



# Amethod Public Schools

## Regular Meeting of the AMPS Board of Directors

Published on June 10, 2022 at 4:06 PM PDT

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### Date and Time

Wednesday June 15, 2022 at 6:00 PM PDT

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This meeting will be by teleconference pursuant to [Government Code Section 54953\(e\)](#).

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/86239631269>

**Participating by Telephone:** 669-900-9128 Meeting ID: 8416 717 0347

**Public Comment:** Members of the public who wish to comment on an agenda item please physically raise your hand, use the raise hand tool in the zoom meeting platform or press star (\*) nine if joining by telephone. 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 have been submitted to the School Board with the agenda relating to open session items may be reviewed by any interested persons on the Amethod Public School's website at [www.amethodschools.org](http://www.amethodschools.org) following the posting of the agenda. Amethod reserves the right to show or distribute additional information and/or documents to the School Board at the meeting, and will make copies of such documents relating to open session items available to the public upon request.

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**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) 965-4562. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Gilbert Lopez Jr.	
<b>B.</b> Roll Call		Luis Romo	
<b>C.</b> Announcements			
<b>D.</b> Public Comments on Non-Agenda Items			
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Business I</b>			
<b>A.</b> Approval of Findings Regarding Virtual Board Meetings Pursuant to AB 361 and Government Code Section 54953	Vote	Gilbert Lopez Jr.	
<b>Board findings pursuant to Government Code Section 54953(e)</b>			
The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.			

	Purpose	Presenter	Time
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**III. Closed Session**

Student Disciplinary Action (2)

Public Employee Performance Evaluation (Gov. Code section 54957(b)(1)) Chief Executive Officer

**IV. Consent Agenda**

<b>A.</b>	Approval of Board Meeting Minutes 05/18/2022	Approve Minutes	Luis Romo
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<b>B.</b>	Approval of Measure Education Contract	Vote	
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<b>C.</b>	Approval of AMPS Education Protection Account (EPA) Spending Resolution	Vote	Marie Arce
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**V. Business II**

<b>A.</b>	CEO Report	Discuss	Evelia Villa
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Topics discussed during this report include enrollment, attendance, goals, recruitment, and an end of year update.

<b>B.</b>	Approval of Expanded Learning Opportunity Program Plan (ELO-P)	Vote	Grace Borja
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<b>C.</b>	Approval of Local Control and Accountability Plans (LCAP)	Vote	Michael Bradley
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<b>D.</b>	Approval of 2023 Fiscal Year Budget	Vote	Mike Barr
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<b>E.</b>	Approval of Charter School Facility Grant Program (Senate Bill 740 Program)	Vote	Marie Arce
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<b>F.</b>	Northwestern Evaluation Association (NWEA): End of Year Assessment	Discuss	Michael Bradley
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<b>G.</b>	Approval of Ed. Sped Solutions Contract	Vote	Evelia Villa
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**VI. Closing Items**

<b>A.</b>	Adjourn Meeting		
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# Coversheet

## Approval of Board Meeting Minutes 05/18/2022

**Section:** IV. Consent Agenda  
**Item:** A. Approval of Board Meeting Minutes 05/18/2022  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Regular Meeting of the AMPS Board of Directors on May 18, 2022

APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday May 18, 2022 at 6:00 PM

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This meeting will be by teleconference pursuant to [Government Code Section 54953\(e\)](#).

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/84167170347>

**Participating by Telephone:** 669-900-9128 Meeting ID: 8416 717 0347

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#### **Directors Present**

E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote)

#### **Directors Absent**

M. Gonzalez, N. Driver

#### **Guests Present**

L. Romo (remote), M. Barr (remote)

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### **I. Opening Items**

#### **A. Call the Meeting to Order**

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday May 18, 2022 at 6:07 PM.

#### **B. Roll Call**

#### **C. Announcements**

Two staff members announce their departure and one new staff member is welcomed.

#### **D. Public Comments on Non-Agenda Items**

There were no public comments made.

