



Amethod Public Schools

Special Meeting of the AMPS Board of Directors

Published on June 1, 2021 at 2:22 PM PDT

Amended on June 1, 2021 at 2:33 PM PDT

Date and Time

Wednesday June 2, 2021 at 5:00 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/85323488057>

Participating by Telephone: 669-900-9128 Meeting ID: 85323488057

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

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

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

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

I. Opening Items

- A.** Call the Meeting to Order
- B.** Roll Call
- C.** Announcements

II. Consent Agenda

- A.** Approval of Consent Agenda

- 1. Sexual Education and HIV Prevention Policy
- 2. Search and Seizure Policy
- 3. Human Trafficking Prevention Policy

III. Business

- A.** Public Hearing of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)
- B.** Governance, Conflict of interest and Brown Act Training

IV. Closing Items

- A.** Adjourn Meeting

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. **REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.** The Governing Board's presiding officer reserves the right to impose

*reasonable time limits on public testimony to ensure that the agenda is completed. **SPECIAL PRESENTATIONS MAY BE MADE.** Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.** Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. **FOR MORE INFORMATION.** For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org*

Coversheet

Approval of Consent Agenda

Section:	II. Consent Agenda
Item:	A. Approval of Consent Agenda
Purpose:	
Submitted by:	
Related Material:	Search and Seizure Policy Final.docx Search and Seizure Policy Red Line.docx Sexual Education and HIV Prevention Policy Red Line.docx Sexual Education and HIV Prevention Policy Final.docx Human Trafficking Prevention Policy Final.docx Human Trafficking Prevention Policy (YMC sample) Draft.docx

CAMPUS SEARCH & SEIZURE POLICY

Board Policy Number: [INSERT]

Adopted: [INSERT]

Revised: [INSERT DATE]

Statement of Findings

Amethod Public Schools (“AMPS” or the “Charter School”) recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School adopts this Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Definitions

- “*Reasonable Suspicion*” means a sufficient probability that the search will reveal evidence the student has violated or is violating the law. Certainty is not required. Articulable facts must support a school official’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.
- A “*violation of either the law or Charter School rules and regulations*” includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in Charter School rules or regulations.

Notice

Written notice of this Policy shall be provided to students and their parents and/or guardians at the start of each school year and/or upon enrollment during the school year. A summary of this Policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by the Charter School to students, parents and/or guardians and Charter School employees. In addition, the Charter School shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

Student Searches

A Charter School official (e.g., administrator, employee, teacher, school police officer, and/or employee), may conduct a reasonable search of a student’s person and/or personal effects (e.g., backpack, purse, etc.) if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations. Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.

The search of a student and/or of their personal effects must be:

1. **Justified at its Inception:** There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or Charter School rules. Articulate facts must support a Charter School official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch; and
2. **Reasonable in Scope:** The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Required Conduct of Searches:

Additionally, any search of a student and/or of their personal effects shall be:

1. Conducted in the presence of at least one (1) other adult witness, whenever possible;
2. Conducted out of the presence of other students to maintain student confidentiality;
3. Conducted in a manner that does not involve:
 - a. Conducting a body cavity search of a student manually or with an instrument; or
 - b. Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.
4. Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are considered Charter School property and remain at all times under the control of Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by Charter School officials for any reason at any time without notice.

Lockers

Student lockers, including P.E. lockers, are school property and remain at all times under the control of Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized Charter School personnel and/or law enforcement. Inspections of lockers may be conducted by Charter School personnel and/or law enforcement though the use of trained dogs as described above.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by Charter School officials. AMPS may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Charter School's discipline policies and procedures. Charter School shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Video Surveillance and Other Recording Devices

AMPS may utilize video surveillance devices in all common areas of the school campus including, but not limited to, outdoor spaces, entrances and exits, parking lots, stairwells, hallways, classrooms, the main office, school buses, and any other commonly used spaces. Charter School shall not utilize video surveillance devices in private spaces such as restrooms and locker rooms. Charter School's intent and purpose in utilizing video surveillance devices is to ensure student and staff health, welfare, and safety in order to maintain safe and orderly conduct throughout the school day.

AMPS shall not use audio recording where there is an expectation of privacy without prior consent of all parties subject to recording. Students, staff, parents, and other members of the public are similarly prohibited from audio recording on Charter School campus without prior consent. This policy does not prohibit the Charter School from recording classes as needed for student achievement nor any other permissible audio recording by the Charter School otherwise provided under the law.

Video surveillance recordings are not considered student education records unless the recording is maintained and (1) intended for use in a disciplinary action or proceeding, (2) depicts an activity that shows a student violating the law, (3) shows a student getting injured, attacked, victimized, ill, or having a health emergency, (4) contains personally identifiable information from a student's educational record. A video surveillance recording is not considered a student's education record when the student's image is incidental to the activity shown in the recording or when the student is participating in a public activity.

AMPS shall comply with all state and federal law regarding access to, review, and disclosure of student records, including Family Educational Rights and Privacy Act ("FERPA"). This includes compliance with lawful requests under the California Public Records Act, from law enforcement, and other appropriate agencies. Charter School will evaluate the legality of any requests in advance of disclosure and will comply with all notice requirements under FERPA.

Temperature Screening

In light of the novel coronavirus ("COVID-19") health emergency, AMPS shall follow the below procedures for temperature screening, as necessary, in accordance with all applicable law and state and local health orders to prevent the spread of COVID-19.

The Centers for Disease Control and Prevention ("CDC") recognizes fever as a symptom of COVID-19. As a result, and in accordance with guidance from the Center for Disease Control ("CDC"), the California Department of Education ("CDE") and the California Department of Public Health ("CDPH"), all students must submit to a noninvasive temperature screening prior to entering any Charter School resource center or administrative offices. Temperature screenings shall be administered in accordance with the following criteria:

- The Charter School shall utilize a noninvasive forehead temperature scan with a disposable cover on the device which will be changed after each use.

- Individuals who administer temperature screenings shall be appropriately trained in using the device and interpreting the results.
- Individuals who administer temperature screenings shall be provided appropriate personal protective equipment (“PPE”), including gloves and masks.
- Students and vendors must wear a mask over their mouth and nose while receiving a temperature scan.

Students who present with an elevated temperature of 100 degrees Fahrenheit or greater will be sent home and shall be excluded from all Charter School facilities for a minimum of fourteen (14) days. Students may return to a Charter School facility before fourteen (14) days only if they submit a certification from a health care provider establishing that they do not have COVID-19.

CAMPUS SEARCH & SEIZURE POLICY

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

Commented [MB1]: if you plan to utilize metal detectors or other form of daily administrative search of students based upon a systemic safety concern, revisions will be necessary to ensure appropriate notice is provide and the appropriate findings are made by your board when adopting such a policy.

Commented [MB2]: Please update this information.

Statement of Findings

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2. **Reasonable in Scope:** The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Required Conduct of Searches:

Additionally, any search of a student and/or of their personal effects shall be:

1. Conducted in the presence of at least one (1) other adult witness, whenever possible;
2. Conducted out of the presence of other students to maintain student confidentiality;
3. Conducted in a manner that does not involve:
 - a. Conducting a body cavity search of a student manually or with an instrument; or
 - b. Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.
4. Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

Commented [MB3]: These are additional requirements that shall govern a search. You may include additional provisions that are specifically tailored to the school (i.e., contact school officer for instances involving weapons and/or drugs, etc.) We are more than happy to discuss any additional requirements or parameters you would like to potentially require and include in the Policy. Please contact our office if you have any questions.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are considered Charter School property and remain at all times under the control of Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by Charter School officials for any reason at any time without notice.

Canine Searches

AMPS officials, including campus security or school police/resource officers, may use trained detection dogs in inspections of unaccompanied belongings for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff all unaccompanied locations, including, but not limited to: lockers, student use areas, vehicles, unattended backpacks and other student belonging, and other inanimate objects throughout school property. Prior to initiating a search, Charter School officials must have reasonable suspicion of a schoolwide concern.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

Commented [MB4]: Only include if the School will use canine searches, if not, remove.

AMPS shall not use dogs to search a student's person without individualized reasonable suspicion of illegal, unauthorized, or contraband material. If a dog alerts on a student's person, the alert shall constitute reasonable suspicion for a lawful search and all applicable law and policy discussed herein shall be followed in the subsequent search.

