily intensive support and progress monitoring.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Summit was focused on learning how to assess and address learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID	$2,600	$228	N
Zoom licenses for teachers and staff	$3,880	$3,627	N
Increased Special Education Consultants	$ 25,000	$25,957	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$15,000	$17,022	N
Increased technology for students and staff including hotspots and chromebooks	$33,160	$153,281	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$12,657	$11,157	N

Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students.	$120,000	$109,920	N
Reassignment for daily attendance monitoring and communication with student support	$55,000	$55,266	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The OCHS distance learning program was overall very successful. 98% of students logged in daily for virtual instruction over zoom. Teachers were provided robust professional development during our Summit week (and on-going throughout the school year) to prepare them for the new delivery of instruction model as well as training to support the adoption and use of new technology. To the greatest extent possible we leveraged our team members to support each other's learning, teachers who are tech savvy were invited to develop and deliver PD to their colleagues. This lifting of competencies among our staff served to build a culture of collaboration among our practitioners, which was essential to ensuring that our staff not only developed the competencies necessary to teach virtually, but also felt supported, through personal renewal, capacity building and creating a culture of trust and support throughout the crisis. An innovation that served our students and faculty well was the adoption of a tumbling block schedule, students participated in three blocks daily rather than the usual six period day. This allowed stressed staff and students to better focus and over 96% of students and families reported that the block schedule supported them to experience success in the virtual learning format. We also kept our advisory period to ensure a deep sense of connection and community among our students, we offered advisory two times a week and delivered a variety of programming including social emotional lessons, wellness, A-G and college readiness, career day and mental health

matters. Moreover, we kept our popular Link Crew program and our link leaders developed connections with our freshmen students who had never set foot on our campus or had a real orientation to our school, culture and values. Our Link leaders met with students in a variety of ways including; during core classes, sometimes through advisory presentations, after school tutorials, clubs and peer virtual hang out sessions. Link Leaders were instrumental in supporting our team to identify younger students who were struggling and needed extra support. Our wellness counselor and college advisors worked tirelessly to support a strong sense of belonging and maintain our college going culture. Lunch staff and operations team members were reorganized to support student learning and a strong home to school connection. Daily phone calls to parents and families were made to update families on student progress or when students across the spectrum of needs were not experiencing success or attending classes. We continued with our SART/SARB processes, held meetings with families to identify barriers to success and problem-solved to ensure that no student fell through the cracks. Again, parent survey data show that families felt well supported throughout the pandemic. All students who needed access to technology were identified early in the school year and by the second week of school laptops and hotspots were distributed or delivered to the homes of students who lacked access/tools. Parent tutorials were held on campus, socially distanced when the need for troubleshooting arose. No students at OCHS failed to access their classes or curriculum due to a lack of access to technology or internet services. When students reported that they had poor wifi connectivity, teachers provided extra time for the submission of assignments to accommodate and support students. In some instances, many students were all working from home at the same time and thus the internet would collapse. When this happened, teachers met with students after school and provided tutorials and support to ensure that accessibility was not a barrier to success. Students with unique needs were fully supported across the school, students with IEPS continued to receive all of their regular supports over zoom and parent outreach by the special education team, already a strength for the school, became even better. All IEP and 504 meetings were held as usual and student referrals for services remained on par with pre-pandemic levels. Further, McKinney Vento act students were supported by the administration, wellness counselor, teachers and operations team members to provide full wraparound services. Oakland undivided monies were dispersed using a matrix to ensure that students with disabilities, McKinney Vento act, Ells and low SES factors as well as all ethnic/racial subgroups were represented. This year OCHS hired an English language learner teacher who offered designated instruction and two additional support periods were built into the master schedule to support Ells to connect with each other, experience success across the curriculum and receive small group and 1:1 tutorials. Instructional staff continued with inquiry cycles and were supported by their instructional coaches to develop competencies to meet the needs of every learner via the virtual classroom, additionally coaching in how to appropriately reach out and communicate with families regarding student progress during this difficult time was provided.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Summer Learning Program Included our High School Credit Recovery program, Edgenuity and was with ongoing monitoring and tutorial support by four teachers, three tutors, five paraprofessionals and one three counselors. Incoming 9th grade students received a full five weeks of ELA instruction, one week of math instruction and five weeks of peer to peer mentoring programming.	$26,850	$51,754	N
Purchase of IXL, Fastbridge, Gizmos & Pear Deck to support online learning and provide up to the minute diagnostic data on student achievement.	$12,657	$11,157	N
Infinite Campus Data Dashboard and Software tool: Maintain Infinite Campus data system to support implementation of the district's common assessment system and school closure dashboard. Otus serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	$2,600	$7,378	N
1.0 FTE Dedicated EL support provider	$64,500	$41,210	N
Paraprofessional after school tutorial hours	$ 51,000	$46,250	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds were used in the manners described in each respective section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We adopted NWEA's MAP assessment system this year in order to support the monitoring of student progress and learning loss. While growth wasn't as pronounced as we had hoped, our students were still performing above average (and with the comparison data being from in-person years). The growth data reports from MAP allowed our teachers to analyze who was making progress and who wasn't. IXL provided in the moment feedback, allowing teachers to monitor student acquisition of new skills. We provided after school drop-in office hours, peer tutoring, and peer mentorship, all of which supported students' learning during this time. Using Edgenuity, some of our seniors whose academics got off-track when schools closed last spring, were able to recover the needed credits in order to graduate with their class.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to JHHS's ability to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a

regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support

system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on

students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging with our students and families took on a whole new meaning and approach for the 20-21 school year. While we never imagined relying so heavily on the virtual platforms for all engagement, we are truly proud of the way we were able to engage with both our students and families on both the academic and social-emotional level. School administration teams, which include Site Directors, deans, and Vice Principals oversaw the engagement and outreach of pupils for reengagement strategies in the following successful ways:

- Teachers conducted the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators received documentation for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student was "absent" from multiple classes or multiple days, the administration reached out to their respective students and sought to understand what was going on and work with the student to re-engage them.

-Administrators would then reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step included a home visit with a community outreach team member.

- AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services were provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites provided telephonic translation as well.

While it was a challenge that required additional support to ensure all students were meaningfully engaged in their remote work, we believe our efforts were successful based on our attendance rates and engagement throughout the 20-21 school year. We will continue to analyze the efforts we put forth to virtually engage with students and families throughout the pandemic and determine effect

strategies into school year 21-22 when we return in person. We found a lot of the ways we engaged virtually to be a success and will continue those efforts next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services operational procedures developed during the spring school closures continued through the summer months to ensure safe and effective meal delivery services. These services included use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Better 4 You Meals, our school lunch program, began operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We continued to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family was encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. AMPS Nutrition staff ensured that we remained 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

A significantly successful measure to ensure meals were distributed successfully to families and students was the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective	$2,800	$1,679	N

	Equipment			
	Mental Health and Social and Emotional Well-Being: Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context.	$55,000	$57,060	N
	Pupil and Family Engagement and Outreach: Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the community engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits and other outreach to make contact with 'unreachable ' students.	$38,000	$38,950	N
	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	$3,000	$3,627	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Funds were used in the manners described in each respective section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 who are committed to the academic and socio-emotional well-being of all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions contributing to the increased or improved services outlined in the Learning Continuity Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

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students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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.

Over the past 13 years, Oakland Charter High School (OCHS) has proven to be a highly effective high school for families and students in Oakland, CA. Having promoted our first graduating class in 2011, we now prepare to send off our tenth round of students to college and career opportunities of their choice in the spring of 2021. OCHS looks forward to continuing to provide a small and successful high school campus to the residents of Oakland. OCHS 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 thousands of Bay Area families with effective academic programs that produce life changing results. It is the objective of the Charter School and organization to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. AMPS demonstrates that public schools at the secondary 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.

Oakland Charter High School's Mission is to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio-economic status, backgrounds, and talents. OCHS 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 school will serve up to 500 students in the ninth through twelfth grades with the goal of achieving 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. The school will meet its mission by working in collaboration with all stakeholders.

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. We currently serve 461 students and our current race/ethnic breakdown is approximately 57% Hispanic, 35% Asian, 5.4% African American, and 1.7% White. OCHS has 12.6% English Language Learners, 88.3% of our students are Socio-economically Disadvantaged, and 7.2% of our students have learning disabilities.

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 provides 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, OCHS continued to implement our distance learning program. During the summer of 2020, we reflected on the successes and struggles of our initial distance learning program and built a stronger program that prioritized social emotional learning, literacy and math instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families that suffered from chronic absenteeism in the virtual setting. All of our staff and students were provided with the necessary tools to engage in distance learning, which included ensuring our families had breakfasts and lunches provided daily for those families that needed them.

Additionally, we are very proud of our pivot to a tumbling block schedule that supported every student. Throughout the pandemic students have received consistent, direct live instruction over zoom. Our scholars received 240 minutes of daily live synchronous instruction. Robust inquiry cycles and coaching and debrief sessions with teachers over zoom was a key element in supporting our staff to transition to an online delivery of instruction and services to students and their families. Daily after school tutorials continue to be available to all OCHS scholars, teachers are required to hold a minimum of three office hours per week and our paraprofessional team works directly with teachers. We found throughout the pandemic that we had to innovate and take calculated risks in support of student learning. We now have a single zoom link where all teachers, paraprofessionals and students meet for after school support, students are then placed in breakout rooms with the appropriate subject matter tutor or teacher. This innovation has resulted in a striking increase in our A-G readiness for our Latino students by over 20% this year alone. Moreover, OCHS is very proud of our improved attendance rate of 98% of our students logged in daily for virtual

classes. Our advisory program and career day were highly successful in keeping our students engaged, connected with each other and our team and supporting them to remain focused on their future. OCHS this year offered intensive ELD instruction and support for our English Language learners. Student survey and grade data show that our Ells have advanced in their acquisition of skills and language structures that allow them to experience success in core classes. Additionally, students reported feeling cared for, appreciated and connected through the small group ELD support class. Moreover, OCHS teachers and staff engaged in highly relevant weekly professional development in which they examined problems of practice and worked with each other and outside experts to resolve issues as they arose. This adult learning and connection was essential in ensuring that our teachers and staff developed the capacity for and competency in the delivery of instruction through a distance format. Finally this year OCHS expanded our course offerings to include three UC Doorways approved courses, an ethnic studies course, History of the Bay Area through Activism and an additional art offering, the History of the United States through Music & Film and a Creative Technologies II course. This year 98% of OCHS graduates are A-G ready, and of those 100% applied to at least one four year college or university. The college acceptance rate for the class of 2021 is 96.5%.

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.

While we are very proud of the distance learning program that we implemented this year, we know that fewer instructional time for the year and a virtual rather than in person model will necessitate a school-wide approach to improving student learning over the next few years. We believe that we need an explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom based interventions.

The steps we will take next year to address the needs highlighted by the pandemic and a year of distance learning are as follows:

Continued use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year

Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement

Continued support for the school psychologist/wellness counselor to meet with students experiencing non- academic problems

Hiring two additional paraprofessional tutorials to support the MTSS academic intervention program and offering intensive support for struggling learners who are behind in math.

Continued support for our Link Leader program to ensure that freshmen students transitioning to high school feel connected to their peers, school and our mission and values.

Increase student access to STEM classes, expanding our Creative Technologies program, Statistics and Environmental Science programs to include AP course offerings.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our new 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. In addition to curriculum, we will be adding additional course offerings for our students to promote college and career readiness along with learning additional 21st century skills. 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, implementation of 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 increasing opportunities for 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.

Throughout our engagement process, we consulted with the following stakeholder groups:

-SSC and ELAC (The OCHS ParentStudent Advisory Council & Family Staff Team)

-Admin team

-Teachers

-Parents

-Students

The LCAP engagement process began this winter. During our meetings we look at our school's data as a community to better understand where we are and gather information to address concerns moving forward. We also engaged in topics brought forth by our community. These addressed learning in the time of COVID, social climate, returning to in person learning, college readiness, A-G readiness, social emotional health and wellness and regular progress towards our goals. In our Community Night zoom meetings we hold space for our parents, students and staff to be involved in the conversation through multiple formats. This has been especially helpful in the time of COVID and Distance Learning and we have had record turnout for our monthly zoom meetings, generally hosting up to 100 parents, students and staff members. During the fires last fall, we had our lowest attendance when only 38 families attended our community night. We anticipate offering virtual meetings in the future so that more families can attend.

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:

- Additional resume building support and interview preparation for post secondary options though the Advisory program.

- Increasing student to student connection to one another across our diverse racial and ethnic groups. For example increasing opportunities and supporting collaboration amongst our student clubs Latinx Unidos, Asian Student Alliance and our Black Student Union.

-Beginning a girls group to provide a space space for our young women to come together and mentorship support.

-Supporting students to develop digital literacy skills.

-Developing advisory lessons that continue to address -isms, including racism, sexism, genderism so that all students feel safe and supported at OCHS.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We can see where the LCAP was guided by our Stakeholder engagement in the following areas:

- Goal 1, Action 4: Increased Course Offerings - OCHS is committed to ensuring that students have access to a wide range of AP and UC Doorways approved standards aligned courses that reflect their interests and provide a clear path toward college preparedness and acceptance.

-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. Further refining our Advisory program to ensure that it is responsive to the needs of all students and continued support for our student clubs and Link Crew program will support the attainment of our LCAP goal 4.

- Goal 2: Hire and retain a High Quality Teaching Staff who are developed, supported, and cultivate a shared sense of community. OCHS has been very successful in supporting our staff. This year only three staff members are leaving OCHS and this is due to geography, one is moving to GA, and two to Sacramento. Continued support for teachers and staff including fostering a connection to each other and the school is a priority of the OCHS leadership team.