### **II. Business I**

#### **A. Approval of Findings Regarding Virtual Board Meetings Pursuant to AB 361 and Government Code Section 54953**

E. Quiroz made a motion to approve findings.

J. Azubuike seconded the motion.

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

#### **Roll Call**

E. Quiroz     Aye

M. Gonzalez   Absent

J. Azubuike   Aye

N. Driver       Absent

**Roll Call**

G. Lopez Jr. Aye

**III. Consent Agenda**

**A. Approval of Board Meeting Minutes 04/20/2022**

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 04-20-22.

J. Azubuike seconded the motion.

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

**Roll Call**

E. Quiroz Aye

N. Driver Absent

J. Azubuike Aye

M. Gonzalez Absent

G. Lopez Jr. Aye

**B. Better 4 You Meals Contract**

E. Quiroz made a motion to approve the Better 4 You Meals Contract.

J. Azubuike seconded the motion.

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

**Roll Call**

G. Lopez Jr. Aye

J. Azubuike Aye

M. Gonzalez Absent

N. Driver Absent

E. Quiroz Aye

**C. Board Calendar 2022-2023**

E. Quiroz made a motion to Approve the Board Calendar 2022-2023.

J. Azubuike seconded the motion.

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

**Roll Call**

J. Azubuike Aye

N. Driver Absent

M. Gonzalez Absent

G. Lopez Jr. Aye

E. Quiroz Aye

**IV. Business II**

**A. CEO Report**

Evelia Villa makes her report.

**B. Local Control and Accountability Plans (LCAP) Public Hearing**

**C. Approval of Benito Juarez Elementary Math Adoption**

E. Quiroz made a motion to approve math adoption as presented.

G. Lopez Jr. seconded the motion.

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

**Roll Call**

J. Azubuike Abstain

G. Lopez Jr. Aye

N. Driver Absent

M. Gonzalez Absent

E. Quiroz Aye

**D. Approval of Updated Surveillance Systems for all Schools**

J. Azubuike made a motion to approve Updated Surveillance Systems for all Schools.

E. Quiroz seconded the motion.

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

**Roll Call**

E. Quiroz Aye

J. Azubuike Aye

N. Driver Absent

M. Gonzalez Absent

G. Lopez Jr. Aye

**E. Approval of A-G Improvement Grant**

E. Quiroz made a motion to approve the A-G Improvement Grant.

J. Azubuike seconded the motion.

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

**Roll Call**

E. Quiroz Aye

M. Gonzalez Absent

J. Azubuike Aye

G. Lopez Jr. Aye

N. Driver Absent

**F. Finance Update**

Mike Barr and Marie Arce make their presentation.

**V. Closing Items**

**A.**

### Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:09 PM.

Respectfully Submitted,  
G. Lopez Jr.

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# Coversheet

## Approval of Measure Education Contract

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	B. Approval of Measure Education Contract
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	20220701 AMPS Contract_v1.pdf



## CONSULTING SERVICES AGREEMENT

This Consulting Services Agreement ("Agreement"), dated as of **July 1, 2022** (the "Effective Date"), is between Measure Education Inc. ("Measure Education"), EIN 81-4622301, and **Amethod Public Schools** with offices at **1450 Marina Way South, Suite #300, Richmond, CA 94804** ("Client"), each individually referred to as a "Party" and collectively referred to as the "Parties." The parties previously executed Consulting Services Agreement(s), the latest Consulting Services Agreement is dated **July 1, 2021** ("Previous Consulting Services Agreement"). This Consulting Services Agreement dated **July 1, 2022**, shall amend, replace and supersede the Previous Consulting Services Agreement in its entirety.

### 1. Scope of Agreement and Services

(a) This Agreement describes the process by which Client engages Measure Education to perform consulting services, and sets out the terms and conditions applicable to those services. Client may procure services under this Agreement for itself and for its affiliates that Client binds to this Agreement by its signature (collectively, the "Affiliates").

(b) Measure Education shall perform such services (the "Services") as agreed in one or more statements of work issued under this Agreement, a form of which is attached and incorporated herein as Exhibit A ("Statement of Work"). Each Statement of Work shall describe the Services to be performed, the expected schedule for performance, the amounts that Client shall pay for those Services, and any other relevant information. This Agreement does not obligate either Party to enter into any Statement of Work and does not create an exclusive arrangement between the Parties. If there is a conflict between the Agreement and the Statement of Work, the Statement of Work shall prevail. If Measure Education commenced Services prior to execution of this Agreement or a particular Statement of Work, the terms of this Agreement and relevant Statement of Work shall govern such Services.