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Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by Charter School officials or **trained detection dogs**, AMPS may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Charter School's discipline policies and procedures. Charter School shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

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Commented [MB5]: Only include if the School has lockers, if not, remove.

Commented [MB6]: See comment above regarding canine searches.

Commented [MB7]: We recommend providing notices around the school campus such as"

"VIDEO SURVEILLANCE ON CAMPUS: This campus is equipped with video surveillance equipment for the safety of students, staff, and visitors. Your actions may be recorded, and recordings may be retained."

Such notices should be posted in all areas of the campus subject to recording.

AMPS shall comply with all state and federal law regarding access to, review, and disclosure of student records, including Family Educational Rights and Privacy Act (“FERPA”). This includes compliance with lawful requests under the California Public Records Act, from law enforcement, and other appropriate agencies. Charter School will evaluate the legality of any requests in advance of disclosure and will comply with all notice requirements under FERPA.

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- Individuals who administer temperature screenings shall be appropriately trained in using the device and interpreting the results.
- Individuals who administer temperature screenings shall be provided appropriate personal protective equipment (“PPE”), including gloves and masks.
- Students and vendors must wear a mask over their mouth and nose while receiving a temperature scan.
- All temperature results shall remain confidential and no personnel records shall be created based on a temperature screening.

Students who present with an elevated temperature of 100 degrees Fahrenheit or greater will be sent home and shall be excluded from all Charter School facilities for a minimum of fourteen (14) days. Students may return to a Charter School facility before fourteen (14) days only if they submit a certification from a health care provider establishing that they do not have COVID-19.

Commented [MB8]: This was added in response to COVID-19 safety measures. If the School does not intend to use temperature screenings, this section can be removed.

Commented [MB9]: The main concern regarding temperature screening of students as a condition of entering school campus is whether the screening is an “unreasonable search” of the student, thus a violation of the student’s fourth amendment rights. Based on our research, it is our position that the temperature screening is reasonable search under the fourth amendment because the forehead temperature scan is minimally invasive to the student’s privacy, and the government’s interest in preventing the spread of COVID-19 is compelling. Moreover, temperature screening is narrowly tailored to serve the government’s interest.

Commented [MB10]: If the School records and maintains student temperatures in the Student’s file with personally identifiable student information, the temperature reading is subject to FERPA.

Commented [MB11]: We recommend adopting a COVID-19 Prevention Policy that addresses excluded students, social distancing, and PPE. Please contact our office for assistance in developing this policy.

Commented [MB12]: The CDPH’s March 7, 2020 Order (prior to school closures) addresses the exclusion of students who present with a fever and/or respiratory infection symptoms. The Order recommends establishing a “sick room” with low traffic to hold students waiting to go home.

Please review all applicable state and local health orders to ensure this provision is not contrary to an updated order.

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

This Policy of Amethod Public Schools (the “Charter School” or “AMPS”) Board of Directors (“Board”) has been adopted to meet the Legislative intent of the California Healthy Youth Act (“CHYA”) as follows: (1) to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus (“HIV”) and other sexually transmitted infections and from unintended pregnancy; (2) to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; (3) to promote understanding of sexuality as a normal part of human development; (4) to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end; and (5) to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Definitions

- “*Age appropriate*”: topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
- “*Comprehensive sexual health education*”: education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
- “*English Learner*”: a pupil who is “limited English proficient” as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
- “*HIV prevention education*”: instruction on the nature of human immunodeficiency virus (“HIV”) and acquired immunodeficiency syndrome (“AIDS”), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
- “*Instructors trained in the appropriate courses*”: instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
- “*Medically accurate*”: verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

Instruction to Students

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all Charter School students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

Commented [MB1]: This Policy is based on the California Healthy Youth Act – which includes Education Code (ED) Sections 51930-51939.

Commented [MB2]: This policy is mandatory for grades 7-12, but optional for grades earlier than 7. Confirm with the client if they want to include grades earlier than 7. It must be taught once in the middle school grades, and once in the high school grades.

Per EC 51934(c), the Charter School may also provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade 7 using instructors trained in the appropriate courses. If you would like to expand this policy to grades earlier than grade 7, please let us know and we will modify the policy accordingly.

In compliance with the CHYA, Charter School will ensure that all students **in grades 7 to 12, inclusive**, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration ("FDA") approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - a. Parenting, adoption, and abortion.
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - c. The importance of prenatal care.

Commented [M83]: Many general health or sexual health curriculums that your Charter School may have used in the past will likely not meet each of these requirements. We encourage you to adopt a recommended curriculum or carefully evaluate the curriculum to choose for compliance. CDE has provided resources to assist with curriculum guidance as each of the requirements. See, for example the curriculum compliance assessment tool available at <http://ashwg.org/wp-content/uploads/2018/01/CHYA-CAT-Part-1-Curriculum-Only-ETR.pdf>

10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b. Information on how social media and mobile device applications are used for human trafficking.
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, Charter School shall ensure that all instruction satisfies the following criteria:

1. Instruction and materials shall be age appropriate.
2. All factual information presented shall be medically accurate and objective.
3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:
 - a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
 - b. Be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided pursuant to applicable law.
 - c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
 - d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
 - e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
 - f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
 - g. Encourage a student to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
 - h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
 - i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
 - j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in

Commented [MB4]: Please note that this is optional pursuant to EC section 51934(b). If the School chooses not to include this as part of their instruction, it should be removed from this list.

overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

- k. Not teach or promote religious doctrine.

In-Service Training

Charter School shall cooperatively plan and conduct in-service training for all Charter School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.

In developing and providing in-service training, Charter School shall cooperate and collaborate with the teachers of the Charter School who provide HIV prevention education and with the department.

In-service training shall be conducted periodically to enable Charter School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for Charter School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.

Charter School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for Charter School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Guest Speakers

Charter School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for Charter School personnel.

All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

Parental Consent

Charter School encourages students to communicate with their parents or guardians about human sexuality and HIV and to respect the rights of parents or guardians to supervise their children's education on these subjects. Charter School intends to create a streamlined process to make it easier for parents

and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their children from participation in all or part of that instruction or evaluation. Charter School recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. Charter School shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Commented [MB5]: Please note that the law specifically prohibits requiring active parent consent. If you would like assistance with parent notice and opt out forms, please let us know.

Notwithstanding Education Code section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex, may be administered to any pupil in **grades 7 to 12, inclusive**. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Charter School shall not require active parental consent ("opt-in") for these tests, questionnaires, or surveys in **grades 7 to 12, inclusive**. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to Charter School.

Annual Notice

At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, Charter School shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV prevention education and research on pupil health behaviors and risks planned for the coming year. The notice shall do all of the following:

1. Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
2. Advise the parent or guardian whether the comprehensive sexual health education or HIV prevention education will be taught by Charter School personnel or by outside consultants. Charter School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker,

and information stating the right of the parent or guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.

3. Include information explaining the parent's or guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
4. Advise the parent or guardian that the parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to Charter School.

For Students who Opt-Out

A pupil may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks, if Charter School has received a written request from the pupil's parent or guardian excusing the pupil from participation.

A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Commented [MB6]: Please note that this has been interpreted to mean that the Charter School must provide substantial education materials or experience for students who opt out instead of, for example, simply providing a space and time for these students to work on homework.

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

This Policy of Amethod Public Schools (the “Charter School” or “AMPS”) Board of Directors (“Board”) has been adopted to meet the Legislative intent of the California Healthy Youth Act (“CHYA”) as follows: (1) to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus (“HIV”) and other sexually transmitted infections and from unintended pregnancy; (2) to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; (3) to promote understanding of sexuality as a normal part of human development; (4) to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end; and (5) to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Definitions

- “*Age appropriate*”: topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
- “*Comprehensive sexual health education*”: education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
- “*English Learner*”: a pupil who is “limited English proficient” as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
- “*HIV prevention education*”: instruction on the nature of human immunodeficiency virus (“HIV”) and acquired immunodeficiency syndrome (“AIDS”), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
- “*Instructors trained in the appropriate courses*”: instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
- “*Medically accurate*”: verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

Instruction to Students

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all Charter School students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, Charter School will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (“FDA”) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
8. Information about local resources, how to access local resources, and students’ legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - a. Parenting, adoption, and abortion.
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - c. The importance of prenatal care.