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.

We developed this goal in alignment with State Priorities 1, 2, 4, 7, and 8.

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
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				Maintain 100%
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.				55% of students participating in AP exams scored 3 or higher.

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				19-20 CA School Dashboard: 60% making progress towards English language proficiency
EL RFEP as a percentage	2020-2021: 20.7% students RFEPed as measured by CDE Dataquest				2020-2021: 25% students RFEPed as measured by CDE Dataquest
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	2020-2021 Math: 82% Reading: 84%				Math: Maintain 80% or higher Reading: Maintain 80% or higher
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%				2019 CA School Dashboard: All Students: 65% Prepared Hispanic: 50% FRL: 65% Asian: 83% EL: 45%
A-G completion as a percentage	98% (2020)				92% or higher
Students expressing satisfaction with the selection of courses offered	65% (2019)				70%
Students participating in extracurricular activities	60% (2019)				70%
Implementation of CCSS/NGSS curriculum	100% of classrooms fully engaged in CCSS/NGSS				Maintain 100%

	implementation curriculums				
SBAC ELAC	Baseline data coming following spring 2021 SBAC administration				3-year outcome pending 2021 baseline data
SBAC Math	Baseline data coming following spring 2021 SBAC administration				3-year outcome pending 2021 baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	• 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	$60,000.00	N
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.	$2,000.00	N
3	Academic Supports and Interventions	• After School Paraprofessional & Tutoring Support • UPchieve	$244,000	Y
4	Increased Course Offerings	• 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	$5,000.00	N
5	English Language Development	• Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English. • Continue to offer designated ELD instruction to newcomer students and those scoring a level 1 or 2 on the ELPAC.	$91,000	Y

		• Continue to offer a small, ELD specific support period within the academic day.		
6	Special Education	• Hire 1:1 paraprofessional or tutor aide for students with acute needs based upon the IEP team recommendation. • Hire .2 FTE Board Certified Behavioral Analyst (BCBA) to support all staff including general education with professional development to ensure needs of students are addressed. BCBA will support the IEP team to define behaviors and assist with IEP behavior plan goal setting. • Implementation of modified curriculum under the Home Office leadership team.	$73,000	N
7	Personnel	• Hiring two additional paraprofessional tutorials to support the MTSS academic intervention program and offering intensive support for struggling learners who are behind in math.	$122,000	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 6

As the country-wide teacher shortage continues, it remains challenging to fill vacancies of 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	2020-2021: 95%				97%
Retention of paraprofessionals to support math and ela instruction and students with el designations	2020-2021: 99%				Maintain above 95%
Staff expressing satisfaction with	2020-2021: 98%				Maintain above 95%

professional support and development					
Teacher credentials	2019 SARC: 92% fully credentialed				100% fully credentialed
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021: 97%				Maintain above 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Retention	• Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	$4,000.00	N
2	Professional Development	• 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 • All staff teaching AP will be trained in the delivery of AP course content	$2,000.00	N
3	EL Focus Professional Development	• At least three professional development workshops relevant to working with English Language Learner	$6,000.00	Y
4	Staff Workshops	• At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	$3,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> We developed this goal in alignment with State Priorities 3 and 6.
>
> 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 families at outreach/orientation	Monthly community nights, bi-monthly advisory council meetings.				Maintain monthly community nights and bi-monthly

events throughout the school year					advisory council meetings.
Parents expressing satisfaction with school outreach orientation events (parent survey)	, survey evidence to date is 97%				Maintain parent satisfaction 95% or above
Efforts we make to seek parent input on making decisions	Baseline Survey Data coming SY 21-22				3-Year Outcome pending baseline data
Parental participation in programs for EL, Low-Income, SPED, and Foster Youth	Baseline Data coming SY 21-22				3-Year Outcome pending baseline data
Surveys of parents to measure safety and school connectedness	Baseline Date coming SY 21-22				3-Year Outcome pending baseline data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Post Secondary Parent Engagement	● 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	$5,000.00	N
2	Parent Survey	● Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns	$2,000.00	N
3	Parent Orientations	● 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	$3,000.00	N

4	Outreach Coordinator	• 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.	$26,000.00	N
5	Technology	• Increase engagement participation through pear deck, flipgrid and edpuzzle, IXL and fastbridge.	$8,900	N
6	EL and SPED Parent Engagement	• Maintain ELAC participation in school advisory council meetings and community nights. • Increased communication between ELD teacher and families • Maintain strong parent to resource and administration team connection through regular meetings and progress monitoring of students.	$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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

We developed this goal in alignment with State Priorities 3, 5, and 6.

Students returning from a year of distance learning are in need of a safe and supportive environment now more than ever. We want to help students to re-acclimate to the high expectations and college mindset of our campus. It is important that our teachers are prepared to attend to our students' socio-emotional needs in addition to their academic needs

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 Oakland Charter High	2020-2021: 96%				Maintain above 95%
Suspension rate as a percentage	2019-2020: 3.2%				Maintain below 3%
Expulsion rate as a percentage	2019-2020: 0%				Maintain 0%
Attendance Rate as a percentage	2020-2021: 98%				Maintain 97% or above
Graduation Rate as a percentage	2020-2021: 99%				Maintain 96% or above
Graduating seniors accepted into university as a percentage	2020-2021: 96.5%				Maintain 94% or above

High school dropout rate	2019-2020: 5 total drop outs				Fewer than 5 students who dropout
Chronic Absenteeism Rate as a percentage	18-19: 13.3%				Less than 10%
Facilities in good repair	2019 SARC: Overall ranking of Good				Overall Ranking of Good or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Counselor	• School psychologist/wellness counselor to meet with students experiencing non- academic problems	$90,000.00	Y
2	Assemblies	• 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.)	$6,000.00	N
3	School Supplies	• Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)	$20,000.00	N
4	2 College Advisors	• Provide a college-readiness advisory class to 12th grade students to teach and help seniors through the college and financial aid application process	$158,600.00	Y
5	Youth Truth Survey	• 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..	$5,000.00	N
6	Field Trips & college and career readiness student activities.	• Provide field trip opportunities for students to attend colleges in California	$27,000.00	N

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
27%	$1,211,901

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.

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the OCHS student body. The OCHS student body is comprised of 82% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of OCA students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain our Wellness Counselor, Dean of Students, and College Advisor to increase and improve the support students need who are experiencing non-academic problems, develop, manage, and support the climate and culture programs, along with

guiding 12th grade students through the college and financial aid process. Additionally, the funds will be used for our outreach coordinator to support families of unduplicated students and increase parent voice and involvement. In addition, this role will assist our most vulnerable populations with weekly attendance monitoring and communication with school administrators to decrease chronic absenteeism.

The goals and actions provided throughout the LCAP are identified for all students, given that 88% of our population is unduplicated, however, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 3: Academic Supports and Interventions

Goal 1, Action 5: English Language Development

Goal 2, Action 3: EL Focus Professional Development

Goal 3, Action 6: EL and SPED Parent Engagement

Goal 4, Action 1: Wellness Counselor

Goal 4, Action 4: College Advisors

These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor and advisors, and the continued implementation and focus on SEL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our wellness counselor and school counselor. In addition, OCHS will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

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)).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o 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.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All Students

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities: 1, College and Career Readiness

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention 100%	90%
Appropriately assigned instructional staff 100%	100%

Standards-aligned curriculum for all students for all core subjects: 100%	100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards: 46%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards: 55%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged): 54%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged): 55%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner): 25%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: English Learner): 24%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 46%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 53%	Data not available due to COVID-19 school closures
English Learner Progress (cohort analysis of students who are designated EL moving up at least one level on CELDT/ELPAC Overall or being reclassified): 43%	55.2%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs): 100%	80%
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey: 80%	87.5%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

All adopted curriculum will be CCSS or NGSS aligned.	$40,163	$53,405
Talent Manager will execute Faculty Recruitment Policy and RCA staff will attend no less than 7 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals.	$40,000	$1,375
First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a quarterly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$50,000	$23,898
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. At least quarterly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of a Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$107,230	$58,469
Regular maintenance of facilities as measured by work order requests	$56,000	$12,386
Continued implementation of Language Live as an ELA core replacement program by a credentialed teacher for students 2 or more levels below grade level. Continued monthly Literacy Coaching for all English staff. Monitoring of Achieve3000 and support students at 1-1.5 levels below grade level. Tracking of Lexile	$80,000	$15,553

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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All funds were implemented as planned and where funds were not fully allocated were used toward supporting the distance learning program when schools closed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There was an adoption process for Science and AMPS board approved the purchase of FOSS Science for the 2019-2020 school year. Teachers will be trained on the usage of Foss along with assessment protocols for setting data points for CAST. Our grade level teachers meet monthly to go over what is working and what requires more support. Before the school year starts our teachers will participate in Professional Development for College Board SpringBoard, which will include our ELD curriculum component. Illustrative Math which is our math curriculum and FOSS will be in full implementation in the fall. (Will use CAST to evaluate progress).

Teachers participate in Professional Growth Plans (PGP's) three times a year as well as film sessions. The PGP process begins in the beginning of the school year with a goal setting meeting and through observations, debriefs, and film sessions their goals are re-evaluated and adjusted 3 times a year. Overall, the combination of new curriculum and training will help our teachers develop their skills over the course of the school year.

With a teacher shortage in California, it is difficult to retain teachers and challenging to hire teachers with 2 or more years of teaching experience. RCA is invested in developing teachers this upcoming school year. With the addition of a new Career Path teacher in ELA, this will help with new teachers coming on board. Being a part of the Accelerator Program this past year has opened up the accessibility to other networks best practices. Open source has been valuable in analyzing content delivery.

Goal 2

Positive School Climate and Student Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:2,3 school climate/student engagement

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Annual Measurable Outcomes

Expected	Actual
Attendance Rates: 97%	92.5%
Suspension Rates: <5%	1%
Expulsion Rates: 0%	0%
Percentage of students reporting positive school climate on their end of year surveys: 85%	87.5%
Number of discipline incident reports with student office referrals and/or discipline log entries: <5%	30%
Percentage of student logging into Parent Portal: 56%	51%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continued use of a Positive Behavior Interventions and Supports (PBIS) team to implement a school wide PBIS program.	$20,000	$2,865
At least two school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety. -More than once a year have a community service event to promote a sense of school community. -Special events hosted such as Awards Assemblies, raffle Fridays, and educational field trips once year. -Twice a month update of the RCA's Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments	$30,287	$2,004
Parent Portal made available to all students to regularly	$3,800	$4,799

| self-monitor progress and achievement | | |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented as planned and where funds were not fully allocated were used toward supporting the distance learning program when schools closed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Over the course of the year our students participated in three assemblies that focused on topics such as bullying, cyber bullying, drug / violence prevention and water safety. We did this in order to help promote a safe and supportive school culture. We wanted our students to understand the dangers of these topics and felt that these assemblies combined with our Character Counts Program students would work together to establish an environment of respect, fairness and responsibility.

We pride ourselves in holding all of our students to high standards. Our students have really embraced the Character Counts Program. It has helped them display compassion and concern for their classmates and helped improve their decision making abilities. Students are held accountable for their actions and they understand the consequences that they receive because of their choices. Our assemblies showed our students how to remain safe in different situations and allowed them to understand unsafe situations and respond to responsibility.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,4,6

Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
% of parents reporting positive school climate: 90%	67%
% of average parent attendance rate at school events: 90%	40%
% of parents logging onto the Parent Portal: 60%	51%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Student Support Team (SST) meetings as part of our Multi-Tiered Systems of Support. MTSS	$5,500	$4,184
- Twice a month update of the RCA's Facebook page to highlight special events and accomplishments as well as messaging reminders about upcoming events and volunteer opportunities. Continued use of Parent Portal for student progress monitoring Parent Participation Events including: Orientation, Back to School Night, Family Support Team (FST) meetings, Principal Meet and Greet, Parent- Teacher Conferences -Parent Education Assemblies/Workshops including: JHU-CTY Information Night, Parent Portal, and Cyber Safety.	$4,500	$2,004

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We make a great effort to involve our parents and family in the education of their children. We hold an orientation for all new students and incoming students so that they can learn about the school expectations, rules and attendance policies. We also hold Back to School Night in September which provides parents an opportunity to meet teachers, administration, tour the campus, appreciate student work, and learn about the classroom expectations. In addition, we hold a Family Staff Team (FST) meeting so that we can update our parents of our school goals and plans. We give our families a parent survey on a yearly basis so that they can voice their concerns and provide the school with suggestions.

Including our families in school activities and allowing them to have a voice in our annual survey and FST meetings has helped strengthen our relationship with families. We have noticed that the more we include parents the more informed and engaged they are in their children's education. This allows parents to feel like they are part of the school. We have hired a Community Relations Manager who will be pivotal in getting our parents involved in different events.

Goal 4

Increased student access to technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1,4,6,7

Local Priorities: 1,4 College/Career Readiness for all and Increase student's access to technology

Annual Measurable Outcomes

Expected	Actual

Student to Device Ratio: 1:1	1:0.8
% of classrooms with dedicated video and audio equipment: 100%	80%
% of teachers regularly utilizing technology in the classroom: 100%	80%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase additional Chrome books and support hard to meet yearly metrics. Purchase appropriate software to increase students' access to core curriculum and monitor student usage. Provide staff and students training in the use of technology.	$40,000	$20,189

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We currently have six Chrome book carts with 30 computers each with a total of 180 chrome books. We use our computers for ELA, math and when needed during our after school program for homework assignments or enrichment activities. Students are required to log in and out of their Chrome books and are held responsible for their care while they are in their possession. At the start of each year, students and parents are required to sign an "Acceptable Internet and Device Usage Policy Agreement". Each student receives an Amethod email account to help them access the Chrome book and collaborate with other peers for classroom assignments.