(c) Measure Education and Client recognize that Measure Education's Services may include working on various projects for Client outside of the Statement of Work. Measure Education shall obtain Client's approval prior to the commencement of a new project and the Parties shall agree to a new and/or amended Statement of Work for such new project. Other than the Services set forth in Statement of Work(s), Measure Education is not responsible for any other services, unless mutually agreed to in writing.

### 2. Deliverables and Performance of Services

(a) Measure Education shall determine the manner, location, and specific hours for performance of the Services, subject to the limits specified in this Agreement. Measure Education shall coordinate with Client's designee regarding the performance of the Services.

(b) Client shall own all written material that is prepared for and delivered to it under this Agreement ("Deliverables"), except as follows: Measure Education shall own its working papers, preexisting materials and software, as well as any general skills, know-how, trade secrets, processes, or other intellectual property (including a non-Client specific version of any Deliverables, proprietary software, etc.) which may be discovered or created by Measure Education as a result of providing Services ("Measure Education Materials"). Client has a nonexclusive, non-transferable license to use any Measure Education Materials included in the Deliverables for Client's own internal use of those Deliverables.

(c) Measure Education is providing the Services and Deliverables solely for Client's internal use and benefit. The Services and Deliverables are not for a third party's use, benefit or reliance and Measure Education disclaims any contractual or other responsibility or duty of care to others based upon the Services or Deliverables.





**3. Client Responsibilities.** Client acknowledges that by providing the Services, Measure Education performs an advisory and task-related function, and therefore provides the Services at the direction of Client. Client is responsible for all management functions and decisions relating to the Services.

In order to provide the Services, Measure Education relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with Measure Education. Client shall provide reasonable support services, including providing adequate and timely documentation and information required in order to allow Measure Education to provide the Services. Measure Education shall not be responsible for any missed deadlines if Client and/or Client's employees, agents, or contractors fails to timely provide necessary information and materials to Measure Education.

Client shall immediately inform Measure Education of any material change in Client's operations that might impact Measure Education's ability to provide the Services under this Agreement. Client also is solely responsible for the results achieved from using the Services or Deliverables. Client shall designate a competent member of Client's management to oversee the Services.

**4. Fees, Expenses and Payment.** Client shall pay the amounts described in the Statement(s) of Work for the Services. Measure Education shall invoice Client on a regular basis, and Client shall pay each invoice within thirty (30) days after the invoice date or incur a late fee of 1.5% of the outstanding balance for each 30-day period overdue. Notwithstanding any other provision herein, Measure Education may promptly terminate the Agreement if Client has an unpaid invoice that is outstanding for more than thirty (30) days.

**5. Confidentiality and Protection of Data.** "Confidential Information" means non-public information marked "confidential" or "proprietary" or that otherwise should be understood by a reasonable person to be confidential in nature, provided by a Party or on its behalf. Confidential information may include but is not limited to trade secrets, policies, procedures student records, intellectual property, business or strategic plans, contractual agreements or negotiations, fundraising strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; or (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party. Each Party shall protect the confidentiality of Confidential Information that it receives and, neither Party shall use or disclose any Confidential Information for any purpose other than to perform this Agreement or as required by applicable law, statute, rule, regulation or professional standard, without the other Party's prior consent. If disclosure is required by law, statute, rule or regulation (including any subpoena or other similar form of process), or by professional standards, the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the other Party with prior prompt written notice thereof and, if practicable under the circumstances, allow the other Party to seek a restraining order or other appropriate relief. The confidentiality provisions of this Agreement shall remain in full force and effect after the termination of this Agreement.

Notwithstanding and in addition to the paragraph above, the Parties agree to the following terms related to the protection of Client's education records.

The Client acknowledges that they have reviewed the Measure Education Privacy Policy located at <http://www.measureed.com/privacy/>, which applies to the Client's use of Measure Education's Services.