10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b. Information on how social media and mobile device applications are used for human trafficking.
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, Charter School shall ensure that all instruction satisfies the following criteria:

1. Instruction and materials shall be age appropriate.
2. All factual information presented shall be medically accurate and objective.
3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:
 - a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
 - b. Be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided pursuant to applicable law.
 - c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
 - d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
 - e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
 - f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
 - g. Encourage a student to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
 - h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
 - i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
 - j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

- k. Not teach or promote religious doctrine.

In-Service Training

Charter School shall cooperatively plan and conduct in-service training for all Charter School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.

In developing and providing in-service training, Charter School shall cooperate and collaborate with the teachers of the Charter School who provide HIV prevention education and with the department.

In-service training shall be conducted periodically to enable Charter School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for Charter School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.

Charter School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for Charter School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Guest Speakers

Charter School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for Charter School personnel.

All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

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Board Policy #: [5330]
Adopted/Ratified: [June 02, 2021]
Revision Date: [June 02, 2021]



Human Trafficking Prevention Policy

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Amethod Public Schools (“AMPS” or the “Charter School”) is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

Student Instruction

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available on the Amethod Public Schools website at https://www.amethodschools.org/apps/pages/index.jsp?uREC_ID=376642&type=d. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

Information to Parents/Guardians

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on the Amethod Public School’s website for review.

Staff Training

Training shall be available and conducted periodically to enable AMPS personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of pupils and other minors.

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

[INSERT CHARTER SCHOOL LETTERHEAD]

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Commented [MB1]: Once this Policy is reviewed and approved by the Board, we recommend including the adoption date within the header, above. When this Policy is reviewed and revised thereafter, we recommend including a revision date to assist with version control. Lastly, we recommend assigning a number to this Board Policy (example: Board Policy (BP) 23, Student Policy (SP) 14, etc.). Please also make sure to remove all comments prior to finalizing this policy. We recommend saving this final policy as a PDF.

This Policy is within our recommended format, which you may choose to adopt. If not, please ensure that the formatting is changed to align with your existing board policies.

Commented [MB2]: AB 1861 (Ed Code 51934) requires charter schools to provide information to students about how social media and mobile device applications are used for human trafficking for students in grades 7-12 beginning with the 2019-2020 school year. While this specific annual notice does not appear to be required, it is strongly recommended.

Commented [MB3]: Please note that an opt-out form is not required, however may be helpful to track and document this request. If you choose not to have a form, please remove this language.

Commented [MB4]: SB 1104 (ed Code 49381) requires charter schools serving grades 6-12 to identify methods of informing parents/guardians of their students regarding human trafficking prevention and implement these methods by January 1, 2020. While this annual notice does not appear to be required, it is strongly recommended.

Commented [MB5]: Please ensure this information is posted ASAP.

Commented [MB6]: Education Code section 51950 is only applicable to school districts due to this mega waiver, however, schools may have agreed to some sort of human trafficking training within the employment handbook and/or in a memo with the authorizer. Please check these internal documents to see if a training is required.

Coversheet

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

Section:	III. Business
Item:	A. Public Hearing of the Draft 2021-2022 Local Control and Accountability Plans (LCAP)
Purpose:	Discuss
Submitted by:	
Related Material:	Oakland Charter High School 2021-2024 LCAP.docx Oakland Charter Academy 2021-2024 LCAP.docx Richmond Charter 2021-2024 LCAP Draft.docx Downtown Charter 2021-2024 LCAP Draft.docx John Henry 2021-2024 LCAP .docx Benito Juarez 2021-2024 LCAP .docx

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%.

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

DRAFT

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	2019-2020: 52% of students participating in AP exams scored 3 or higher.				55% of students participating in AP exams scored 3 or higher.

exams will achieve a score of “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
NWEA: Interim assessment growth	Data Pending				3-year outcome pending baseline data.
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: 60% Asian: 80% EL: 40%
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 implementation curriculums				Maintain 100%
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	<ul style="list-style-type: none"> Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement New Math curriculum adoption --- Illustrative Math Continued use of curriculum to support EL students (licenses and consumables) 	\$ 60000.00]	N
2	CCSS aligned assessments	<ul style="list-style-type: none"> Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year for grades 9-11. 	[\$ 2000.00]	N
3	Academic Supports and Interventions	<ul style="list-style-type: none"> After School Paraprofessional & Tutoring Support UPchieve 	[\$ 244,000]	Y
4	Increased Course Offerings	<ul style="list-style-type: none"> Implementation of SAT preparation curriculum for 11th grade students to support strong academic skills and a college-going culture Use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year Additional resume building support and interview preparation for post secondary Maintaining two language course options for each following school-year 	[\$ 5000.00]	N

5	English Language Development	<ul style="list-style-type: none"> Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English. Continue to offer designated ELD instruction to newcomer students and those scoring a level 1 or 2 on the ELPAC. Continue to offer a small, ELD specific support period within the academic day. 	[\$ 91,000]	Y
6	Special Education	<ul style="list-style-type: none"> Actions Pending 		N
7	Personnel	<ul style="list-style-type: none"> 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)	

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 professional support and development	2020-2021: 98%				Maintain above 95%

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	<ul style="list-style-type: none"> Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts 	\$ 4000.00	N
2	Professional Development	<ul style="list-style-type: none"> All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year All staff teaching AP will be trained in the delivery of AP course content 	\$ 20000.00	N
3	EL Focus Professional Development	<ul style="list-style-type: none"> At least three professional development workshops relevant to working with English Language Learner 	\$ 6000.00	Y
4	Staff Workshops	<ul style="list-style-type: none"> At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction 	\$ 3000.00	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)	Baseline data is coming this year, survey evidence to date is 97%				Maintain parent satisfaction based on survey data.
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	<ul style="list-style-type: none"> Hold at least 4 informational sessions for families to allow for parental input on school related matters and to educate parents on academic programs that relate to student success after high school 	\$ 5000.00	N
2	Parent Survey	<ul style="list-style-type: none"> Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns 	\$ 2000.00	N
3	Parent Orientations	<ul style="list-style-type: none"> Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms Hold at least 2 orientations in the summer and early fall for new, incoming families to give an overview of high school programs 	\$ 3000.00	N

4	Outreach Coordinator	<ul style="list-style-type: none"> Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement. Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators. 	\$16,000.00	N
5	Technology	<ul style="list-style-type: none"> Increase engagement participation through pear deck, flipgrid and edpuzzle, IXL and fastbridge. 	\$8,900	N
6	EL and SPED Parent Engagement	<ul style="list-style-type: none"> Maintain ELPAC 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. 		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	2020-2021: Pending				Maintain 94% or above

university as a percentage					
High school dropout rate	2019-2020: 5 total drop outs				Fewer than 5 students who drop
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	<ul style="list-style-type: none"> School psychologist/wellness counselor to meet with students experiencing non- academic problems 	\$90,000.00	Y
2	Assemblies	<ul style="list-style-type: none"> Hold at least one assembly that focuses on student achievement Hold at least two assemblies that focus on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, etc.) 	\$6,000.00	N
3	School Supplies	<ul style="list-style-type: none"> Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.) 	\$20,000.00]	N
4	2 College Advisors	<ul style="list-style-type: none"> Provide a college-readiness advisory class to 12th grade students to teach and help seniors through the college and financial aid application process 	\$158,600.00	N
5	Youth Truth Survey	<ul style="list-style-type: none"> Youth Truth Survey: Leverage Youth Truth license to survey parents, students, and teachers and assess whether we need to make program changes to support learning loss.. 	\$5,000.00	N
6	Field Trips & college and career readiness student activities.	<ul style="list-style-type: none"> 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 6: School Counselor

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 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.

DRAFT

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:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg Site Director	pellingberg@amethodschools.org (510) 719- 7810

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Oakland Charter Academy (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 Swytle 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: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

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
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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				maintain 100%

	including ELA, Math, Science, Social Science, PE, and Art				
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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	Funds Pending	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: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

We 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: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

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%				School Events: 75% or above Parent/Teacher Conferences:

	2019-2020: Parent/Teacher Conferences: 90%				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	[\$ 1000.00]	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: <i>Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.</i>

An explanation of why the LEA has developed this goal.