RCA currently has a 1.5:1 ratio, which has helped our students access technology and curriculum both during the school day and after school. Teachers share the four computer carts and utilize them when needed.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	$10,000	$8,235	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$883	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-touch areas.	$15,000	$18,145	N

Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$5,000	$2,500	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$5,000	$5,859	N
Furniture for families needing space to work sent home and not returned or destroyed.	$2,500	$2,957	N
Curriculum, books and materials sent home and not returned or destroyed.	$2,500	$2,098	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	$3,000	$1,285	N
Radios for communications and conducting drive through and operations for distribution of family materials.	$1,000	$4,856	N
Planning/collaboration time for teachers to develop and share virtual lessons.	$20,000	$20,142	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home.   Elementary teaching requires fundamental, hands-on manipulation and social skills creating challenges for all stakeholders. Some examples were the ability to provide in person professional development for teachers to utilize technology and learn hybrid instruction. There were slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa. Additionally, Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$15,000	$73,612	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$8,000	$900	N
Zoom licenses for teachers and staff	$1,000	$1,094	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$10,000	$12,504	N
Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators	$25,000	$23,331	N
Multilingual Literacy: Maintain staffing and supports that specifically address English	$30,000	$22,000	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion pro- grams.	$20,000	$22,000	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental coun- seling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be rede- ployed to address health concerns and students may have different proportions of in-person learning.	$15,000	$11,412	N
Collaboration/Planning Time: Continue weekly hours of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vul- nerable to disproportionate impacts as a result of COVID.	$10,000	$10,071	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$10,000	$12,925	N

Portion of Sites Director's Salary & Benefits	$30,000	$33,458	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year was our ability to provide one to one technology for every child and family with the support of C-19 funds. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports. We established a SART committee to help follow up with students to re-engage them in classrooms. We had a positive improvement. Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	$10,000	$14,000	N
Data Dashboard and Software Tools: Infinite Campus, zoom licenses, virtual platforms for teachers	$3,000	$7,379	N
Mental health and wellness: Telehealth/health screenings, Mindfulness project	$15,000	$10,933	N
One on one interventions for additional supports.	$20,000	$28,530	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In the 20-21 school year students faced a huge impact on their learning. While we know instruction was reduced according to the state of California. That alone clearly hurt many of our students. While technology was a positive and became more accessible, the elementary requires fundamental teaching that should include in person, social skills and hands on manipulative learning. The disrupted distance learning varied from family to family pending the location and strength of their wifi and the number of children in the home. Our essential families that worked while children remained in day care or cared by older siblings, clearly left our disenfranchised families in educational distress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a

regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support

system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The success during the C-19 school year came with our ability to use zoom and reach more families during our parent meetings. We were able to grow our attendance abundantly. We went from an average of 15 families in attendance to tripling and in some cases close to 200 families. Having technology in the families clearly allowed more access for families. Some of the challenges we faced were the first part of the school year when families struggled to connect to technology, learn how to utilize and communicate. This create a big difficulty in the beginning causing an impact on our student attendance.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Some of the success was our grab and go meals provided weekly for families. Some of the challenges we faced were lack of families picking up meals due to job loss and reduction of pay. Many students also faced screen exhaustion clearly visible in students with less in person instruction and a reduction of exercise and energy.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guide- lines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equip- ment.	$5,000	$8,235	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to ad- dress distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth .	$10,000	$10,933	N
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	$6,000	$10,583	N
Pupil and Family Engagement and Out- reach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with 'unreachable ' students. Weekend meetings for training for families.	$10,000	$14,000	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage 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 how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and

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social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the described actions or services identified as contributing towards meeting the increase or improved services requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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 inOakland 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 isa 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 with intervention 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 in March 2021. 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 over- whelming 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 barri- ers 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 the Fall of 2021. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of June 2021.

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, mem- bers of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer tech- nology. 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 connec- tivity 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 learn- ing 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 support is 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 'some- body 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.

- Student counseling data indicates over 80% of students feel more stress, depression, and anxiety, 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) in- creased 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 num- ber 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 sup- porting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to stu- dents 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 com- munication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
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.*

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%				70%
Maintain appropriately assigned instructional staff	100%				100%
Ensure Standards-aligned curriculum for all students for all core subjects PD/PGPs	Level 1 AMPS rubric				Increase 2 levels on district rubric
Math SBAC % Maintained or Increased	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
ELA SBAC % Maintained or Increased	Baseline data coming Spring 2022				To be completed following 2022 SBAC results

15.2 Increase overall					
%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 24%				54%
% meeting or exceeding in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 10%				50%
EL Progress % of students moving up at least one level as measured by ELPAC	EL - 55.2%				EL - 75%
RFEP Rate as a percentage	16.3 points				30%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	80%				100%
Teachers and paraprofessionals reporting favorable site level support as measured by end of	3.5				4.0

year survey based on a 1 - 4 scale.					

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 - 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 of ELLs and SED students. - 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 in particular focusing on supports for ELLs and SED students.	$40000.00	Y
2	Teammate Retention	- 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	N
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. Coaching will focus on support for ELLs and SED students.	$12000.00	Y
4	Intervention & Acceleration	- Continued identification, analysis 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.	$40000.00	Y

		- 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.		
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. Analyze this data through the lens of ELLs, SED, and homeless subgroups if necessary. All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	$3000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers for all students including our marginalized subgroups who may be below reading level.	$1000.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for students	$1000.00	N
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction to support learning for all students especially ELL, SED and Foster Youth students.	$ 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:*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.*

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	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 7.5%				5.0%
Suspension rate by subgroup	Schoolwide - 1% Black - 5.4% Hispanic - .4%				Schoolwide - <1% Black - <2.0% Hispanic - <1%

	Asians - 0%				Asians - <1%
Expulsion rate	0%				<1%
Percentage of Teachers using Kickboard reward system daily to increase positive behaviors	50%				100%
Students reporting Positive School Climate on Mid- Year and End of Year Student Surveys based on a 1 - 5 point scale.	3.50				4.0
Decrease the number of referrals and Number of negative log entries via kickboard	30%				15%
Percentage of student logging into Parent Portal	51%				75%
C-19 Chronic Absentee number of students	16 students				5 students
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report Based on FIT Rubric - Exemplary - Good	good				good

- Fair			
- Poor			

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Through the lens of supporting our ELLs, SED, homeless and other marginalized students, we will 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	N
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	N
4	Engagement Activities	- 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	N
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$1000.00	N
6	Student Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students to support all students especially our most marginalized subgroups.	$5000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$1000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$15000.00	N

9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	$5000.00	N
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students especially our most marginalized subgroups.	$15000.00	Y
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism especially in our most marginalized subgroups.	$1000.00	Y
12	SART Training & Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism especially in our most marginalized subgroups.	$1000.00	Y
13	Safety Material for Hybrid Learning	Provide safety materials necessary to support hybrid/remote instruction	$1000.00	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: *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.*

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
Parents report satisfaction with parent communication on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.3				4.4
Average parent attendance rates at school events and parent/teacher conferences	40%				70%
Percentage of parents logging on to Parent Portal	51%				65%

Number of families contributing/ providing parent input on decision making at meetings	20%				50%
Number families representing various subgroups who provide input on decisions making at meetings.	70 families				100 families
Parents report satisfaction with parent engagement on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.33				3.8

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. to support our students, especially our most marginalized subgroups. - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school programs 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 of students who are multi-language learners.	$24000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$1000.00	N

4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	$1000.00	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
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.

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. The community also felt there was a

shift in education from utilizing less technology to a great need for technology. Moving forward students need to have technology to support hybrid learning as the pandemic transitions. Surveys indicate a need for Teachers to continue in professional development for use of software platforms, online curriculum and direct instruction with the use of technology. Furthermore, developing fluency for teachers and students in this area is a must. Including safety supports that lean on the use of technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with 1:1 devices	80%				100%
Percentage of classrooms with dedicated audio/video equipment	80%				100%
Percentage of teachers regularly utilizing technology in the classroom	80%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	$15000.00	N
2	Software for Students	- 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	N

3	Tech Training	- 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	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle Camera and other live streaming equipment.	$5000.00	N
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	$1000.00	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

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24%	$602,397

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.

The Richmond Charter team reviewed the educational services provided to students through state and local metrics. The findings indicated that our school is performing near or at the targeted levels. The school believes its current programs, student achievement results, and survey related data indicate the current use of funds in a schoolwide manner is the most effective use of funds. The goals and actions listed below are identified for all students in Richmond Charter, but directly affect our English learners, low-income students and foster youth as the overarching goal is to provide best first instruction to all students specifically through the school's signature practices. This approach provides teachers with specific strategies, tools and interventions to meet the needs of all students.

Goal 1:

Action 1 - Staff Development & Support (Meets students needs by having trained & qualified teachers)

Action 3 - Coaching & Support (Meets students needs by having trained & qualified teachers)

 (Meets students needs by having appropriate resources)

Action 4 - Intervention & Acceleration (Meets students needs by providing intervention and acceleration supports)

Action 5 - Assessments & Programs (Meets students needs by having ongoing formative instruction to provide appropriate intervention)

Action 6 - Leveled Libraries (Meets students needs by providing books accessible to students at all reading levels)

Action 8 - Materials for Hybrid Learning (Meets students needs by having access to technology and online programs)

Goal 2:

Action 1- MTSS & PBIS (Meets students needs by providing a holistic social, emotional, behavior and academic supports)

Action 6 - Student Mental Health (Meets students needs by providing socio-emotional and trauma informed supports)

Action 10 - Wellness Counselor or Behavior (Meets students needs by providing trauma informed practices)

Action 11 - Telehealth Wellness Program (Meets students needs by giving support for chronic absenteeism)

Action 12 - SART Training and Support (Meets students needs by having supports for chronic absenteeism)

Goal 3:

Action 1 - Parent Engagement (Meets students needs by providing parents with ongoing communication and opportunities to get involved)

Action 2 - Bilingual Community Coordinator (Meets students needs by providing a trained and qualified support to coordinate with parents the ongoing communication and opportunities to get involved)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services that directly relate to foster youth, English learners and low-income students are directly being increased by the addition of Goal 1, Action 4 (Intervention & Acceleration); Goal 2, Action 1 (MTSS & PBIS), Action 6 (Student Mental Health) and Action 10 (Wellness Counselor) and Action 11 (Telehealth Wellness Program) ; and Goal 3, Action 2 (Bilingual Community Coordinator). This will provide students with additional staff and resources to directly support them with additional counseling, social-emotional learning programs and well-spaces that are available to students. In addition, additional interventions are being added to support students. As a part of Goal 2, Action 1, there will be the addition of a continuous improvement process to analyze data regularly (ie. monthly) to make adjustments to supports for foster youth, English learners and low income students.

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)).

    o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    o   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.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

College and Career Readiness for All Students

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities: 1, College and Career Readiness

Annual Measurable Outcomes

Expected	Actual
Instructional staff retention 100%	90%
Appropriately assigned instructional staff 100%	100%

Standards-aligned curriculum for all students for all core subjects: 100%	100%
Prior Year CAASPP Mathematics Meeting and Exceeding Standards: 46%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards: 55%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: Socioeconomically disadvantaged): 54%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: Socio economically disadvantaged): 55%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: English Learner): 25%	Data not available due to COVID-19 school closures
Prior Year CAASPP English – Meeting and Exceeding Standards (significant subgroup: English Learner): 24%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 46%	Data not available due to COVID-19 school closures
Prior Year CAASPP Mathematics – Meeting and Exceeding Standards (significant subgroup: ethnicity - Latino): 53%	Data not available due to COVID-19 school closures
English Learner Progress (cohort analysis of students who are designated EL moving up at least one level on CELDT/ELPAC Overall or being reclassified): 43%	55.2%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs): 100%	80%
Rate of teachers and paraprofessionals reporting favorable site level support as measured by end of year survey: 80%	87.5%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

All adopted curriculum will be CCSS or NGSS aligned.	$40,163	$53,405
Talent Manager will execute Faculty Recruitment Policy and RCA staff will attend no less than 7 teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals.	$40,000	$1,375
First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support. Professional development opportunities offered to all staff prior to the start of school and on a quarterly basis throughout the school year as evidenced by agendas, sign-in sheets and professional development feedback.	$50,000	$23,898
Data Analysis of NWEA Map Testing (Summer, Fall, Winter and Spring) with development of action plans for all students at least 1 grade below grade level. At least quarterly scheduled grade level and department meeting to promote staff collaboration and student support Continued use of a Multi-Tiered Support System with Safety Nets and Student Support Team meetings.	$107,230	$58,469
Regular maintenance of facilities as measured by work order requests	$56,000	$12,386
Continued implementation of Language Live as an ELA core replacement program by a credentialed teacher for students 2 or more levels below grade level. Continued monthly Literacy Coaching for all English staff. Monitoring of Achieve3000 and support students at 1-1.5 levels below grade level. Tracking of Lexile	$80,000	$15,553

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Page **3** of **7**

All funds were implemented as planned and where funds were not fully allocated were used toward supporting the distance learning program when schools closed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There was an adoption process for Science and AMPS board approved the purchase of FOSS Science for the 2019-2020 school year. Teachers will be trained on the usage of Foss along with assessment protocols for setting data points for CAST. Our grade level teachers meet monthly to go over what is working and what requires more support. Before the school year starts our teachers will participate in Professional Development for College Board SpringBoard, which will include our ELD curriculum component. Illustrative Math which is our math curriculum and FOSS will be in full implementation in the fall. (Will use CAST to evaluate progress).