Client and Measure Education acknowledge and agree that pursuant to the Family Educational Rights and Privacy Act (“FERPA”) and applicable state law, the Parties have certain obligations with regard to maintaining the security, integrity and confidentiality of “personally identifiable information” in student “education records”, as those terms are defined by FERPA (referred to herein as “Student Records”). The Parties acknowledge that the Client at all times retains ownership of Student Records and that each party must perform its obligations under this agreement in compliance with FERPA. Measure Education shall use Student Records only for those purposes required or permitted by this agreement.

Client acknowledges and agrees Measure Education, its agents, employees, and contractors, can access Student Records without parental consent as a “school official” under FERPA because Measure Education is performing an institutional services or function for which the Client would otherwise use its employees to perform, is under the direct control of the Client with respect to the use and maintenance of Student Records, and is subject to FERPA’s redisclosure requirements. Further, Measure Education has a legitimate educational interest in accessing Student Records to provide the Services set forth herein.

Client agrees to distribute its Annual Notification of FERPA Rights in compliance with FERPA (34 CFR § 99.7). Client shall ensure its Annual Notification of FERPA Rights defines “school official” so that it includes Measure Education, its employees, agents, and contractors who are responsible for providing the institutional services set forth herein.

Measure Education will maintain and enforce commercially reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality, availability, and integrity of Client’s student records and other sensitive information.

**6. Non-Solicitation.** Client understands that Measure Education has invested considerable resources in finding, training, and retaining employees and contractors, and the loss of any of them will require considerable effort and resources to replace. Client acknowledges that it has engaged Measure Education to provide educational Services under this Agreement. Client further agrees not to solicit or hire any Measure Education employee that Measure Education has introduced to the Client and/or any of the Client’s affiliates (“Employee”) until the expiration of a one year period following the last date such Employee has worked for Measure Education, except as otherwise permitted in writing by Measure Education. Should Client hire an Employee in violation of this paragraph, or otherwise circumvent this Agreement, (i) Company acknowledges and agrees that it would be difficult to ascertain the loss that would be suffered by Measure Education, and (ii) for that reason, Client agrees to pay Measure Education a placement fee equal to 35% of the annual wage of the Employee, which amount is intended to constitute liquidated damages and not a penalty. Client agrees the provisions of this paragraph are reasonable terms to compensate Measure Education for its recruitment, training and placement of its Employees.

**7. Term and Termination.** This Agreement is effective as of the Effective Date stated above. The term of this Agreement shall be from the Effective Date until **June 30, 2023** (the “Initial Term”). This Agreement shall automatically renew for consecutive additional one (1) year terms unless either Party provides written notice of non-renewal to the other at least thirty (30) days prior to the expiration of the then-current term (each, a “Renewal Term”). The Initial Term and any Renewal Term(s) are referred to as the Term.

Either Party may terminate this Agreement or any Statement of Work without penalty with thirty (30) days’ written notice to the other Party. Upon any termination under this section, Client shall pay Measure Education for all services rendered by Measure Education prior to the effective date of termination.

Any provisions of this Agreement that should be reasonably intended to survive its termination or expiration shall do so.



**8. Limitations of Liability.** Measure Education's aggregate liability for all claims, losses, liability or damages in connection with this Agreement or its subject matter, whether as a result of breach of contract, tort (including negligence) or otherwise, regardless of the theory of liability asserted, is limited to no more than the total amount of fees paid to Measure Education by the Client for the particular Service giving rise to the liability under the relevant Statement of Work under this Agreement. In addition, Measure Education shall not be liable in any event for lost profits, consequential, indirect, punitive, exemplary or special damages. Also, Measure Education shall have no liability to Client arising from or relating to any third-party hardware, software, information or materials selected or supplied by Client.

**9. Disclaimer of Warranties.** ANY SERVICES AND SPREADSHEETS, ELECTRONIC MATERIALS, SOFTWARE TOOLS, DELIVERABLES, OR OTHER MATERIALS THAT MEASURE EDUCATION PROVIDES TO CLIENT ARE PROVIDED ON AN "AS IS" and "AS AVAILABLE" BASIS WITHOUT WARRANTY OF ANY KIND EITHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, ACCURACY, AND NON- INFRINGEMENT. Measure Education shall not be responsible for results obtained by anyone other than Measure Education from the access, distribution, or use of such Deliverables and materials.