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	20-21 Data: 100%				Maintain 100%

audio/video equipment					
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 Swytle 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	[\$ 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.

DRAFT

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
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:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

At AMPS Richmond Charter Academy, we are committed to our students' academic success and developing a strong community of learners. Established in 2012, Richmond Charter Academy is located within the boundaries of West Contra Costa Unified School District (WCCUSD) and represents the organization's first school to operate outside of the OUSD umbrella. In its first year of operation, RCA became WCCUSD's highest-performing middle school with an 812 API score, thereby making it the highest performing middle school in the history of WCCUSD, since the inception of the API and Public Schools Accountability Act of 1998.

Richmond Charter Academy is one of six Amethod Public Schools (AMPS). AMPS is a 501(c)(3) tax exempt nonprofit public benefit corporation that was founded in Oakland in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. The organization's flagship school Oakland Charter Academy, is the oldest charter school in the city of Oakland, and the 12th school chartered in the state of California. For over twenty years AMPS has been serving the Bay Area families with effective academic programs that produce life changing results. It is the objective of the charter school organization to create a positive school environment where being diligent and taking personal responsibility is the norm. AMPS demonstrates that public schools at any level can produce successful students if they are operated in small and organized settings. It is the organizational belief that any child can be successful if they receive the proper education.

Richmond Charter Academy's mission is to advance students' motivation and belief in academic achievement while in pursuit of a thriving future. We are a free and public charter school that believes in the promise of hardworking students from diverse perspectives, socio-economic status, backgrounds, and talents. RCA will provide a rigorous college preparatory education to all students who wish to attend, yet will specifically outreach to those families that live in low income areas, survive below the poverty line, or whose parents have never attended college. The school will serve students in grade six through grade eight with the goal of achieving higher academic results than those neighboring campuses focusing on rigorous state aligned academic programs, accountability and excellence. RCA is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses

At AMPS Richmond Charter Academy, we serve over 250 students from sixth through eighth grade. We are committed to our students' academic success and developing a strong community of learners. We serve around 94% Hispanic or Latino, nearly 32% Asian and 2%

African American students. Close to 87% of our students are considered socioeconomically disadvantaged, over 6% are students with disabilities, and over 31% of students are multi-language learners. We are committed to our students' academic success and developing a strong community of learners.

We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

Here at RCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

Mission

Our mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

1. Students First
2. Be Adaptable
3. Persevere
4. Take Responsibility
5. Commitment to Distinction

We are proud to offer a wide variety of activities every day for our students through our ASES program including homework help, tutoring, music, art, chess, rugby, and MESA.

RCA is a proud partner of the John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses.

Community Oriented Campus

Families are an integral part of our school and throughout the year we invite them to events including school game nights,, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more!

Turbulent times calls for a team that comes together to encourage and support one another, to do what our very school is made for. The RCA Faculty remains relentless in their work to ensure this COVID-19 year is barrier free by creating a multi-tiered system of support that offers support for every child, parent and faculty member. Schedules this school year were created to ensure every child receives virtual core instruction at the highest levels with support systems infused in the day. Teachers offer office sessions to connect on a level that serves students in individual and small group settings, increased mental health, mindfulness and social support systems for faculty, students and

families. Parent University Nights, Coffee Chats and weekly library and material drive throughs are conducted to ensure students and families receive the materials necessary to support being successful at home. Additionally, we know that during times of darkness, there is light. RCA believes in honoring hard work and bringing light to our families in a way that encourages success in learning. Families and students receive yard signs, medals, and awards that remind them of their potential and amazing capabilities.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Over the past several years Dashboard data indicates that RCA has seen progress. Most recent 2019 Dashboard data indicates increases in mathematics, ELA, and in some cases “significant progress” such as our English Learners and Special Education population to name a few. However due to COVID-19 and school closures in March of 2020, we do not have a current CA School Dashboard. Local data in March of 2020 showed that 73.4% of families indicated a need for more support for more intervention/support due to learning loss in March 2020. As a result, a Student Attendance Review Team was initiated this school year with specific student plans for targeting and eliminating barriers that disrupt learning. Through our newly implemented SART process we were able to reduce COVID disengagement by 76%, with these new support systems in place we can continue monitoring student engagement and success in learning and growth.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Given that we do not have current CA School Dashboard data, we will have to rely on the current local data. The greatest area of need is acceleration of learning due to the massive learning loss caused by COVID-19. According to local NWEA data administered in the spring of 2021 more than 75% of students were considered not meeting national NWEA norms. Therefore, more time in learning is required for students and staff along with Mental Health and Multi-tiered systems of support. In early 2020 just after the pandemic in several surveys conducted, students indicated a need for peer interaction while 40% of teachers indicated feeling stressed. 60% of teachers requested Professional development for teachers for addressing acceleration of students, mental health and new software platforms and teaching strategies.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Over the past several years Dashboard data indicates that RCA has seen progress. Most recent 2019 Dashboard data indicates increases in mathematics, ELA, and in some cases “significant progress” such as our English Learners and Special Education population to name a few. However due to COVID-19 and school closures in March of 2020, we do not have a current CA School Dashboard. Local data in March of 2020 showed that 84.4% of families indicated a need for more support 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 overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback 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, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

A summary of the feedback provided by specific stakeholder groups.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with over 50% of families concerned with the learning loss and the need for tutoring, small group learning and one on one support. 99% of families reporting indicated that connectivity was not an issue. Comments left by parents indicated a concern for the social and emotional supports of their children as

well as a need to support the family with help they would need as they learn to tutor and teach their own children during the COVID time. The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning.
- Guidance/support for how they can support their students through the required minutes.
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific 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 'somebody else's problem.' - This is an opportunity to do things differently/disrupt the status quo.
- to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential.
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- Survey data indicates that students need a quiet place to study and a quiet place to reduce anxiety.

- Survey data indicates, over 30% of families indicate that their stress level has gone up since Covid-19, we need to offer family support and mental wellness.
- 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) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement.

Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals.

Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

DRAFT

Goals and Actions

Goal

Goal #	Description
1	College and Career Readiness for All: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

Families are an integral part of evaluating the needs of their children. Together the parents and staff members reviewed various forms of data including and not limited to the dashboard and local data. Together the families agreed in meetings and in surveys for the need to ensure academic success of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate	10%	Data coming 2022	Data coming 2023	Data coming 2024	50%
Maintain appropriately assigned instructional staff	100%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Ensure Standards-aligned curriculum for all students for all core subjects PD/PGPs	Level 1 AMPS rubric	Data coming 2022	Data coming 2023	Data coming 2024	Increase 1 level on district rubric
Math SBAC % Maintained or Increased	Baseline data coming Spring 2022	Data coming 2022	Data coming 2023	Data coming 2024	To be completed following 2022 SBAC results

ELA SBAC % Maintained or Increased	Baseline data coming Spring 2022 15.2 Increase overall	Data coming 2022	Data coming 2023	Data coming 2024	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: 24%	Data coming 2022	Data coming 2023	Data coming 2024	54%
% meeting or exceeding in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 10%	Data coming 2022	Data coming 2023	Data coming 2024	50%
EL Progress % of students moving up at least one level as measured by ELPAC	EL - 55.2%	Data coming 2022	Data coming 2023	Data coming 2024	EL - 75%
RFEP Rate as a percentage	16.3 points	Data coming 2022	Data coming 2023	Data coming 2024	30%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	80%	Data coming 2022	Data coming 2023	Data coming 2024	100%

Teachers and paraprofessionals reporting favorable site level support as measured by end of year survey based on a 1 - 4 scale.	3.5	Data coming 2022	Data coming 2023	Data coming 2024	4.0
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	<ul style="list-style-type: none"> - Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA - Continued development and implementation of AMPS Career Path process for staff advancement. - Teacher and paraprofessional participation in Professional Growth Plans with bi-weekly observation/feedback, quarterly film sessions and target goal monitoring 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	<ul style="list-style-type: none"> - Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts - Talent Manager will execute Faculty Recruitment Policy and attend teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. 	\$5000.00	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	<ul style="list-style-type: none"> - Continued identification, analysis and prioritization of instructional interventions and acceleration primarily directed to English Learners 	\$40000.00	Y