Teachers participate in Professional Growth Plans (PGP's) three times a year as well as film sessions. The PGP process begins in the beginning of the school year with a goal setting meeting and through observations, debriefs, and film sessions their goals are re-evaluated and adjusted 3 times a year. Overall, the combination of new curriculum and training will help our teachers develop their skills over the course of the school year.

With a teacher shortage in California, it is difficult to retain teachers and challenging to hire teachers with 2 or more years of teaching experience. RCA is invested in developing teachers this upcoming school year. With the addition of a new Career Path teacher in ELA, this will help with new teachers coming on board. Being a part of the Accelerator Program this past year has opened up the accessibility to other networks best practices. Open source has been valuable in analyzing content delivery.

Goal 2

Positive School Climate and Student Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:2,3 school climate/student engagement

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: 97%	92.5%
Suspension Rates: <5%	1%
Expulsion Rates: 0%	0%
Percentage of students reporting positive school climate on their end of year surveys: 85%	87.5%
Number of discipline incident reports with student office referrals and/or discipline log entries: <5%	30%
Percentage of student logging into Parent Portal: 56%	51%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continued use of a Positive Behavior Interventions and Supports (PBIS) team to implement a school wide PBIS program.	$20,000	$2,865
At least two school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety. -More than once a year have a community service event to promote a sense of school community. -Special events hosted such as Awards Assemblies, raffle Fridays, and educational field trips once year. -Twice a month update of the RCA's Facebook page to increase student engagement by eliciting feedback and participation in a variety of online polls surveys and to highlight special student/teacher/school accomplishments	$30,287	$2,004
Parent Portal made available to all students to regularly	$3,800	$4,799

| self-monitor progress and achievement | | |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented as planned and where funds were not fully allocated were used toward supporting the distance learning program when schools closed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Over the course of the year our students participated in three assemblies that focused on topics such as bullying, cyber bullying, drug / violence prevention and water safety. We did this in order to help promote a safe and supportive school culture. We wanted our students to understand the dangers of these topics and felt that these assemblies combined with our Character Counts Program students would work together to establish an environment of respect, fairness and responsibility.

We pride ourselves in holding all of our students to high standards. Our students have really embraced the Character Counts Program. It has helped them display compassion and concern for their classmates and helped improve their decision making abilities. Students are held accountable for their actions and they understand the consequences that they receive because of their choices. Our assemblies showed our students how to remain safe in different situations and allowed them to understand unsafe situations and respond to responsibility.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,4,6

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Local Priorities: na

Annual Measurable Outcomes

Expected	Actual
% of parents reporting positive school climate: 90%	67%
% of average parent attendance rate at school events: 90%	40%
% of parents logging onto the Parent Portal: 60%	51%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
-Student Support Team (SST) meetings as part of our Multi-Tiered Systems of Support. MTSS	$5,500	$4,184
- Twice a month update of the RCA's Facebook page to highlight special events and accomplishments as well as messaging reminders about upcoming events and volunteer opportunities. Continued use of Parent Portal for student progress monitoring Parent Participation Events including: Orientation, Back to School Night, Family Support Team (FST) meetings, Principal Meet and Greet, Parent- Teacher Conferences -Parent Education Assemblies/Workshops including: JHU-CTY Information Night, Parent Portal, and Cyber Safety.	$4,500	$2,004

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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All funds were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We make a great effort to involve our parents and family in the education of their children. We hold an orientation for all new students and incoming students so that they can learn about the school expectations, rules and attendance policies. We also hold Back to School Night in September which provides parents an opportunity to meet teachers, administration, tour the campus, appreciate student work, and learn about the classroom expectations. In addition, we hold a Family Staff Team (FST) meeting so that we can update our parents of our school goals and plans. We give our families a parent survey on a yearly basis so that they can voice their concerns and provide the school with suggestions.

Including our families in school activities and allowing them to have a voice in our annual survey and FST meetings has helped strengthen our relationship with families. We have noticed that the more we include parents the more informed and engaged they are in their children's education. This allows parents to feel like they are part of the school. We have hired a Community Relations Manager who will be pivotal in getting our parents involved in different events.

Goal 4

Increased student access to technology

State and/or Local Priorities addressed by this goal:

State Priorities: 1,4,6,7

Local Priorities: 1,4 College/Career Readiness for all and Increase student's access to technology

Annual Measurable Outcomes

Expected	Actual

Student to Device Ratio: 1:1	1:0.8
% of classrooms with dedicated video and audio equipment: 100%	80%
% of teachers regularly utilizing technology in the classroom: 100%	80%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase additional Chrome books and support hard to meet yearly metrics. Purchase appropriate software to increase students' access to core curriculum and monitor student usage. Provide staff and students training in the use of technology.	$40,000	$20,189

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We currently have six Chrome book carts with 30 computers each with a total of 180 chrome books. We use our computers for ELA, math and when needed during our after school program for homework assignments or enrichment activities. Students are required to log in and out of their Chrome books and are held responsible for their care while they are in their possession. At the start of each year, students and parents are required to sign an "Acceptable Internet and Device Usage Policy Agreement". Each student receives an Amethod email account to help them access the Chrome book and collaborate with other peers for classroom assignments.

RCA currently has a 1.5:1 ratio, which has helped our students access technology and curriculum both during the school day and after school. Teachers share the four computer carts and utilize them when needed.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	$10,000	$8,235	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Vis- uals will also reinforce face covering and hand washing protocols.	$1,000	$883	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and clean- ing, facilities are routinely disinfected in high-	$15,000	$18,145	N

touch areas.			
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	$5,000	$2,500	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$5,000	$5,859	N
Furniture for families needing space to work sent home and not returned or destroyed.	$2,500	$2,957	N
Curriculum, books and materials sent home and not returned or destroyed.	$2,500	$2,098	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	$3,000	$1,285	N
Radios for communications and conducting drive through and operations for distribution of family materials.	$1,000	$4,856	N
Planning/collaboration time for teachers to develop and share virtual lessons.	$20,000	$20,142	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Some of the success we were able to see during the 20-21 school year was our ability to engage more families during family and town hall meetings because of the technology that would be within the family home. Elementary teaching requires fundamental, hands-on manipulation and social skills creating challenges for all stakeholders. Some examples were the ability to provide in person professional development for teachers to utilize technology and learn hybrid instruction. There were slow connections, disruptions to the technology with the strength of wi-fi that reduced that ability for students to have full effective instruction and vice versa.

Additionally, Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	$15,000	$73,612	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	$8,000	$900	N
Zoom licenses for teachers and staff	$1,000	$1,094	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	$10,000	$12,504	N
Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators	$25,000	$23,331	N
Multilingual Literacy: Maintain staffing and supports that specifically address English	$30,000	$22,000	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion pro- grams.	$20,000	$22,000	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental coun- seling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be rede- ployed to address health concerns and students may have different proportions of in-person learning.	$15,000	$11,412	N

Collaboration/Planning Time: Continue weekly hours of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vul- nerable to disproportionate impacts as a result of COVID.	$10,000	$10,071	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$10,000	$12,925	N
Portion of Sites Director's Salary & Benefits	$30,000	$33,458	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The successes during the 2021 school year was our ability to provide one to one technology for every child and family with the support of C-19 funds. Additionally, funds for supplying mitigation and safety materials helped along with mental health services and supports. We established a SART committee to help follow up with students to re-engage them in classrooms. We had a positive improvement. Instruction and engagement were a great challenge for teachers, students and families. Teachers struggled with exhaustion as discussed in meetings as did students. Some students struggled to stay engaged and motivated while some parents complained of screen time being a concern.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	$10,000	$14,000	N
Data Dashboard and Software Tools: Infinite Campus, zoom licenses, virtual platforms for teachers	$3,000	$7,379	N
Mental health and wellness: Telehealth/health screenings, Mindfulness project	$15,000	$10,933	N
One on one interventions for additional supports.	$20,000	$28,530	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In the 20-21 school year students faced a huge impact on their learning. While we know instruction was reduced according to the state of California. That alone clearly hurt many of our students. While technology was a positive and became more accessible, the elementary requires fundamental teaching that should include in person, social skills and hands on manipulative learning. The disrupted distance learning varied from family to family pending the location and strength of their wifi and the number of children in the home. Our essential families that worked while children remained in day care or cared by older siblings, clearly left our disenfranchised families in educational distress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The lack of consistent, in person, interaction with students has presented a significant challenge to identify and monitor the mental health and social emotional needs of our students. Without the daily in person interaction with our students as the main tool to identify a student's mental health needs, we had to emphasize and rely more heavily on strong guidance, systems and protocols to govern the monitoring of student well-being and our response processes.

The strategies we feel were most successful are as follows:

• Created safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.

• Provided routines and structure: Created weekly rituals and routines that helped students self-regulate.

• Provided social and emotional support to students and caregivers: Through Community Outreach Teams, Regions were a support system and facilitate connections to essential needs in response to COVID and other social needs.

• Prioritized health and well-being: Promoted healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

• Schools: Identified children and families who needed additional support: Connected families and students to resources based on assessed needs and fulfilled all mandated reporter duties.

• Counseling for staff: Kaiser providers

• Created a Tiered support system to address student, family, and staff mental health well-being needs

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The success during the C-19 school year came with our ability to use zoom and reach more families during our parent meetings. We were able to grow our attendance abundantly. We went from an average of 15 families in attendance to tripling and in some cases close to 200 families. Having technology in the families clearly allowed more access for families. Some of the challenges we faced

were the first part of the school year when families struggled to connect to technology, learn how to utilize and communicate. This create a big difficulty in the beginning causing an impact on our student attendance.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Some of the success was our grab and go meals provided weekly for families. Some of the challenges we faced were lack of families picking up meals due to job loss and reduction of pay. Many students also faced screen exhaustion clearly visible in students with less in person instruction and a reduction of exercise and energy.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guide- lines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equip- ment.	$5,000	$8,235	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to ad- dress distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth .	$10,000	$10,933	N
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and supports to assess, screen, and identify learning	$6,000	$10,583	N

	disabilities and to recommend appropriate interventions/modifications for students.			
Pupil and Family Engagement and Out-reach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with 'unreachable ' students. Weekend meetings for training for families.	$10,000	$14,000	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences between the planned and implemented Actions and budget.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've all experienced, this school year was like no other and we spent time reflecting on lessons learned from both our distance learning and acute needs in-person programs. As an organization, we focused on a few main priorities for SY 20-21, which included academic acceleration, reopening efforts, the social-emotional needs of our students and staff, along with addressing the learning loss with an MTSS model. When we started the school year, we firmly believed all students would be back on campus at some point throughout the year --- which ended up not being the case, but were fortunate enough to welcome a small percentage of our scholars back on campus allowing our team to reflect on the learnings to inform SY 21-22 and our LCAP. We analyzed the local data available from both our distance learning program, acute needs in-person, and the social-emotional toll the pandemic has had on our scholars, families, and staff. We will continue to focus on the priorities we implemented for SY 20-21 as the pandemic has proven to show lasting impacts on our students and families into SY 21-22. The following LCAP goals will drive our academic program, school culture, and staff retention for the next 3 years:

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 and teachers access and fluency to technology: Update technological devices for students and teachers and *provide professional development and guidance to manage 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 how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed for students with unique learning needs in the same manner as we do for all students, including: universal screeners in the beginning of the school year, ongoing school-wide assessments, formative assessment through classroom assignments and instruction, and other school wide measures and data points including attendance and social/emotional/behavioral data. For students with disabilities, additional measures will be taken to ensure appropriate data is collected to indicate whether students are making adequate progress on their IEP goals. In the cases where students are not progressing adequately, IEP meetings will be held to discuss whether adjustments in supports or services are needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the described actions or services identified as contributing towards meeting the increase or improved services requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of our new LCAP was primarily driven by the analysis of SY 20-21 data, stakeholder engagement, and student, staff, and family survey data. While it was helpful to see where our metrics and program Actions were for the 19-20 LCAP, we determined that so much has changed since we wrote the 19-20 LCAP that it was not a true indicator of how we wanted to develop our program

and plan for the new LCAP. It did, however, support the development of our 3-year outcomes as it gave us a glimpse into what our baseline data was prior to school closures in March of 2020.

A lot of the Actions and Initiatives highlighted in the 20-21 Learning Continuity Plan will continue into the first part of the new school year to support mental health, SEL, learning loss, and the welcoming back all of our scholars into the building for the first time in over a year.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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*.*

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - ○ Continuity of Instruction,
    - ○ Access to Devices and Connectivity,
    - ○ Pupil Participation and Progress,
    - ○ Distance Learning Professional Development,
    - ○ Staff Roles and Responsibilities, and
    - ○ Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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 inOakland 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 isa 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 with intervention 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 in March 2021. 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 over- whelming 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 barri- ers 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 the Fall of 2021. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of June 2021.

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, mem- bers of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer tech- nology. 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 connec- tivity 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 learn- ing 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 support is 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 'some- body 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.

- Student counseling data indicates over 80% of students feel more stress, depression, and anxiety, 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) in- creased 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 num- ber 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 sup- porting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to stu- dents 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 com- munication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
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.*

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%				70%
Maintain appropriately assigned instructional staff	100%				100%
Ensure Standards-aligned curriculum for all students for all core subjects PD/PGPs	Level 1 AMPS rubric				Increase 2 levels on district rubric
Math SBAC % Maintained or Increased	Baseline data coming Spring 2022				To be completed following 2022 SBAC results
ELA SBAC % Maintained or Increased	Baseline data coming Spring 2022				To be completed following 2022 SBAC results

	15.2 Increase overall				
%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 24%				54%
% meeting or exceeding in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 10%				50%
EL Progress % of students moving up at least one level as measured by ELPAC	EL - 55.2%				EL - 75%
RFEP Rate as a percentage	16.3 points				30%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	80%				100%
Teachers and paraprofessionals reporting favorable site level support as measured by end of	3.5				4.0

year survey based on a 1 - 4 scale.				