**10. Waiver.** The failure of either Party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that Party's right to subsequently enforce and compel strict compliance with every provision of this agreement.

**11. Relationship of Parties.** The Parties understand that Measure Education is an independent contractor with respect to Client. Client shall not provide fringe benefits, including health insurance benefits, paid vacation, workers' compensation coverage, or any other employee benefit, for Measure Education's benefit. The Parties acknowledge that they will not hold themselves out as an agent, partner or co-venturer of the other and that this Agreement is not intended and does not create an agency, partnership, joint venture or any other type of relationship except the contract relationships established herein.

**12. Governing Law.** This Agreement and any dispute relating to the Services shall be governed by and construed, interpreted and enforced in accordance with the laws of the State of California (United States of America), without giving effect to any provisions that would require the laws of another jurisdiction to apply. Measure Education and Client agree that any and all disputes or controversies of any nature relating to or arising at any time under this Agreement or otherwise in connection with the rights and obligations under this Agreement shall be resolved by binding arbitration, which shall constitute the sole forum for any disputes between the parties to this Agreement. This means by signing this Agreement, each party is waiving the right to take court action and is waiving the right to a jury. Each party also agrees to, and hereby does, waive any right to compel the other party to participate as a defendant, cross-defendant or in any other capacity in any court action, including any action for indemnity. Each party agrees to equally split the costs of the arbitration. Arbitration shall be governed by the JAMS Comprehensive Arbitration Rules and Procedures conducted in San Francisco, California (United States of America). The parties to this Agreement further agree that any arbitration demand must be filed with JAMS within 12 months from the time of any breach of this Agreement, and that any claim commenced or filed after that time shall be time-barred as a matter of law. With the mutual written consent of the parties, the parties may waive the arbitration requirement herein and pursue other methods of dispute resolution (e.g., mediation).

**13. Indemnification.** Each Party (an "Indemnifying Party") shall defend, indemnify, and hold harmless the other Party (an "Indemnified Party"), and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, lawsuits, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of the Indemnifying Party's duties under this Agreement and/or negligence or willful misconduct of the Indemnifying Party, including that of its employees, officers, directors, and agents. In no event shall an Indemnifying Party be required to defend, indemnify or hold harmless an Indemnified Party for the Indemnified Party's sole negligence or willful misconduct. This term shall survive the termination of the Agreement.



**14. Force Majeure.** Except for the obligation to make payments, neither Party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including acts of war, acts of God, acts of terrorism, fire, earthquake, flood, embargo, riot, sabotage, labor shortage or dispute, governmental act or failure of the Internet (not resulting from the actions or inactions of Measure Education), provided that the delayed Party: (i) gives the other party prompt notice of such cause, and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance.

**15. Notice.** All notices, requests, offers or demands or other communications (each, a “Notice”) given to or by the Parties under this Agreement and each Statement of Work shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the Party to whom Notice is to be given, by electronic mail at the address below, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party to whom Notice is to be given, at such Party’s address set forth below, or such other address for such Party as shall be specified in a Notice given in accordance with this Section:

For Measure Education:

Measure Education  
Attn: Curtis Loo  
1673 9<sup>th</sup> Ave  
San Francisco, CA 94122  
Email: [cloo@measureed.com](mailto:cloo@measureed.com)

For Client:

Amethod Public Schools  
Attn: Evelia Villa  
1450 Marina Way South  
Suite #300  
Richmond, CA 94804  
Email: [evilla@amethodschools.org](mailto:evilla@amethodschools.org)

**16. Additional Terms.** No Party to this Agreement may assign or transfer this Agreement, or any rights, obligations, claims or proceeds from claims arising under it, without prior written consent of the other Party, and any attempted assignment without such consent shall be void and invalid. Measure Education may use Client's name and logo in experience citations and recruiting materials. If any provision of this Agreement is found to be unenforceable, the remainder of this Agreement shall be enforced to the extent permitted by law. This Agreement, including the executed Statement of Works attached and incorporated hereto, constitutes the entire agreement between the parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties. Paragraph headings are for reference only and will not be considered as parts of this Agreement. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed copy or electronic (e.g., .pdf) copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.