		<p>for reclassification and support, SPED/T1 and T2 students based on multiple sources of academic assessment data.</p> <ul style="list-style-type: none"> - 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	<p>Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.</p> <p>Analyze this data through the lens of ELLs, SED, and homeless subgroups if necessary.</p> <p>All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)</p>	\$3000.00	Y
6	Library	Purchase and develop school library according to model library standards as well as classroom leveled readers 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	Y
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction	\$ 5000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
2	Positive School Climate and Student Engagement: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

Families are an integral part of evaluating the needs of their children. Together the parents and staff members reviewed various forms of data including and not limited to the dashboard and local data. Together the families agreed in meetings and in surveys for the need to ensure academic success of students. To support academic access they felt that due to the pandemic that the overall health mentally and physically was a necessity to help motivate and re-engage students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2021 will be reported as the new baseline when available.	Data coming 2022	Data coming 2023	Data coming 2024	5.0%

	Last report from Dataquest in 2019 7.5%				
Suspension rate by subgroup	Schoolwide - 1% Black - 5.4% Hispanic - .4% Asians - 0%	Data coming 2022	Data coming 2023	Data coming 2024	Schoolwide - <1% Black - <2.0% Hispanic - <1% Asians - <1%
Expulsion rate	0%	Data coming 2022	Data coming 2023	Data coming 2024	<1%
Percentage of Teachers using Kickboard reward system daily to increase positive behaviors	50%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Students reporting Positive School Climate on Mid- Year and End of Year Student Surveys based on a 1 - 5 point scale.	3.50	Data coming 2022	Data coming 2023	Data coming 2024	4.0
Decrease the number of referrals and Number of negative log entries via kickboard	30%	Data coming 2022	Data coming 2023	Data coming 2024	20%
Percentage of parent logging into Parent Portal	51%	Data coming 2022	Data coming 2023	Data coming 2024	60%
C-19 Chronic Absentee number of students	16 students	Data coming 2022	Data coming 2023	Data coming 2024	5 students

Achieve & Maintain “good” indicator or higher on FIT (Facilities Inspection Tool) Report	good	Data coming 2022	Data coming 2023	Data coming 2024	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.	\$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	<ul style="list-style-type: none"> - Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families. - Monthly selection of the Griffins of the Month to celebrate students who distinguished themselves by following school BRICKS (values): Bravery, Responsibility, Integrity, Compassion and Kindness. 	\$2000.00	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: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

Families are an integral part of evaluating the needs of their children. Together the parents and staff members reviewed various forms of data including and not limited to the dashboard and local data. Together the families agreed in meetings and in surveys for the need to ensure academic success of students. To support academic access they felt that due to the pandemic that the overall engagement of our parents and students was difficult as it related to communication, and interaction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents report satisfaction with parent communication on	3.3	Data coming 2022	Data coming 2023	Data coming 2024	4.4

Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.					
Average parent attendance rates at school events and parent/teacher conferences	40%	Data coming 2022	Data coming 2023	Data coming 2024	60%
Percentage of parents logging on to Parent Portal	51%	Data coming 2022	Data coming 2023	Data coming 2024	60%
Number of families contributing/ providing parent input on decision making at meetings	20%	Data coming 2022	Data coming 2023	Data coming 2024	50%
Number families representing various subgroups who provide input on decisions making at meetings.	70 families	Data coming 2022	Data coming 2023	Data coming 2024	100 families
Parents report satisfaction with parent engagement on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.33	Data coming 2022	Data coming 2023	Data coming 2024	3.5

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	\$1000.00	Y

		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.		
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.	\$1000.00	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: <i>Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.</i>

An explanation of why the LEA has developed this goal.

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%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Percentage of classrooms with dedicated audio/video equipment	80%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Percentage of teachers regularly	80%	Data coming 2022	Data coming 2023	Data coming 2024	100%

utilizing technology in the classroom					
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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	<ul style="list-style-type: none"> - Purchase appropriate software to increase student access to core curriculum and monitor student usage. - Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning. 	\$10000.00	N
3	Tech Training	<ul style="list-style-type: none"> - Provide staff and students training in the use of technology and different software platforms. - Continue to develop Internet Fluency for teachers and students. - Continue to develop Internet Citizenship for students. 	\$1000.00	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyyle 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 [LCAP Year]

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)).

- 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:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Claudia Lee, Site Director	cllee@amethods.org (510) 535-1580

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

At AMPS Downtown Charter Academy (DCA), we are committed to our students' academic success and developing a strong community of learners.

Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA serves students in 6th-8th grade, and has quickly become one of the highest performing schools in the city achieving the California Department of Education Gold Ribbon Award in 2017 and 2018. With a very active student body, the school offers a multitude of additional programs that support the rigorous academics offered to every student.

Here at DCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

We pride ourselves on being one of the highest performing public middle schools in Alameda County. We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

At AMPS Downtown Charter Academy, we serve over 326 students from sixth through eighth grades. We believe all students can achieve their academic goals, attend college, and succeed in life. We are committed to our students' academic success and developing a strong community of learners. We serve around 16% Hispanic or Latino, nearly 71% Asian and 10% African American students. Close to 78% of our students are considered socioeconomically disadvantaged, nearly 7% are students with disabilities, and nearly 13% of students are multi-language learners. We are committed to our students' academic success and developing a strong community of learners.

We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

Mission

Our mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

1. Students First
2. Be Adaptable
3. Persevere
4. Take Responsibility
5. Commitment to Distinction

We are proud to offer a wide variety of activities every day for our students through our ASES program including homework help, tutoring, music, art, chess, rugby, and MESA.

RCA is a proud partner of the John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses.

Community Oriented Campus

Families are an integral part of our school and throughout the year we invite them to events including school game nights,, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more!

DCA is also very proud to be named CA Distinguished School for 2021-2022 and 2022-2023!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We are most proud of: Small Group Instruction for Tier 2 and Tier 1 students:

- All students who need academic support get small group instruction for all disciplines at least twice/week.
- Attendance: Our attendance record this year is 99.6%. This is due to our Engagement Tracker created with the teachers to keep everyone informed of the attendance and engagement of all students on a daily basis. This is a process where everyone in the school is involved in one way or another, parents are informed of their students' attendance everyday and every period and they have supported this effort.

- Suspension rate: In addition, our suspension rate has improved this year, we have had just one suspension. All staff has worked hard to keep the positive reinforcement, open communication with students and families, and kept the school values (Bravery, Responsibility, Integrity, Compassion and Kindness) alive during distance learning by reminding students of these values during homeroom and discussing topics of interest with students during the SEL weekly lesson. Virtual Social Events to keep students connected: In addition, teachers have organized social virtual events to keep students connected with each other and with teachers in an informal way.
- Assessments: We also have been able to complete MAP interim assessments for >95% of students three times this year; teachers have analysed the data to plan instruction, select the fundamental standards and skills to be taught this year, and form students' small groups for support depending on their levels. We have also completed Summative ELPAC assessments for 100% of our English Learners.
- Parent Engagement: We are proud of having conducted 2 parents' meetings every month to receive input and feedback in addition to informing parents about activities, assessments data, covid-19 updates, school safety, and other school related information. We feel accomplished because we noticed that because the meetings happened online this year, there was a significant increase in parent participation during our monthly meetings, especially during the evening meeting. We plan to keep the increase in parent engagement by hosting evening meetings online so that more parents are able to participate. Another effort that was appreciated by parents was the weekly update, where parents were able to see students' weekly assignments and activities. We plan to continue providing at least a monthly update and send it electronically as well as a printed copy. In addition, and because we had to send frequent parents' surveys, we received responses from about 65% on regular bases, so we are going to continue sending short parents' surveys to collect feedback and input..

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In relation to this year experience and to be better prepared to respond to students' needs after the Pandemic, these are the issues we have identified with teachers, staff and parents that we would like to work on for next year:

1. We would like to become a Trauma Informed School next year to better support the needs of our students after this year.
2. We would like to plan and develop Units of study with the accelerating model that takes into account the fundamental Standards and skills by grade.
3. Since research has proven that students learn best by participating in class, we would like to continue increasing students' participation in class by developing student's voices and independent thinking by continuing the Professional Development on Academic Discourse and students' participation.
4. We would like to continue the small group instruction model as much as possible so that we can offer this support to all Tier 2 and GTier 1 students.
5. Since our parents and other stakeholders responded well to Online meetings, we see the need of continuing to offer online meetings to increase their participation.