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 - 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 of ELLs and SED students. - 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 in particular focusing on supports for ELLs and SED students.	$40000.00	Y
2	Teammate Retention	- 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	N
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. Coaching will focus on support for ELLs and SED students.	$12000.00	Y
4	Intervention & Acceleration	- Continued identification, analysis 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.	$40000.00	Y

		- 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.		
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. Analyze this data through the lens of ELLs, SED, and homeless subgroups if necessary. All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	$3000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers for all students including our marginalized subgroups who may be below reading level.	$1000.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for students	$1000.00	N
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction to support learning for all students especially ELL, SED and Foster Youth students.	$ 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:*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.*

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	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 7.5%				5.0%
Suspension rate by subgroup	Schoolwide - 1% Black - 5.4% Hispanic - .4%				Schoolwide - <1% Black - <2.0% Hispanic - <1%

	Asians - 0%				Asians - <1%
Expulsion rate	0%				<1%
Percentage of Teachers using Kickboard reward system daily to increase positive behaviors	50%				100%
Students reporting Positive School Climate on Mid- Year and End of Year Student Surveys based on a 1 - 5 point scale.	3.50				4.0
Decrease the number of referrals and Number of negative log entries via kickboard	30%				15%
Percentage of student logging into Parent Portal	51%				75%
C-19 Chronic Absentee number of students	16 students				5 students
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report Based on FIT Rubric - Exemplary - Good	good				good

- Fair					
- Poor					

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS & PBIS	Through the lens of supporting our ELLs, SED, homeless and other marginalized students, we will 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	N
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	N
4	Engagement Activities	- 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	N
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	$1000.00	N
6	Student Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students to support all students especially our most marginalized subgroups.	$5000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	$1000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	$15000.00	N
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	$5000.00	N

10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students especially our most marginalized subgroups.	$15000.00	Y
11	Telehealth Wellness Programs	Provide telehealth medicine wellness programs for students and families to reduce chronic absenteeism especially in our most marginalized subgroups.	$1000.00	Y
12	SART Training & Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism especially in our most marginalized subgroups.	$1000.00	Y
13	Safety Material for Hybrid Learning	Provide safety materials necessary to support hybrid/remote instruction	$1000.00	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: *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.*

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
Parents report satisfaction with parent communication on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.3				4.4
Average parent attendance rates at school events and parent/teacher conferences	40%				70%
Percentage of parents logging on to Parent Portal	51%				65%
Number of families contributing/ providing parent input	20%				50%

on decision making at meetings					
Number families representing various subgroups who provide input on decisions making at meetings.	70 families				100 families
Parents report satisfaction with parent engagement on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.33				3.8

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. to support our students, especially our most marginalized subgroups. - Continue to host 2 monthly Parent Meetings, one in the morning and one in the evening, to inform parents of school programs 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 of students who are multi-language learners.	$24000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	$1000.00	N
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	$1000.00	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
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.

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. The community also felt there was a shift in education from utilizing less technology to a great need for technology. Moving forward students need to have technology to support hybrid learning as the pandemic transitions. Surveys indicate a need for Teachers to continue in professional development for use of software

platforms, online curriculum and direct instruction with the use of technology. Furthermore, developing fluency for teachers and students in this area is a must. Including safety supports that lean on the use of technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with 1:1 devices	80%				100%
Percentage of classrooms with dedicated audio/video equipment	80%				100%
Percentage of teachers regularly utilizing technology in the classroom	80%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	$15000.00	N
2	Software for Students	- 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	N
3	Tech Training	- Provide staff and students training in the use of technology and different software platforms. - Continue to develop Internet Fluency for teachers and students.	$1000.00	N

		- Continue to develop Internet Citizenship for students.		
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyvle Camera and other live streaming equipment.	$5000.00	N
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	$1000.00	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

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 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24%	$602,397

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.

The Richmond Charter team reviewed the educational services provided to students through state and local metrics. The findings indicated that our school is performing near or at the targeted levels. The school believes its current programs, student achievement results, and survey related data indicate the current use of funds in a schoolwide manner is the most effective use of funds. The goals and actions listed below are identified for all students in Richmond Charter, but directly affect our English learners, low-income students and foster youth as the overarching goal is to provide best first instruction to all students specifically through the school's signature practices. This approach provides teachers with specific strategies, tools and interventions to meet the needs of all students.

Goal 1:

Action 1 - Staff Development & Support (Meets students needs by having trained & qualified teachers)

Action 3 - Coaching & Support (Meets students needs by having trained & qualified teachers)

 (Meets students needs by having appropriate resources)

Action 4 - Intervention & Acceleration (Meets students needs by providing intervention and acceleration supports)

Action 5 - Assessments & Programs (Meets students needs by having ongoing formative instruction to provide appropriate intervention)

Action 6 - Leveled Libraries (Meets students needs by providing books accessible to students at all reading levels)

Action 8 - Materials for Hybrid Learning (Meets students needs by having access to technology and online programs)

Goal 2:

Action 1- MTSS & PBIS (Meets students needs by providing a holistic social, emotional, behavior and academic supports)

Action 6 - Student Mental Health (Meets students needs by providing socio-emotional and trauma informed supports)

Action 10 - Wellness Counselor or Behavior (Meets students needs by providing trauma informed practices)

Action 11 - Telehealth Wellness Program (Meets students needs by giving support for chronic absenteeism)

Action 12 - SART Training and Support (Meets students needs by having supports for chronic absenteeism)

Goal 3:

Action 1 - Parent Engagement (Meets students needs by providing parents with ongoing communication and opportunities to get involved)

Action 2 - Bilingual Community Coordinator (Meets students needs by providing a trained and qualified support to coordinate with parents the ongoing communication and opportunities to get involved)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services that directly relate to foster youth, English learners and low-income students are directly being increased by the addition of Goal 1, Action 4 (Intervention & Acceleration); Goal 2, Action 1 (MTSS & PBIS), Action 6 (Student Mental Health) and Action 10 (Wellness Counselor) and Action 11 (Telehealth Wellness Program) ; and Goal 3, Action 2 (Bilingual Community Coordinator). This will provide students with additional staff and resources to directly support them with additional counseling, social-emotional learning programs and well-spaces that are available to students. In addition, additional interventions are being added to support students. As a part of Goal 2, Action 1, there will be the addition of a continuous improvement process to analyze data regularly (ie. monthly) to make adjustments to supports for foster youth, English learners and low income students.

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)).

      o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

      o   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.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Richmond Charter Academy

CDS Code: 07 61796 0126805

School Year: 2021 – 22

LEA contact information: Andrew Wang, 510-434-7005, awang@amethodschools.org

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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

$ 923,435 (19.1%)

$ 3,168,944 (65.6%)

This chart shows the total general purpose revenue Richmond Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Richmond Charter Academy is $4,827,598.00, of which $3,168,944.00 is Local Control Funding Formula (LCFF), $923,435.00 is other state funds, $66,502.00 is local funds, and $668,717.00 is federal funds. Of the $3,168,944.00 in LCFF Funds, $0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Richmond Charter Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Richmond Charter Academy plans to spend $4,827,598.00 for the 2021 – 22 school year. Of that amount, $216,000.00 is tied to actions/services in the LCAP and $4,611,598.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are primarily operating expenses, which include, but are not limited to, the following: education consultants, professional services, field trips, rent, utilities, food services, management fees (national office, regional office, authorizer, SELPA), insurance, interest, depreciation & amortization, and contributions to reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Richmond Charter Academy is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Academy plans to spend $148,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

This chart compares what Richmond Charter Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Richmond Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Richmond Charter Academy's Learning Continuity Plan budgeted $517,343.00 for planned actions to increase or improve services for high needs students. Richmond Charter Academy actually spent $517,343.00 for actions to increase or improve services for high needs students in 2020 – 21.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Richmond Charter LCAP Expenditure Tables.xlsx

Coversheet

Finance Update

Section: V. Business
Item: D. Finance Update
Purpose: Discuss
Submitted by:
Related Material: AMPS - June Board Meeting Financial Packet.pdf
         OCHS Alt Form Final.xlsx
         OCA Alt Form Final.xlsx
         JHHS Alt Form Final.xlsm
         DCA Alt Form Final.xlsx
         RCA Alt Form Final.xlsm
         BJE Alt Form Final.xlsm

Amethod Public Schools Board Financial Update

KELLY ELLIS

JUNE 16, 2021

Contents

1. State Budget Updates

2. FY 2020-21 Financials Update
    A. Budget Update
        1. Key Revenue updates
        2. Key Expenses updates
    B. Individual Site Budgets

3. Budget Updates
    A. FY 2021-22 Budget Final

State Budget Updates

FY 2020-21 Financials Update

Budget Comparison

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Operating Income increases by $16K

		2020-21	2020-21	2020-21	Variance
	*in thousands	Operating Budget	Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	$22,019	$21,815	$21,815	$0
	Federal Revenue	$4,209	$3,906	$3,906	$0
	Other State Revenues	$4,629	$4,734	$4,854	$119
	Local Revenues	$3,467	$3,632	$3,657	$25
	Fundraising and Grants	$18	$33	$33	$0
	Total Revenue	**$34,341**	**$34,120**	**$34,264**	**$144**
Expenses	Compensation and Benefits	$15,147	$15,304	$15,421	$117
	Books and Supplies	$1,438	$1,889	$1,890	$1
	Services and Other Operating	$16,087	$15,283	$15,294	$11
	Depreciation	$850	$815	$814	($1)
	Other Outflows	$319	$217	$217	$0
	Total Expenses	**$33,842**	**$33,508**	**$33,636**	**$128**
	Operating Income	**$499**	**$612**	**$628**	**$16**
	Beginning Balance (Audited)	$6,604	$4,920	$4,920	$0
	Operating Income	$499	$612	$628	$16
	Ending Fund Balance (incl. Depreciation)	**7,103,563**	**5,532,180**	**5,548,503**	**16,323**
	Ending Fund Balance as % of Expenses	**21.0%**	**16.5%**	**16.5%**	**0.0%**

Key Revenue Updates

Revenue increases significantly due to SB740

Revenue	Description / Notes	Impact
State	SB740	$119.21K
Local	CMO Fees increases due to higher SB740	$11.92K
Local	Parcel Tax	$12.97K
	Total Increase in Revenue	$144.10K

Key Expense Updates

Increase in expense driven by higher compensation and benefits

Expense	Description / Notes	Impact
Compensation and Benefits	Salary adjustments	$117.15K
CMO Fees	Corresponding increase to match increase in revenue	$11.92K
Other Miscellaneous	Net change supplies and services	($1.30K)
	Total Increase in Expenditures	$127.77K

FY21 Individual Site Budgets

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		BJE	RCA	JHHS	OCA	DCA	OCHS	HOME	Total
Revenue	LCFF Entitlement	4,669	2,464	3,578	2,465	3,227	5,413	0	21,815
	Federal Revenue	880	495	582	544	519	886	0	3,906
	Other State Revenues	1,139	680	654	650	858	870	3	4,854
	Local Revenues	136	99	94	76	117	5	3,131	3,657
	Fundraising and Grants	0	2	15	6	0	6	5	33
	Total Revenue	**6,824**	**3,739**	**4,923**	**3,741**	**4,720**	**7,178**	**3,139**	**34,264**
Expenses	Comp and Benefits	2,574	1,216	2,378	1,713	2,460	3,447	1,632	15,421
	Books and Supplies	394	281	354	181	239	409	31	1,890
	Services and Other Ops	3,332	2,032	2,130	1,266	1,679	2,356	2,500	15,294
	Depreciation	175	65	64	122	17	130	241	814
	Other Outflows	39	78	23	12	0	0	65	217
	Total Expenses	**6,514**	**3,673**	**4,950**	**3,294**	**4,396**	**6,342**	**4,468**	**33,636**
	Operating Income	**310**	**67**	**(27)**	**447**	**324**	**836**	**(1,329)**	**628**
	Beginning Balance (Audited)	612	657	189	2,892	2,835	6,010	(8,273)	4,920
	Operating Income	310	67	(27)	447	324	836	(1,329)	628
Ending Fund Balance (incl.		**922**	**724**	**162**	**3,338**	**3,159**	**6,846**	**(9,602)**	**5,549**
Ending Fund Balance as % of Expenses		**14.16%**	**19.71%**	**3.28%**	**101.34%**	**71.86%**	**107.94%**	**-214.92%**	**16.50%**