IN WITNESS WHEREOF, each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representative as of the date first above written.

**Measure Education Inc.**

**Amethod Public Schools**

By:

By:

Name: Curtis Loo

Name:

Title: President

Title:

Date:

Date:



## EXHIBIT A

### STATEMENT OF WORK: 2022-07-01

This Statement of Work is governed by and subject to the provisions of the Consulting Services Agreement dated **July 1, 2022** (the "Agreement"), the terms of which are incorporated herein, between **Amethod Public Schools** ("Client") and **Measure Education Inc.** ("Measure Education"). The parties previously executed Statement of Work(s), the latest Statement of Work is dated **July 1, 2021** ("Previous Statement of Work"). This Statement of Work, dated **July 1, 2022**, shall amend, replace and supersede the Previous Statement of Work in its entirety. The term "Client" in the Agreement shall include the entity signing this Statement of Work. Any terms used in this Statement of Work and not otherwise defined shall have the same meaning as in the Agreement. If there is a conflict between the Agreement and the Statement of Work, this Statement of Work shall prevail.

## 1.0 SCOPE OF SERVICES

Measure Education offers a wide range of support services for schools. The following services ("Services") shall be provided by Measure Education to Client pursuant to the terms of the Agreement and this Statement of Work:

### Definition of Schools in Scope

- Measure Education will be providing services for the following school(s):
  - Oakland Charter Academy (CDS Code 01612596111660)
  - Downtown Charter Academy (CDS Code 01612590129635)
  - Oakland Charter High School (CDS Code 01612590114868)
  - Richmond Charter Academy (CDS Code 07617960126805)
  - Richmond Charter Elementary-Benito Juarez (CDS Code 07617960129643)
  - John Henry High School (CDS Code 07773540132233)

### Consultant Support

- Main Point of Contact
  - Measure Education will assign a main point of contact who will serve as Client's primary contact with Measure Education. If that point of contact is unavailable or cannot answer your question in a timely manner, Measure Education leadership's will ensure that Client's questions are answered.
  - Measure Education limits access to Client data to individuals that require access to perform job functions and Services for Client. This may include the Client's primary contact and other Measure Education employees tasked to support Client. In cases where Measure Education requires additional access accounts to Client Information Systems, Measure Education will notify the Client.
- Helpdesk
  - Phone and Email support is officially available from 10 AM to 4 PM (Pacific Time Zone), Monday through Friday, except when Measure Education is closed due to federal or state holidays. Client-site contacts who can utilize this service can include Client leadership responsible for data management related areas within scope of this Statement of Work.

### PowerSchool Student Information System Support

- Solution Document
  - Measure Education will document and maintain the overall Technical Solution of the Student Information System ("SIS") in a single, comprehensive document ("Solution Document").
    - Measure Education needs Client's relevant policies in order to create the Solution Document for the current/upcoming year. Client will provide all relevant policies to Measure Education **at least five weeks before the final day of the previous school year**. Relevant policies may include but are not limited to:
      - Grading
        - Grading Terms



- Credit Assignment
  - End of Term Process
  - GPA
  - Honor Roll
  - Gradebook
  - Grade Scales
  - Standards
  - Reports
- Scheduling
  - Scheduling Timeline
  - Scheduling Terms
  - Periods
  - Bell Schedules
  - Days
  - Courses
  - Sections
  - Calendar Days
  - Calendar Patterns
- Attendance
  - Preferences
  - Full Time Equivalency (FTE)
  - Attendance Conversion
  - Attendance Codes
  - Truancy
  - Reports
  - Dashboards
- Compliance
  - State/Local Reporting
  - Federal Reporting
- Other Setup
  - Graduation Planner
  - Graduation Sets
  - Parent/Student Portal
  - Security: Groups
  - Security: Users by Group
  - Substitute Setup
  - Third-Party Integrations
  - Discipline
  - Special Education
  - English Language Acquisition
  - Independent Study
  - Student Enrollment
  - Scheduled Test Score Imports
- Client agrees that Measure Education's ability to successfully create the Solution Document depends on these relevant policies. If Client wants to change these policies after they have been provided to Measure Education, Client shall provide as much written notice as possible to Measure Education. Measure Education's ability to perform the Services is impaired if Client changes these policies after submission. Measure Education shall not be responsible for missing deadlines related to the Solution Document or other related Services if Client changes these or similar policies after they have been submitted to Measure Education.
- End of Year Processes
  - Master Calendar Setup