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

DRAFT

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning last year. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2021-2022 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2021-2022 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during September 3, 2020 and September 17, 2020. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of September 23, 2020.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>). Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing 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 connectivity 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 learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning.
- Guidance/support for how they can support their students through the required minutes.
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.
- Parents felt they had excellent communication from our school.
- They would like us to offer more opportunities for World Languages.
- Parents also had the desire for our school to create activities to promote connection between students outside the school and during the summer

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a challenging home environment, or other factors. Student specific 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) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement.

Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Goals and Actions

Goal

Goal #	Description
1	College and Career Readiness for All: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

Our families choose our school because of the academic rigor of the program. They believe that we can educate them so that they get a real possibility of entering college after high school. 79% of our students are reduced and free lunch students and their families have not had access to college before.

All curriculum programs for core subjects have been selected based on alignment of Common Core Standards and New Generation Science Standards because as per assessment data, our entering 6th graders 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%	Data coming 2022	Data coming 2023	Data coming 2024	80%
Appropriately assigned instructional staff	100%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Standards-aligned curriculum for all students for all core subjects	100%	Data coming 2022	Data coming 2023	Data coming 2024	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	Data coming 2022	Data coming 2023	Data coming 2024	To be completed following 2022 SBAC results
ELA SBAC % Meeting and Exceeding We expect to keep the percentage of meeting and exceeding in ELA	Baseline data coming Spring 2022	Data coming 2022	Data coming 2023	Data coming 2024	To be completed following 2022 SBAC results

SBAC for all subgroups					
<p>% meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)</p> <p>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.</p>	<p>All Students: 56%</p> <p>FRL: 53%</p> <p>EL: 9%</p> <p>SPED: 25%</p> <p>Asian: 61%</p> <p>Latinx: 38%</p>	Data coming 2022	Data coming 2023	Data coming 2024	<p>56%</p> <p>FRL: 55%</p> <p>EL: 11%</p> <p>SPED: 27%</p> <p>Asian: 63%</p> <p>Latinx: 40%</p>
% at grade level in Math as measured by the NWEA (Northwest	<p>All Students: 63%</p> <p>FRL: 64%</p> <p>EL: 25%</p>	Data coming 2022	Data coming 2023	Data coming 2024	<p>All Students: 65%</p> <p>FRL: 66%</p> <p>EL: 27%</p>

Evaluation Association)	SPED: 43% Asian: 71% Latinx: 30%				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 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.	18%	Data coming 2022	Data coming 2023	Data coming 2024	20%

<p>RFEP Rate as a percentage</p> <p>Given the reduction in access to English-immersive environments for most ELs during the pandemic, we anticipate that fewer English Learners will be qualified for reclassification in the coming year, but that targeted interventions will permit us to return to a robust RFEP rate within 3 years.</p>	15%	Data coming 2022	Data coming 2023	Data coming 2024	17%
<p>Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)</p> <p>The expectation is that 100% of staff member participate in Professional development offered by the school.</p>	100%	Data coming 2022	Data coming 2023	Data coming 2024	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%	Data coming 2022	Data coming 2023	Data coming 2024	90%
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	<ul style="list-style-type: none"> - Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA - Continued development and implementation of AMPS Career Path process for staff advancement. - Teacher and paraprofessional participation in Professional Growth Plans with bi-weekly observation/feedback, quarterly film sessions and target goal monitoring 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. 	\$20000.00	Y
2	Teammate Retention	<ul style="list-style-type: none"> - Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts - Talent Manager will execute Faculty Recruitment Policy and attend teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. 	\$1200.00	N
3	Coaching & Support	Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly	\$20000.00	Y

		observations, lesson plans, feedback, and film sessions. Coaching will focus on support for ELLs and SED students.		
4	Intervention & Acceleration	<ul style="list-style-type: none"> - 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. 	\$54000.00	Y
5	Assessments & Programs	<p>Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.</p> <p>Analyze this data through the lens of ELLs, SED, and homeless subgroups if necessary.</p> <p>All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)</p>	\$5000.00	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.	\$1200.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for all students.	\$12000.00	N
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction to support learning for all students.	\$10000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
2	Positive School Climate and Student Engagement: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

We would like to become a Trauma Informed School to support ALL students and staff members in a positive way. We will continue offering Socio-Emotional Lessons once/week, will appropriately train teachers and provide the necessary resources for them to support their students and will expand the SEL curriculum to include trauma informed instruction tools and resources. In addition, students who have been identified as struggling receive the following services:

- Dean of students support
- Access to full time wellness counselor
- Free/Reduced lunch program

- Free after school program with academic and enrichment opportunities where supper is provided.
- School supplies
- Transportation when needed
- Mindfulness classes
- Small group support for social and study habits
- Parent conferences and meetings to address needs and plans
- Reward system that includes Night Night, events that provide a fun social time
- On-going communication with parents through the PBIS Rewards system
- Parent and Student Portal access to Infinite Campus (SIS)
- Restorative practices during Character Reflection Time

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 4.0%	Data coming 2022	Data coming 2023	Data coming 2024	<4.0%
Suspension rate by subgroup	Schoolwide - .9% Black - 6.5% Hispanic - 1.7% Asians - 0%	Data coming 2022	Data coming 2023	Data coming 2024	Schoolwide - <1% Black - <2.0% Hispanic - <1% Asians - <1%
Expulsion rate	0%	Data coming 2022	Data coming 2023	Data coming 2024	less than 1%
Percentage of Teachers using	50%	Data coming 2022	Data coming 2023	Data coming 2024	80%

reward system proficiently to increase positive behaviors (meeting daily reward goal) 20-21					
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%	Data coming 2022	Data coming 2023	Data coming 2024	65%
Number of discipline incident reports with student office referrals and/or discipline log entries	1-4	Data coming 2022	Data coming 2023	Data coming 2024	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%	Data coming 2022	Data coming 2023	Data coming 2024	<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	Data coming 2022	Data coming 2023	Data coming 2024	good

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.	\$2000.00	Y
2	Assemblies	Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety and programs addressing equity and social justice.	\$2000.00	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	<ul style="list-style-type: none"> - Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families. - Monthly selection of the Griffins of the Month to celebrate students who distinguished themselves by following school BRICKS (values): Bravery, Responsibility, Integrity, Compassion and Kindness. 	\$2000.00	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 subgroups.	\$2000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	\$2000.00	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.	\$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.	\$50000.00	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.	\$2000.00	Y
12	Safety Material for Hybrid Learning	Provide safety materials necessary to support 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
3	Parent Support and Engagement: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

At DCA we believe that parents are partners. This means that we find ways to educate, empower, and involve parents in their children's education. We involve parents in all school events such as Reclassification Process/ Ceremony, Winter and Summer Nights for student performances, Parent teacher conferences and Family Staff Team Meetings, FST. To celebrate students' backgrounds and culture, in 2021-2022 we have 5 goals: 1) Celebrate Oral History Week, where parents come to our school to share their stories and culture. 2) Celebrate a Multicultural Festival in the spring, in addition to several holidays and award celebrations. 3) Send monthly bulletin with news and important information to parents regarding their children's education. It will be translated into Mandarin and Spanish. 4) Continue to host 2 monthly "Coffee or Tea with Parents" to strengthen the home-school communication, to listen to their concerns, and gauge important information on themes that are important to them and to which we can offer information and support. 5) Create a volunteer parent program and, 6) Assign parents login information to our new Student Information System so that they can have access to our grading and report card system. 7) As proposed by parents, we offer weekly English classes for parents.

We offer translation services at all organization held events, paper mailings, conferences, site meetings, and assist with applications, forms and understanding parent notifications regarding report cards, assessments, and other school related materials and parents can communicate their needs at the front office where our administrative assistants speak Mandarin and Spanish.