FY 2021-22 Final Budget

Budget Development

Process begins in late winter/early spring with budget approval by June 30

	Revisions		Final Revisions		Initial State Budget is passed
Assumption development		Board Update & First Draft		Board approval	
January	February/ March	April	May	June Board Meeting	June
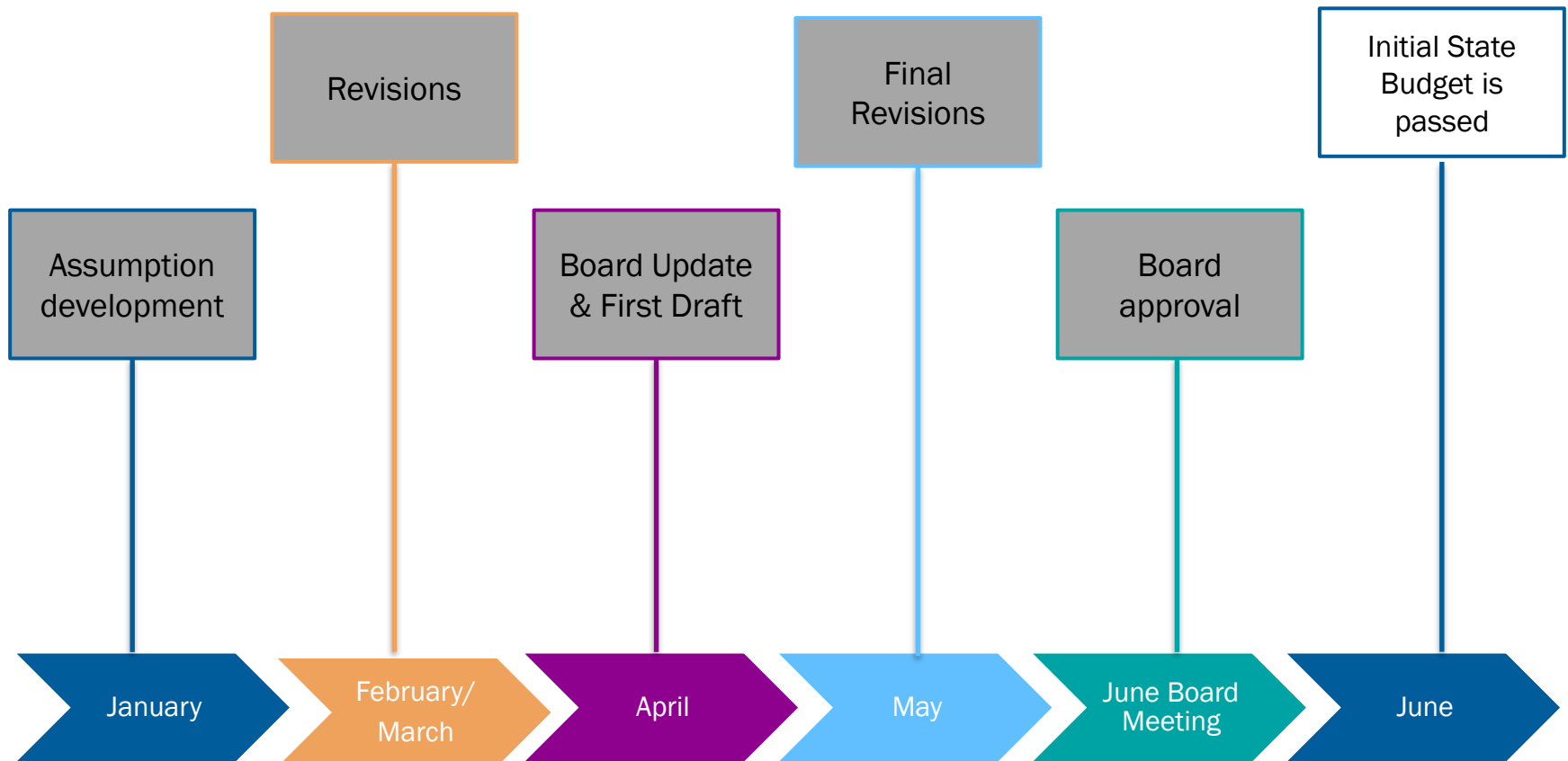
Enrollment Assumptions

Enrollment projection stays relatively stable compared to last version

Sites	FY22 Budget Draft V2	FY22 Budget Final	Variance Between V2 and Final
BJE	555	555	0
RCA	315	315	0
JHHS	330	335	5
OCA	270	270	0
DCA	320	310	(10)
OCHS	460	460	0
Total	2,250	2,245	(5)

Major Revenue Assumptions

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Revenue	Description / Notes	FY22 Budget Draft V2	FY22 Budget Final
LCFF	Increase from Supplemental and Concentration Grant	$24.53M	$24.96M
COVID-related Revenue	Portion of IPIG, ELOG, ESSER II, ESSER III has been forecasted	$5.03M	$5.13M
SB740	Expected increase in reimbursement amount	$2.28M	$2.39M
State Special Education	Expected increase in state SpEd per P-2 ADA from $625 to $650	$1.37M	$1.40M
Local	CMOS Fees and Parcel Tax	$3.99M	$4.15M
Total Dollar Amount Variance			$833.5K

Major Expense Assumptions

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School sites have made significant effort to trim down expense

Expense	Description / Notes	FY22 Budget Draft v2	FY22 Budget Final
Compensation & Benefits	Includes 36 Open positions for FY22. Total personnel count has been reduced	$18.21M	$17.82M
Books and Supplies	Updated based on inputs from school leaders	$1.92M	$1.89M
Services and Operating Expenses (exclude new grants placeholders)	Updated based on inputs from school leaders	$16.11M	$15.90M
IPIG, ELO, ESSER II & III Placeholders	Money set aside to spend on reopening plan and in-person instruction	$4.80M	$4.06M
Depreciation	Net increase of new construction and other adjustments to depreciation (non-cash)	$0.82M	$1.12M
Total Decrease in Expense			($1.07M)

Budget Comparison

		2021-22 Budget Draft V2	2021-22 Final Budget	Variance
Revenue	LCFF Entitlement	24,432	24,955	523
	Federal Revenue	6,541	5,040	(1,501)
	Other State Revenues	4,873	6,624	1,751
	Local Revenues	4,364	4,530	166
	Fundraising and Grants	33	33	0
	Total Revenue	**40,242**	**41,182**	**939**
Expenses	Compensation and Benefits	18,208	17,825	384
	Books and Supplies	1,925	1,888	37
	Services and Other Operating	20,906	19,955	951
	Depreciation	815	1,128	(313)
	Other Outflows	0	0	0
	Total Expenses	**41,854**	**40,796**	**1,058**
	Operating Income	**(1,612)**	**386**	**1,998**
	Beginning Balance	5,532	5,549	16
	Operating Income	(1,612)	386	1,998
	Ending Fund Balance (incl. Depreciation)	**3,920**	**5,934**	**2,014**
	Ending Fund Balance as % of Expenses	**9.4%**	**14.5%**	**5.2%**

Final FY22 Budget – Individual site

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		BJE	RCA	JHHS	OCA	DCA	OCHS	HOME	Total
Revenue	LCFF Entitlement	5,768	3,169	4,096	2,834	3,304	5,785	0	24,955
	Federal Revenue	1,176	669	642	790	695	1,068	0	5,040
	Other State Revenues	1,570	947	1,028	826	1,040	1,213	0	6,624
	Local Revenues	196	136	126	128	193	26	3,725	4,530
	Fundraising and Grants	0	2	15	6	0	6	5	33
	Total Revenue	8,710	4,922	5,906	4,584	5,232	8,098	3,730	41,182
Expenses	Comp and Benefits	3,132	1,887	2,520	1,960	2,568	3,884	1,875	17,825
	Books and Supplies	466	232	332	195	261	367	36	1,888
	Services and Other Ops	4,808	2,690	2,876	2,226	2,311	3,577	1,468	19,955
	Depreciation	173	50	63	52	16	130	643	1,128
	Other Outflows	0	0	0	0	0	0	0	0
	Total Expenses	8,580	4,858	5,790	4,434	5,156	7,957	4,022	40,796
	Operating Income	130	64	116	150	77	140	(291)	386
	Beginning Balance (Audited)	922	724	162	3,338	3,159	6,846	(9,602)	5,549
	Operating Income	130	64	116	150	77	140	(291)	386
Ending Fund Balance (incl.		1,052	788	279	3,488	3,235	6,986	(9,894)	5,934
Ending Fund Balance as % of Expenses		12.26%	16.21%	4.81%	78.68%	62.76%	87.80%	-246.01%	14.55%

Thank you

AMPS
Multi-year Projection
As of May FY2021

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
SUMMARY				
Revenue				
LCFF Entitlement	21,815,145	24,955,114	26,356,162	27,433,254
Federal Revenue	3,905,969	5,039,810	3,827,771	3,291,757
Other State Revenues	4,853,618	6,624,296	5,023,544	5,086,715
Local Revenues	3,656,558	4,529,562	4,346,237	4,431,561
Fundraising and Grants	33,100	33,000	33,000	33,000
Total Revenue	**34,264,390**	**41,181,782**	**39,586,714**	**40,276,287**
Expenses				
Compensation and Benefits	15,420,727	17,824,580	18,623,653	19,255,071
Books and Supplies	1,889,676	1,888,045	1,925,509	1,962,438
Services and Other Operating Expenditures	15,294,346	19,955,284	17,569,662	17,538,606
Depreciation	814,081	1,127,970	1,132,133	1,103,118
Other Outflows	217,185	-	-	-
Total Expenses	**33,636,015**	**40,795,880**	**39,250,957**	**39,859,234**
Operating Income	**628,375**	**385,902**	**335,757**	**417,053**
Fund Balance				
Beginning Balance (Unaudited)	6,604,226	5,548,503	5,934,405	6,270,162
Audit Adjustment	(1,684,098)			
Beginning Balance (Audited)	4,920,128	5,548,503	5,934,405	6,270,162
Operating Income	628,375	385,902	335,757	417,053
Ending Fund Balance	**5,548,503**	**5,934,405**	**6,270,162**	**6,687,215**
Total Revenue Per ADA	17,060	19,130	17,837	17,992
Total Expenses Per ADA	16,747	18,951	17,685	17,805
Operating Income Per ADA	313	179	151	186
Fund Balance as a % of Expenses	16%	15%	16%	17%

AMPS
Multi-year Projection
As of May FY2021

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
Key Assumptions				
Enrollment Breakdown				
TK	-	45	45	45
K	80	75	75	75
1	80	75	75	75
2	80	90	90	90
3	85	90	90	90
4	85	90	90	90
5	85	90	90	90
6	290	283	307	307
7	285	307	307	307
8	285	305	305	305
9	205	205	226	226
10	193	200	220	220
11	185	195	197	217
12	191	195	197	197
Total Enrolled	**2,129**	**2,245**	**2,314**	**2,334**
ADA %				
K-3	91.2%	95.3%	95.3%	95.3%
4-6	92.3%	95.8%	95.9%	95.9%
7-8	95.3%	96.3%	96.3%	96.3%
9-12	96.2%	95.9%	95.9%	95.9%
Average ADA %	**94.3%**	**95.9%**	**95.9%**	**95.9%**
ADA				
K-3	296	357	357	357
4-6	425	444	467	467
7-8	543	589	589	589
9-12	745	763	806	825
Total ADA	**2,008**	**2,153**	**2,219**	**2,239**

AMPS
Multi-year Projection
As of May FY2021

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
Demographic Information				
CALPADS Enrollment (for unduplicated % calc)	2,045	2,245	2,314	2,334
# Unduplicated (CALPADS)	1,702	1,867	1,925	1,942
# Free & Reduced Lunch (CALPADS)	1,610	1,764	1,820	1,836
# ELL (CALPADS)	554	622	637	643
New Students	45	206	69	20
School Information				
FTE's	203.9	232.6	235.9	235.9
Teachers	101	114	117	117
Certificated Pay Increases	2%	3%	3%	3%
Classified Pay Increases	2%	3%	3%	3%
# of school days	-	-	-	-
Default Expense Inflation Rate		21%	21%	21%

AMPS
Multi-year Projection
As of May FY2021

		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
REVENUE					
LCFF Entitlement					
8011	Charter Schools General Purpose Entitlement - State Aid	14,582,060	17,199,951	18,425,324	19,498,576
8012	Education Protection Account Entitlement	2,221,845	2,366,681	2,420,882	2,424,722
8096	Charter Schools in Lieu of Property Taxes	5,011,240	5,388,482	5,509,956	5,509,956
	SUBTOTAL - LCFF Entitlement	**21,815,145**	**24,955,114**	**26,356,162**	**27,433,254**
Federal Revenue					
8181	Special Education - Entitlement	279,015	255,625	280,625	289,250
8220	Child Nutrition Programs	299,290	401,506	409,969	418,613
8291	Title I	699,751	699,751	699,751	699,751
8292	Title II	91,471	91,471	91,471	91,471
8294	Title IV	62,105	62,105	62,105	62,105
8297	PY Federal - Not Accrued	36	-	-	-
8299	All Other Federal Revenue	2,474,301	3,529,352	2,283,850	1,730,567
	SUBTOTAL - Federal Revenue	**3,905,969**	**5,039,810**	**3,827,771**	**3,291,757**
Other State Revenue					
8319	Other State Apportionments - Prior Years	51,992	-	-	-
8381	Special Education - Entitlement (State	1,255,294	1,399,910	1,443,304	1,455,790
8382	SPED - Reimbursement (Mental Health)	60,480	60,480	60,480	60,480
8520	Child Nutrition - State	22,054	29,607	30,230	30,867
8545	School Facilities Apportionments	2,169,608	2,392,552	2,335,809	2,377,332
8550	Mandated Cost Reimbursements	56,209	57,374	61,909	66,443
8560	State Lottery Revenue	413,260	447,429	461,299	465,289
8590	All Other State Revenue	194,208	1,606,432	-	-
8596	ASES	630,513	630,513	630,513	630,513
	SUBTOTAL - Other State Revenue	**4,853,618**	**6,624,296**	**5,023,544**	**5,086,715**
Local Revenue					
8634	Food Service Sales	-	33,000	33,000	33,000
8636	Uniforms	4,569	-	-	-
8650	Leases and Rentals	20,250	20,250	20,250	20,250
8660	Interest	193	193	193	193
8699	All Other Local Revenue	88,196	328,000	294,000	294,000
8721	CMO Fees Revenue	3,057,153	3,661,922	3,520,748	3,581,173

AMPS
Multi-year Projection
As of May FY2021

		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
8781	All Other transfers from Districts or Charter Schools	486,197	486,197	478,047	502,946
	SUBTOTAL - Local Revenue	**3,656,558**	**4,529,562**	**4,346,237**	**4,431,561**
Fundraising and Grants					
8802	Donations - Private	21,600	21,500	21,500	21,500
8803	Fundraising	11,500	11,500	11,500	11,500
	SUBTOTAL - Fundraising and Grants	**33,100**	**33,000**	**33,000**	**33,000**
TOTAL REVENUE		**34,264,390**	**41,181,782**	**39,586,714**	**40,276,287**

AMPS
Multi-year Projection
As of May FY2021

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100 Teachers Salaries	6,227,575	7,296,954	7,666,688	7,896,688
1300 Certificated Supervisor & Administrator Salaries	1,154,181	1,350,330	1,425,602	1,468,370
1401 Bonuses & Extra Pay	357,436	206,000	212,180	218,545
SUBTOTAL - Certificated Salaries	**7,739,192**	**8,853,284**	**9,304,470**	**9,583,604**
Classified Salaries				
2100 Classified Instructional Aide Salaries	1,517,987	1,779,417	1,832,800	1,887,783
2103 Classified - Special Ed	296,800	305,704	314,875	324,321
2300 Classified Supervisor & Administrator Salaries	1,427,541	1,856,906	1,887,121	1,943,735
2400 Classified Clerical & Office Salaries	1,291,367	1,334,776	1,374,819	1,416,064
2905 Other Classified - After School	482,753	535,645	551,715	568,266
SUBTOTAL - Classified Salaries	**5,016,448**	**5,812,448**	**5,961,329**	**6,140,169**
Employee Benefits				
3300 OASDI-Medicare-Alternative	972,979	1,117,091	1,161,133	1,193,662
3400 Health & Welfare Benefits	1,158,733	1,439,424	1,574,173	1,700,107
3500 Unemployment Insurance	112,055	122,129	123,151	123,151
3600 Workers Comp Insurance	165,803	190,631	198,431	204,384
3900 Other Employee Benefits	255,516	289,573	300,965	309,994
SUBTOTAL - Employee Benefits	**2,665,087**	**3,158,848**	**3,357,853**	**3,531,298**
Books & Supplies				
4100 Approved Textbooks & Core Curricula Materials	175,000	372,648	383,992	394,406
4200 Books & Other Reference Materials	15,755	19,070	19,553	19,999
4320 Educational Software	92,143	119,281	120,526	121,797
4325 Instructional Materials & Supplies	89,390	113,526	114,997	116,496
4326 Art & Music Supplies	19,306	25,000	25,400	25,808
4330 Office Supplies	139,017	174,614	176,806	179,043
4335 PE Supplies	3,197	8,037	8,107	8,179
4345 Non Instructional Student Materials & Supplies	76,641	53,910	55,419	56,835

AMPS
Multi-year Projection
As of May FY2021

		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
4350	Uniforms	65,928	185,000	188,000	191,060
4410	Classroom Furniture, Equipment & Supplies	116,072	129,183	130,594	132,033
4420	Computers: individual items less than $5k	689,813	99,440	102,373	105,393
4430	Non Classroom Related Furniture, Equipment & Supplies	65,811	54,035	54,853	55,687
4710	Student Food Services	319,604	434,303	443,489	452,873
4720	Other Food	22,000	100,000	101,400	102,828
	SUBTOTAL - Books and Supplies	**1,889,676**	**1,888,045**	**1,925,509**	**1,962,438**
Services & Other Operating Expenses					
5210	Conference Fees	3,683	19,044	19,425	19,813
5220	Travel and Lodging	3,009	35,000	36,050	37,132
5305	Dues & Membership - Professional	24,092	25,182	25,938	26,716
5400	Insurance	306,317	318,131	327,675	337,505
5515	Janitorial, Gardening Services & Supplies	32,057	60,140	61,944	63,803
5520	Security	49,906	120,252	123,859	127,575
5535	Utilities - All Utilities	633,611	740,639	762,858	785,744
5600	Rentals, Leases, & Repairs	111,562	135,195	139,251	143,429
5610	Rent	4,761,673	4,913,449	5,060,712	5,212,393
5615	Repairs and Maintenance - Building	135,513	146,418	150,810	155,335
5631	Deferred Rent	430,654	236,783	163,625	93,988
5803	Accounting Fees	50,383	18,000	18,540	19,096
5809	Banking Fees	6,406	7,959	8,198	8,444
5812	Business Services	262,500	60,000	-	-
5815	Consultants - Instructional	105,000	185,600	191,168	196,903
5820	Consultants - Non Instructional - Custom 1	629,852	231,623	239,878	248,150
5824	District Oversight Fees	218,151	250,401	265,325	277,101
5833	Fines and Penalties	17,457	17,405	17,927	18,465
5836	Fingerprinting	7,589	10,532	10,848	11,174
5845	Legal Fees	511,900	116,450	119,943	123,542
5846	Loan and Financing Fees	121,633	125,158	128,913	132,781
5848	Licenses and Other Fees	92,135	99,348	102,329	105,399
5851	Marketing and Student Recruiting	10,476	12,635	13,014	13,405
5852	CAM Fees	661,199	707,411	728,633	750,492
5857	Payroll Fees	15,026	96,077	98,959	101,928
5858	CMO Fees Expense	3,057,153	3,661,922	3,520,748	3,581,173
5860	Printing and Reproduction	5,921	8,257	8,505	8,760
5861	Prior Yr Exp (not accrued	257,906	-	-	-

AMPS
Multi-year Projection
As of May FY2021

		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24
5863	Professional Development	129,829	205,900	212,077	218,439
5864	Professional Development - Other	(2,010)	-	-	-
5866	Special Ed Admin and other fees	4,000	3,000	3,090	3,183
5869	Special Education Contract Instructors	1,938,797	2,366,844	2,437,850	2,510,985
5874	Sports	2,364	84,000	86,520	89,116
5875	Staff Recruiting	55,536	28,475	29,329	30,209
5877	Student Activities	71,518	173,000	178,190	183,536
5878	Student Assessment	41,050	79,929	82,326	84,796
5880	Student Health Services	5,338	23,500	24,205	24,931
5881	Student Information System	120,286	94,139	96,963	99,872
5887	Technology Services	216,000	221,440	228,083	234,926
5893	Transportation - Student	2,518	28,850	29,973	31,084
5899	Miscellaneous Operating Expenses	-	4,055,026	1,574,753	1,177,097
5900	Communications	154,958	199,372	207,447	215,396
5915	Postage and Delivery	31,400	32,795	33,779	34,792
	SUBTOTAL - Services & Other Operating Exp.	**15,294,346**	**19,955,284**	**17,569,662**	**17,538,606**

Depreciation Expense

6900	Depreciation	814,081	1,127,970	1,132,133	1,103,118
	SUBTOTAL - Depreciation Expense	**814,081**	**1,127,970**	**1,132,133**	**1,103,118**

Other Outflows

7438	Long term debt - Interest	217,185	-	-	-
	SUBTOTAL - Other Outflows	**217,185**	**-**	**-**	**-**

TOTAL EXPENSES		**33,636,015**	**40,795,880**	**39,250,957**	**39,859,234**

AMPS
Multi-year Projection
As of May FY2021

	BJE	DCA	HOME-100	JHHS	OCA	RCA	OCHS	Total
				Year 2 **2021-22**				
				Final Budget				
SUMMARY								
Revenue								
LCFF Entitlement	5,768,216	3,303,686	-	4,095,504	2,834,188	3,168,944	5,784,576	24,955,114
Federal Revenue	1,175,761	695,357	-	641,670	789,941	668,717	1,068,363	5,039,810
Other State Revenues	1,569,707	1,040,248	-	1,027,809	826,044	947,086	1,213,402	6,624,296
Local Revenues	195,929	192,966	3,725,360	126,181	127,500	135,626	26,000	4,529,562
Fundraising and Grants	-	-	5,000	15,000	6,000	1,500	5,500	33,000
Total Revenue	**8,709,613**	**5,232,258**	**3,730,360**	**5,906,165**	**4,583,673**	**4,921,873**	**8,097,840**	**41,181,782**
Expenses								
Compensation and Benefits	3,132,233	2,567,889	1,874,575	2,519,602	1,959,893	1,886,618	3,883,769	17,824,580
Books and Supplies	466,140	261,136	35,654	331,520	195,130	231,500	366,965	1,888,045
Services and Other Operating Expenditures	4,807,986	2,310,572	1,468,300	2,875,687	2,226,011	2,690,160	3,576,568	19,955,284
Depreciation	173,443	16,046	643,049	63,137	52,473	49,714	130,108	1,127,970
Other Outflows	-	-	-	-	-	-	-	-
Total Expenses	**8,579,802**	**5,155,644**	**4,021,578**	**5,789,946**	**4,433,508**	**4,857,992**	**7,957,410**	**40,795,880**
Operating Income	**129,811**	**76,614**	**(291,219)**	**116,219**	**150,166**	**63,881**	**140,431**	**385,902**
Fund Balance								
Beginning Balance (Unaudited)	922,042	3,158,856	(9,602,458)	162,315	3,338,246	723,691	6,845,810	5,548,503
Audit Adjustment								-
Beginning Balance (Audited)	922,042	3,158,856	(9,602,458)	162,315	3,338,246	723,691	6,845,810	5,548,503
Operating Income	129,811	76,614	(291,219)	116,219	150,166	63,881	140,431	385,902
Ending Fund Balance	**1,051,852**	**3,235,470**	**(9,893,676)**	**278,534**	**3,488,412**	**787,572**	**6,986,241**	**5,934,405**
Total Revenue Per ADA	16,462	17,195		18,365	17,855	16,401	18,366	19,130
Total Expenses Per ADA	16,217	16,943		18,004	17,270	16,188	18,047	18,951
Operating Income Per ADA	245	252		361	585	213	318	179
Fund Balance as a % of Expenses	12%	63%	-246%	5%	79%	16%	88%	15%

AMPS
Multi-year Projection
As of May FY2021

				Year 2 2021-22				
				Final Budget				
	BJE	DCA	HOME-100	JHHS	OCA	RCA	OCHS	Total
Key Assumptions								
Enrollment Breakdown								
TK	45	-	-	-	-	-	-	45
K	75	-	-	-	-	-	-	75
1	75	-	-	-	-	-	-	75
2	90	-	-	-	-	-	-	90
3	90	-	-	-	-	-	-	90
4	90	-	-	-	-	-	-	90
5	90	-	-	-	-	-	-	90
6	-	88	-	-	90	105	-	283
7	-	112	-	-	90	105	-	307
8	-	110	-	-	90	105	-	305
9	-	-	-	90	-	-	115	205
10	-	-	-	85	-	-	115	200
11	-	-	-	80	-	-	115	195
12	-	-	-	80	-	-	115	195
Total Enrolled	**555**	**310**	**-**	**335**	**270**	**315**	**460**	**2,245**
ADA %								
K-3	95.3%							95.3%
4-6	95.3%	98.2%			95.1%	95.3%		95.8%
7-8		98.2%			95.1%	95.3%		96.3%
9-12				96.0%			95.9%	95.9%
Average ADA %	**95.3%**	**98.2%**		**96.0%**	**95.1%**	**95.3%**	**95.9%**	**95.9%**
ADA								
K-3	357.5	-	-	-	-	-	-	357.5
4-6	171.6	86.4	-	-	85.6	100.0	-	443.6
7-8	-	217.9	-	-	171.1	200.1	-	589.1
9-12	-	-	-	321.6	-	-	440.9	762.5
Total ADA	**529.1**	**304.3**	**-**	**321.6**	**256.7**	**300.1**	**440.9**	**2,152.7**
Demographic Information								
CALPADS Enrollment (for unduplicated % calc)	555	310	-	335	270	315	460	2,245
# Unduplicated (CALPADS)	436	248	-	289	241	264	389	1,867
# Free & Reduced Lunch (CALPADS)	400	241	-	269	224	250	380	1,764
# ELL (CALPADS)	176	51	-	105	126	97	67	622
New Students	83	-	-	44	25	54	-	206
School Information								
FTE's	43.9	36.0	16.5	31.8	27.9	26.6	50.0	232.6
Teachers	25	15	-	19	13	14	28	114
Certificated Pay Increases								
Classified Pay Increases								
# of school days	-	-	-	-	-	-	-	
Default Expense Inflation Rate	3%	3%	3%	3%	3%	3%	3%	