For State assessments like CAASPP (California Assessment of Student Performance and Progress), and interim assessments, parents receive an explanation of their child's performance on CAASPP and MAP as compared to State proficiency expectations each year that their child is tested. Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how it will prepare their children for success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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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%	Data coming 2022	Data coming 2023	Data coming 2024	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%	Data coming 2022	Data coming 2023	Data coming 2024	88%
Percentage of parents logging on to Parent Portal	48%	Data coming 2022	Data coming 2023	Data coming 2024	50%
Number of families contributing/ providing parent input on decision making at meetings	20%	Data coming 2022	Data coming 2023	Data coming 2024	25%
Degree to which families believe scholl shares goals, respect, fairness, and diversity as per Youth Truth survey of October 2020.	83%	Data coming 2022	Data coming 2023	Data coming 2024	85%

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Parent Engagement	<ul style="list-style-type: none"> - Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc. 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. 	\$5000.00	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.	\$2000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	\$2000.00	N
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	\$5000.00	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 <i>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.</i>

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	Data coming 2022	Data coming 2023	Data coming 2024	5
Percentage of classrooms with dedicated	80%	Data coming 2022	Data coming 2023	Data coming 2024	100%

audio/video equipment					
Percentage of teachers regularly utilizing technology in the classroom	80%	Data coming 2022	Data coming 2023	Data coming 2024	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	\$15000.00	N
2	Software for Students	<ul style="list-style-type: none"> - Purchase appropriate software to increase student access to core curriculum and monitor student usage. - Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning. 	\$17000.00	N
3	Tech Training	<ul style="list-style-type: none"> - Provide staff and students training in the use of technology and different software platforms. - Continue to develop Internet Fluency for teachers and students. - Continue to develop Internet Citizenship for students. 	\$8000.00	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swyvl Camera and other live streaming equipment.	\$12000.00	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 [LCAP Year]

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)).

- 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:

- 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
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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	<ul style="list-style-type: none"> • Purchase of new textbooks aligned to the CCSS and NGSS or approved by Advanced Placement • New Math curriculum adoption --- Illustrative Math • New Science Curriculum in Biology and Chemistry to be NGSS aligned • Continued use of curriculum to support EL students (licenses and consumables) • Adoption of Naviance curriculum for advisory to continue college and career mindset and readiness 	\$80,000.00	N
2	CCSS aligned assessments	<ul style="list-style-type: none"> • Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year 	\$2,000.00	N
3	Academic Supports and Interventions	<ul style="list-style-type: none"> • Further development and refinement of Multi-Tiered Support System with Safety Nets and Student Support Team meetings • Creating of a fourth section of 9th grade math in order to have reduced class size and more opportunity for teacher support • Creating a zero or 7th period math intervention class for students currently failing Algebra 1 	\$25,000.00	Y
4	Increased Course Offerings	<ul style="list-style-type: none"> • Implementation of SAT preparation curriculum for 11th grade students to support strong academic skills and a college-going culture • Use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year • Addition of more AP courses 	\$20,000.00	N
5	English Language Development	<ul style="list-style-type: none"> • Employing an ELD Specialist and Coordinator to coach teachers • 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 	\$90,000.00	Y

6	Special Education	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Providing field trips and other activities related to promoting a college going culture 	\$50,000.00	N
8	Technology	<ul style="list-style-type: none"> Maintain 1:1 student laptops Continue to provide teachers with training on high quality technology programs and integrations to support their instruction and student skill development 	\$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				80% 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	<ul style="list-style-type: none"> Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts Talent Manager will execute 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	<ul style="list-style-type: none"> All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year Leadership opportunities will be provided to staff, including department chairs and induction coaching At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction AP Summer Institute Workshops for all AP teachers 	\$ 30,000.00	N

		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

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	<ul style="list-style-type: none"> Hold at least 4 informational sessions for families to allow for parental input on school related matters and to educate parents on academic programs that relate to student success after high school 	\$ 2,500.00	N

2	Parent Survey	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement Community outreach time and services to assist our most vulnerable populations and provide weekly attendance monitoring and communication with school administrators 	\$ 30,000.00	Y
5	Technology	<ul style="list-style-type: none"> Hold at least 2 technology specific parent sessions to support access to progress monitoring tools such as PowerSchool, Naviance, and Kickboard 	[\$ 1000.00]	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.

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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 at the school are friendly				students at 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

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	<ul style="list-style-type: none"> 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 	[\$ 50000.00]	N
2	School-wide Assemblies	<ul style="list-style-type: none"> Hold at least one school-wide assembly that focuses on student achievement 	[\$ 1000.00]	N

Commented [1]:
@awang@amethodschools.org I feel like this needs to be much higher --- this action describes 3 employees --- counselor, dean, and college advisor

		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.) 	[\$ 40000.00]	N
4	Youth Truth Survey	<ul style="list-style-type: none"> Youth Truth Survey: Leverage Youth Truth license to survey parents, students, and teachers and assess whether we need to make program changes to support learning loss 	[\$ 1000.00]	N
6	SEL	<ul style="list-style-type: none"> Purchase and maintain a SEL and College Advising curriculum to be implemented during the Advisory period 	[\$ 5000.00]	Y

Goal Analysis [2021]

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

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

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

Commented [2]: These actions = \$131,000. After the hearing will have to look at our Actions and allocate additional funds or add more Actions.

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)).

- 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:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

At AMPS Benito Juarez Elementary (BJE), we are committed to our students' academic success and developing a strong community of learners.

Established in 2014, BJE is located in the beautiful Marina Bay area of Richmond, CA and is a part of Amethod Public Schools (AMPS). By taking the name of the hero and first president of Mexico Benito Juarez, AMPS focused on building upon the community pride that defines the City of Richmond. BJE currently serves a K-5th grade student body. BJE has quickly become a high-performing community school, and was highlighted by the State of California as a school that performed better than most Bay Area elementary schools in the new common core state aligned exams (CAASPP) in 2015.

Here at BJE, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

At AMPS Benito Juarez Elementary, we serve about 500 students from transitional kindergarten through fifth grade. We serve around 90% Hispanic or Latino, nearly 3% Asian and 3.5% African American students. Close to 86% of our students are considered socioeconomically disadvantaged, roughly 7% are students with disabilities, and over 35% of students are multi-language learners. We are committed to our students' academic success and developing a strong community of learners.

It is our mission to ensure that each child exceeds state standards. Through our interactive and rigorous curriculum, we instill a love of learning that carries our kids throughout their life and helps them become socially and emotionally well-rounded. We believe through hard work, students can achieve any goal they set for themselves.

Core Values

Our core values represent the pillars that guide the mission of the AMPS organization:

1. Students First

2. Be Adaptable
3. Persevere
4. Take Responsibility
5. Commitment to Distinction

Academic Program

All BJE students are given instruction in courses including English Language Arts, Mathematics, Science, Social Studies, Physical Education, and Mastery.

After-School Activities

We offer daily after-school activities including sports, art, music, and our homework club!

BJE is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses.

Community Oriented Campus

Families are an integral part of our school and throughout the year we invite them to events including school carnivals, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Over the past several years Dashboard data indicates that BJE has seen an increase in attendance and a reduction in suspensions. Additionally, Special education students increased significantly in ELA. However due to COVID-19 and school closures in March of 2020, we do not have a current CA School Dashboard. Local data in March of 2020 showed that 73.4% of families indicated a need for more support for more intervention/support due to learning loss in March 2020. As a result, a Student Attendance Review Team was initiated this school year with specific student plans for targeting and eliminating barriers that disrupt learning. Through our newly implemented SART process we were able to reduce COVID disengagement by 42%, with these new support systems in place we can continue monitoring student engagement and success in learning and growth.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Given that we do not have current CA School Dashboard data, we will have to rely on the current local data. The greatest area of need is acceleration of learning due to the massive learning loss caused by COVID-19. According to local NWEA data administered in the winter of 2020 students had an average score of 189 to 203 RIT Scores in both math and ELA, an indication of the impact of the National Pandemic. Therefore, more time in learning is required for students and staff along with Mental Health and Multi-tiered systems of support. In early 2020 just after the pandemic in several surveys conducted, students indicated a need for peer interaction while 40% of teachers indicated feeling stressed. 60% of teachers requested Professional development for teachers for addressing acceleration of students, mental health and new software platforms and teaching strategies.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

With the impact of the COVID-19 Pandemic and the transition to post pandemic education there is a need to accelerate learning at the same time address the impact and post pandemic effects. Mental health and wellness is a great priority this school year moving forward for both teachers and students. In a Youth Truth Survey students and families indicated a lack of peer connection and collaboration indicating a need for social interaction and school wellness. Professional development is necessary for high quality intervention and acceleration of student learning to help staff transition in post pandemic education. Families have also faced job loss and trauma which impacts student learning, and attendance a great deal, requiring a great deal of support and reengagement for our families via culture building activities and education.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA --- Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA --- Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA --- Not on CSI

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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 overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during 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, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

A summary of the feedback provided by specific stakeholder groups.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with over 50% of families concerned with the learning loss and the need for tutoring, small group learning and one on one support. 99% of families reporting indicated that connectivity was not an issue. Comments left by parents indicated a concern for the social and emotional supports of their children as

well as a need to support the family with help they would need as they learn to tutor and teach their own children during the COVID time. The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning.
- Guidance/support for how they can support their students through the required minutes.
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.' - This is an opportunity to do things differently/disrupt the status quo.
- to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential.
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed - routine virtual experiences.
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- Survey data indicates that students need a quiet place to study and a quiet place to reduce anxiety.

- Survey data indicates, over 30% of families indicate that their stress level has gone up since Covid-19, we need to offer family support and mental wellness.
- 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) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement.

Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

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Goals and Actions

Goal

Goal #	Description
1	College and Career Readiness for All: <i>Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.</i>

An explanation of why the LEA has developed this goal.

77% of our students come from socio-economically disadvantaged homes and were already facing poverty, with COVID-19 we found that many of our families were essential workers facing additional impact and after effects. In an early survey 90% of families requested services for intervention and acceleration for students due to the impact of the March closures.

According to local NWEA data administered in the winter of 2020 students had an average score of 189 to 203 RIT Scores in both math and ELA, an indication of the impact of the National Pandemic. Therefore, there has been an urgent need for more education and increased education surrounding college preparation, acceleration and intervention programs providing more time in learning for students and staff.

In the 2019 Dashboard our Special Education Population was 6% below their target of growth, while 50% of ELs indicated a need for progress. Less than 10% of Special education, Homeless, Foster Youth and English Learner Groups attended Cohorts throughout the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate	62%	Data coming 2022	Data coming 2023	Data coming 2024	80%
Maintain appropriately assigned instructional staff	100%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Maintain standards-aligned curriculum for	100%	Data coming 2022	Data coming 2023	Data coming 2024	100%

all students for all core subjects					
Math SBAC Grades 3-8 % Meeting or Exceeding	Baseline data coming Spring 2022	Data coming 2022	Data coming 2023	Data coming 2024	To be completed following 2022 SBAC results
ELA SBAC % Meeting and Exceeding	Baseline data coming Spring 2022	Data coming 2022	Data coming 2023	Data coming 2024	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%	Data coming 2022	Data coming 2023	Data coming 2024	30%
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 17%	Data coming 2022	Data coming 2023	Data coming 2024	27%
EL Progress % of students moving up at least one level as measured by ELPAC	48.2%	Data coming 2022	Data coming 2023	Data coming 2024	60%
RFEP Rate as a percentage	Declined 10.6	Data coming 2022	Data coming 2023	Data coming 2024	30%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching	80%	Data coming 2022	Data coming 2023	Data coming 2024	100%

domain walkthroughs, and 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	Data coming 2022	Data coming 2023	Data coming 2024	3.5

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	<ul style="list-style-type: none"> - Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA - Continued development and implementation of AMPS Career Path process for staff advancement. - Teacher and paraprofessional participation in Professional Growth Plans with bi-weekly observation/feedback, quarterly film sessions and target goal monitoring 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	<ul style="list-style-type: none"> - Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts - Talent Manager will execute Faculty Recruitment Policy and attend teacher recruitment fairs across the US, within CA and in the Bay Area to secure qualified teachers and paraprofessionals. 	\$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	<ul style="list-style-type: none"> - 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. 	\$10000.00	Y
5	Assessments & Programs	<p>Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.</p> <p>Analyze this data through the lens of ELLs, SED, and homeless subgroups if necessary.</p> <p>All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)</p>	\$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

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

N/A

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

N/A

Goal

Goal #	Description
2	Positive School Climate and Student Engagement: <i>Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.</i>

An explanation of why the LEA has developed this goal.

77% of our students come from socio-economically disadvantaged homes and were already facing poverty, with COVID-19 we found that many of our families were essential workers facing additional impact and after effects.

40% of family surveys indicated a need for Mental Health, counseling and Multi-tiered systems of support. Throughout the COVID year teachers and parents shared a great desire for motivational and reengagement strategies for the children. Additionally, In early 2020 just after the pandemic in a survey, 40% of teachers indicated feeling stressed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Attendance rate	2021 will be reported as the new baseline when available. Last report from Dataquest in 2019 8.5%	Data coming 2022	Data coming 2023	Data coming 2024	5.0%
Suspension rate by subgroup	Schoolwide - .6% Black - 0% Hispanic - .4% Asians - 0%	Data coming 2022	Data coming 2023	Data coming 2024	Schoolwide - <1% Black - <1% Hispanic - <1% Asians - <1%
Expulsion rate	0%	Data coming 2022	Data coming 2023	Data coming 2024	<1%
Teacher retention rate	62%	Data coming 2022	Data coming 2023	Data coming 2024	72%
Maintain appropriately assigned instructional staff	100%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Standards-aligned instruction for all students for all core subjects	25% of Teachers	Data coming 2022	Data coming 2023	Data coming 2024	100% of Teachers
%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association)	All Students: 20%	Data coming 2022	Data coming 2023	Data coming 2024	0%
% at grade level in Math as measured by the NWEA (Northwest	All Students: 17%	Data coming 2022	Data coming 2023	Data coming 2024	27%

Evaluation Association)					
EL Progress % of students moving up at least one level as measured by ELPAC	51.9%	Data coming 2022	Data coming 2023	Data coming 2024	61.9%
Achieve & Maintain “good” indicator or higher on FIT (Facilities Inspection Tool) Report	good	Data coming 2022	Data coming 2023	Data coming 2024	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.	\$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.	\$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.	\$5000.00	Y
13	Class Dojo	Provide safety materials necessary to support hybrid/remote instruction	\$3000.00	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

N/A

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

N/A

Goal

Goal #	Description
3	Parent Support and Engagement: <i>Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.</i>

An explanation of why the LEA has developed this goal.

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	Data coming 2022	Data coming 2023	Data coming 2024	4.5
Average parent attendance rates at school events and parent/teacher conferences	80%	Data coming 2022	Data coming 2023	Data coming 2024	90%
Percentage of parents logging on to Parent Portal	12%	Data coming 2022	Data coming 2023	Data coming 2024	25%
Parents report satisfaction with parent engagement on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	3.8	Data coming 2022	Data coming 2023	Data coming 2024	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.	\$2000.00	Y

		<ul style="list-style-type: none"> - 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. 		
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.	\$5000.00	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: <i>Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.</i>

An explanation of why the LEA has developed this goal.

77% of our students come from socio-economically disadvantaged homes and were already facing poverty, with COVID-19 we found that many of our families were essential workers facing additional impact and after effects. Over 40% of our families responded to our surveys indicating a need for technology support and connection. With software and technology being our only means of providing education and communication there is a continued need to support our families by providing education to develop their fluency. With the post pandemic style of education as we transition into unprecedented education our students and staff will need to continue researching best practices as it relates to technology, access and education for utilizing technology, cyber safety and digital citizenship. Less than 10 percent of students attended cohorts which relied heavily on learning technology that helped students and families to adhere to C-19 policies and protocols according to the California Health Department.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain student to device ratio	1 to 1	Data coming 2022	Data coming 2023	Data coming 2024	1 to 1
Percentage of classrooms with dedicated audio/video equipment that support the C-19 school year.	50%	Data coming 2022	Data coming 2023	Data coming 2024	100%
Percentage of teachers regularly	60%	Data coming 2022	Data coming 2023	Data coming 2024	100%

utilizing technology in the classroom					
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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	<ul style="list-style-type: none"> - Purchase appropriate software to increase student access to core curriculum and monitor student usage. - Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning. 	\$30000.00	N
3	Tech Training	<ul style="list-style-type: none"> - Provide staff and students training in the use of technology and different software platforms. - Continue to develop Internet Fluency for teachers and students. - Continue to develop Internet Citizenship for students. 	\$1000.00	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 [LCAP Year]

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)).

- 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:

- 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.