AMPS
Multi-year Projection
As of May FY2021

				Year 2 2021-22				
				Final Budget				
	BJE	DCA	HOME-100	JHHS	OCA	RCA	OCHS	Total
REVENUE								
LCFF Entitlement								
8011 Charter Schools General Purpose Entitlement - State Aid	4,041,659	2,377,750	-	4,031,184	1,594,868	1,651,258	3,503,231	17,199,951
8012 Education Protection Account Entitlement	105,812	60,858	-	64,320	509,476	598,377	1,027,838	2,366,681
8096 Charter Schools in Lieu of Property Taxes	1,620,745	865,078	-	-	729,844	919,309	1,253,507	5,388,482
SUBTOTAL - LCFF Entitlement	**5,768,216**	**3,303,686**	**-**	**4,095,504**	**2,834,188**	**3,168,944**	**5,784,576**	**24,955,114**
Federal Revenue								
8181 Special Education - Entitlement	59,000	39,500	-	36,375	30,625	32,625	57,500	255,625
8220 Child Nutrition Programs	132,522	44,620	-	43,226	48,707	45,849	86,583	401,506
8291 Title I	153,487	92,672	-	104,970	116,981	93,754	137,887	699,751
8292 Title II	21,222	13,413	-	14,010	11,684	12,011	19,131	91,471
8294 Title IV	11,732	10,000	-	10,000	10,000	10,000	10,373	62,105
8297 PY Federal - Not Accrued	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	797,799	495,153	-	433,089	571,944	474,478	756,889	3,529,352
SUBTOTAL - Federal Revenue	**1,175,761**	**695,357**	**-**	**641,670**	**789,941**	**668,717**	**1,068,363**	**5,039,810**
Other State Revenue								
8319 Other State Apportionments - Prior Years	-	-	-	-	-	-	-	-
8381 Special Education - Entitlement (State	344,053	197,883	-	209,140	166,948	195,152	286,734	1,399,910
8382 SPED - Reimbursement (Mental Health)	7,200	6,300	-	9,600	11,580	11,220	14,580	60,480
8520 Child Nutrition - State	9,974	3,156	-	3,153	3,687	3,371	6,266	29,607
8545 School Facilities Apportionments	631,275	363,079	-	383,733	238,479	358,068	417,918	2,392,552
8550 Mandated Cost Reimbursements	7,837	5,514	-	14,370	4,120	4,279	21,253	57,374
8560 State Lottery Revenue	109,964	63,246	-	66,844	53,359	62,373	91,644	447,429
8590 All Other State Revenue	326,234	223,512	-	340,970	170,312	170,398	375,006	1,606,432
8596 ASES	133,169	177,559	-	-	177,559	142,225	-	630,513
SUBTOTAL - Other State Revenue	**1,569,707**	**1,040,248**	**-**	**1,027,809**	**826,044**	**947,086**	**1,213,402**	**6,624,296**
Local Revenue								
8634 Food Service Sales	9,500	6,000	-	4,000	2,500	5,000	6,000	33,000
8636 Uniforms	-	-	-	-	-	-	-	-
8650 Leases and Rentals	-	-	20,250	-	-	-	-	20,250
8660 Interest	2	-	188	1	-	2	-	193
8699 All Other Local Revenue	50,000	75,000	43,000	30,000	50,000	60,000	20,000	328,000
8721 CMO Fees Revenue	-	-	3,661,922	-	-	-	-	3,661,922
8781 All Other transfers from Districts or Charter Schools	136,427	111,966	-	92,180	75,000	70,624	-	486,197
SUBTOTAL - Local Revenue	**195,929**	**192,966**	**3,725,360**	**126,181**	**127,500**	**135,626**	**26,000**	**4,529,562**
Fundraising and Grants								
8802 Donations - Private	-	-	-	15,000	6,000	500	-	21,500
8803 Fundraising	-	-	5,000	-	-	1,000	5,500	11,500
SUBTOTAL - Fundraising and Grants	**-**	**-**	**5,000**	**15,000**	**6,000**	**1,500**	**5,500**	**33,000**
TOTAL REVENUE	**8,709,613**	**5,232,258**	**3,730,360**	**5,906,165**	**4,583,673**	**4,921,873**	**8,097,840**	**41,181,782**

AMPS
Multi-year Projection
As of May FY2021

		BJE	DCA	HOME-100	JHHS	OCA	RCA	OCHS	Total
					Year 2 **2021-22**				
					Final Budget				
EXPENSES									
Compensation & Benefits									
Certificated Salaries									
1100	Teachers Salaries	1,519,265	983,000	-	1,279,925	804,462	855,805	1,854,497	7,296,954
1300	Certificated Supervisor & Administrator Salaries	117,690	237,050	-	324,250	224,050	188,760	258,530	1,350,330
1401	Bonuses & Extra Pay	46,736	32,672	-	30,775	24,669	25,560	45,587	206,000
	SUBTOTAL - Certificated Salaries	**1,683,691**	**1,252,722**	**-**	**1,634,950**	**1,053,181**	**1,070,125**	**2,158,614**	**8,853,284**
Classified Salaries									
2100	Classified Instructional Aide Salaries	303,980	334,360	-	181,092	154,968	246,551	558,466	1,779,417
2103	Classified - Special Ed	107,944	49,440	-	50,779	50,676	-	46,865	305,704
2300	Classified Supervisor & Administrator Salaries	166,860	92,000	1,503,286	-	-	-	94,760	1,856,906
2400	Classified Clerical & Office Salaries	151,212	165,459	82,400	225,938	167,341	204,133	338,293	1,334,776
2905	Other Classified - After School	133,663	211,585	-	-	175,566	14,832	-	535,645
	SUBTOTAL - Classified Salaries	**863,659**	**852,844**	**1,585,686**	**457,809**	**548,551**	**465,516**	**1,038,384**	**5,812,448**
Employee Benefits									
3300	OASDI-Medicare-Alternative	194,479	160,992	117,504	160,096	122,449	117,083	244,487	1,117,091
3400	Health & Welfare Benefits	278,208	217,728	102,816	193,536	175,392	169,344	302,400	1,439,424
3500	Unemployment Insurance	23,506	18,396	9,198	16,352	14,819	14,308	25,550	122,129
3600	Workers Comp Insurance	33,111	27,369	20,611	27,202	20,820	19,961	41,556	190,631
3900	Other Employee Benefits	55,579	37,839	38,759	29,657	24,681	30,280	72,778	289,573
	SUBTOTAL - Employee Benefits	**584,883**	**462,324**	**288,889**	**426,843**	**358,161**	**350,977**	**686,771**	**3,158,848**
Books & Supplies									
4100	Approved Textbooks & Core Curricula Materials	95,000	55,000	-	82,648	25,000	40,000	75,000	372,648
4200	Books & Other Reference Materials	5,500	1,264	-	3,306	2,000	1,000	6,000	19,070
4320	Educational Software	20,000	17,000	-	24,000	20,000	15,000	23,281	119,281
4325	Instructional Materials & Supplies	30,000	18,526	-	15,000	10,000	15,000	25,000	113,526
4326	Art & Music Supplies	5,000	3,000	-	6,000	3,000	1,000	7,000	25,000
4330	Office Supplies	50,000	20,000	15,000	24,000	20,000	20,000	25,614	174,614
4335	PE Supplies	2,500	510	-	2,000	1,500	500	1,027	8,037
4345	Non Instructional Student Materials & Supplies	10,000	5,000	654	8,816	2,000	5,000	22,440	53,910
4350	Uniforms	15,000	35,000	-	45,000	20,000	50,000	20,000	185,000
4410	Classroom Furniture, Equipment & Supplies	50,000	11,552	-	20,000	8,630	3,000	36,000	129,183
4420	Computers: individual items less than $5k	20,000	13,390	5,000	25,750	10,000	15,000	10,300	99,440
4430	Non Classroom Related Furniture, Equipment & Supplies	13,140	10,895	5,000	10,000	3,000	1,000	11,000	54,035
4710	Student Food Services	130,000	60,000	-	50,000	60,000	50,000	84,303	434,303
4720	Other Food	20,000	10,000	10,000	15,000	10,000	15,000	20,000	100,000
	SUBTOTAL - Books and Supplies	**466,140**	**261,136**	**35,654**	**331,520**	**195,130**	**231,500**	**366,965**	**1,888,045**
Services & Other Operating Expenses									
5210	Conference Fees	2,000	204	5,000	7,340	1,500	500	2,500	19,044
5220	Travel and Lodging	12,000	6,000	-	-	5,000	2,000	10,000	35,000
5305	Dues & Membership - Professional	4,000	3,842	592	5,150	3,745	4,000	3,853	25,182
5400	Insurance	56,606	36,166	31,216	51,016	53,070	45,000	45,055	318,131
5515	Janitorial, Gardening Services & Supplies	20,000	5,000	5,000	4,140	10,000	5,000	11,000	60,140
5520	Security	5,000	5,000	4,072	6,180	5,000	5,000	90,000	120,252
5535	Utilities - All Utilities	216,000	65,000	25,000	64,539	75,000	175,100	120,000	740,639
5600	Rentals, Leases, & Repairs	24,000	20,098	-	20,098	25,000	20,000	26,000	135,195
5610	Rent	994,575	488,400	832,600	763,282	334,707	792,140	707,745	4,913,449
5615	Repairs and Maintenance - Building	20,000	46,350	20,000	13,008	30,000	15,000	2,060	146,418
5631	Deferred Rent	78,711	(27,600)	(41,169)	71,870	(24,509)	168,228	11,252	236,783
5803	Accounting Fees	-	-	-	18,000	-	-	-	18,000
5809	Banking Fees	100	746	3,547	1,000	566	1,000	1,000	7,959
5812	Business Services	-	-	60,000	-	-	-	-	60,000
5815	Consultants - Instructional	20,600	30,000	-	20,000	70,000	15,000	30,000	185,600
5820	Consultants - Non Instructional - Custom 1	20,000	41,200	75,000	16,992	25,000	15,000	38,431	231,623

AMPS
Multi-year Projection
As of May FY2021

		BJE	DCA	HOME-100	JHHS	OCA	RCA	OCHS	Total
					Year 2 2021-22 Final Budget				
5824	District Oversight Fees	57,682	33,037	-	40,955	29,192	31,689	57,846	250,401
5833	Fines and Penalties	1,000	500	11,845	-	1,000	1,000	2,060	17,405
5836	Fingerprinting	2,000	1,000	1,545	1,000	1,500	1,000	2,487	10,532
5845	Legal Fees	3,000	6,419	100,000	1,000	30	-	6,000	116,450
5846	Loan and Financing Fees	29,634	19,975	-	37,477	-	11,174	26,899	125,158
5848	Licenses and Other Fees	4,000	31,152	30,900	1,030	20,000	2,000	10,267	99,348
5851	Marketing and Student Recruiting	1,500	1,725	2,000	1,741	1,621	1,500	2,548	12,635
5852	CAM Fees	280,000	-	137,411	100,000	-	190,000	-	707,411
5857	Payroll Fees	20,000	8,000	60,000	1,545	2,472	2,000	2,060	96,077
5858	CMO Fees Expense	851,368	503,929	-	576,498	445,017	478,475	806,634	3,661,922
5860	Printing and Reproduction	600	500	2,000	2,000	1,000	500	1,657	8,257
5861	Prior Yr Exp (not accrued	-	-	-	-	-	-	-	-
5863	Professional Development	50,000	20,000	10,000	50,000	20,000	25,000	30,900	205,900
5864	Professional Development - Other	-	-	-	-	-	-	-	-
5866	Special Ed Admin and other fees	-	2,000	-	-	-	1,000	-	3,000
5869	Special Education Contract Instructors	866,745	301,689	-	250,000	216,192	270,589	461,630	2,366,844
5874	Sports	5,000	5,000	-	30,000	3,000	1,000	40,000	84,000
5875	Staff Recruiting	4,000	1,200	10,000	103	4,000	5,000	4,172	28,475
5877	Student Activities	25,000	15,000	-	60,000	15,000	10,000	48,000	173,000
5878	Student Assessment	40,000	10,000	-	10,000	7,000	6,000	6,929	79,929
5880	Student Health Services	6,000	2,000	-	5,000	2,000	6,000	2,500	23,500
5881	Student Information System	5,000	18,540	-	19,249	20,600	5,000	25,750	94,139
5887	Technology Services	25,000	30,900	45,750	30,900	36,050	28,840	24,000	221,440
5893	Transportation - Student	4,500	2,000	-	3,350	3,000	5,000	11,000	28,850
5899	Miscellaneous Operating Expenses	1,020,363	529,600	-	574,259	742,256	329,535	859,014	4,055,026
5900	Communications	30,000	45,000	2,542	27,241	40,000	13,390	41,200	199,372
5915	Postage and Delivery	2,000	1,000	15,450	7,725	1,000	1,500	4,120	32,795
	SUBTOTAL - Services & Other Operating Exp.	**4,807,986**	**2,310,572**	**1,468,300**	**2,875,687**	**2,226,011**	**2,690,160**	**3,576,568**	**19,955,284**
	Depreciation Expense								
6900	Depreciation	173,443	16,046	643,049	63,137	52,473	49,714	130,108	1,127,970
	SUBTOTAL - Depreciation Expense	**173,443**	**16,046**	**643,049**	**63,137**	**52,473**	**49,714**	**130,108**	**1,127,970**
	Other Outflows								
7438	Long term debt - Interest	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	TOTAL EXPENSES	**8,579,802**	**5,155,644**	**4,021,578**	**5,789,946**	**4,433,508**	**4,857,992**	**7,957,410**	**40,795,880**

Notice

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Coversheet

2021-2022 Board Meeting Calendar

Section: V. Business
Item: G. 2021-2022 Board Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: 2021-2022 Board Calendar.pdf

AMPS

HONOR HARD WORK

2021-2022 Board Meeting Calendar

DATE	LOCATION	TIME
August 18, 2021	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
September 15, 2021	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
October 20, 2021	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
November 17, 2021	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
December 15, 2021	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
January 19, 2022	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
February 16, 2022	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
March 16, 2022	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
April 20, 2022	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
May 18, 2022	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.
June 15, 2022	1450 Marina Way South Richmond, CA. 94804	6:00 P.M.

Note:
● All meetings are held in accordance with the Brown Act
● All meetings are accessible for remote viewing online via our school website
● Meeting times and locations are subject to change - changes will be posted in accordance with the Brown Act
● Board Trainings and Conferences are held throughout the year and are not reflected on this schedule

Amethod Public Schools

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