- Page 9 of 15





- For grades that require a process of grade storage, Measure Education will perform the end of term grade storage process in the SIS for specified grade storage terms.
      - Client will identify the grade storage dates and parameters **at least five weeks before the final day of the previous school year.**
      - Client will confirm that the data in the SIS is ready to undergo the process of grade storage **at least 24 hours before storage.**
  - Report Cards
    - Measure Education will review Report Cards for Client and make up to three hours of programming changes to the SIS in the Object Reporting system before the end of the first reporting term.
      - Client will request specific changes for the current/upcoming school year's report card **at least one week before the final day of the previous school year.**
- Non-Supported Customizations, Third-Party Integrations and Processes
  - Client agrees that support of products or services outside of the scope of the included functionality of PowerSchool SIS is limited to integration when an integration is provided by the vendor.
  - Client agrees that support with admissions and registration processes is limited to staff training, technical configuration, and advisory.
  - Client agrees that support for the PowerScheduler functionality of the PowerSchool SIS is out of the scope of this Statement of Work.

#### **Compliance Support**

- Compliance Support - California
  - California Longitudinal Pupil Achievement Data System ("CALPADS")
    - Student Enrollment Maintenance
      - Measure Education will provide regular uploads of student information associated with school enrollment to the CALPADS system and will send a report of anomalies or errors to Client for resolution.
        - Client will communicate all resolution actions to Measure Education associated with enrollment anomalies or errors **within one week of receiving the report from Measure Education.**
        - Client will provide Measure Education with a school administrator account to CALPADS **upon the signing of this Statement of Work.**
    - State Testing Support
      - During specified testing dates, Measure Education will upload complete and accurate data provided by Client in the SIS to State-Provided databases within 24 hours of request.
      - Client will provide test names, dates and required fields to Measure Education **at least five weeks before the start of the testing period.**
    - Direct Certification Extraction
      - Measure Education will provide a report to Client that contains the direct certification results from the CALPADS system. The schedule of this report will be based on the availability of this report from the State.
    - Data Submissions
      - Fall 1
        - Measure Education will upload CALPADS Fall 1 related files from Client's SIS to the CALPADS system.
          - Client will confirm that student data in the SIS is complete and accurate **on the CALPADS census day.**
          - This submission is considered in scope for the current school year if there are at least 45 days between the finalization of reportable data (as determined by



- Measure Education) and the deadline published by the California Department of Education.
    - This submission is considered in scope for the current school year if there are at least 45 days between the finalization of reportable data (as determined by Measure Education) and the end of the Statement of Work term.
  - Fall 2
    - Measure Education will upload CALPADS Fall 2 related files from Client's SIS to the CALPADS system.
      - Client will confirm that staff and course data in the SIS is complete and accurate **on the CALPADS census day.**
      - This submission is considered in scope for the current school year if there are at least 45 days between the finalization of reportable data (as determined by Measure Education) and the deadline published by the California Department of Education.
      - This submission is considered in scope for the current school year if there are at least 45 days between the finalization of reportable data (as determined by Measure Education) and the end of the Statement of Work term.
  - End of Year
    - Measure Education will upload CALPADS End of Year related files from Client's SIS to the CALPADS system.
      - Client will confirm that student data in the SIS is complete and accurate **within one week of the final day of the current school year.**
      - This submission is considered in scope for the current school year if there are at least 45 days between the finalization of reportable data (as determined by Measure Education) and the deadline published by the California Department of Education.
      - This submission is considered in scope for the current school year if there are at least 45 days between the finalization of reportable data (as determined by Measure Education) and the end of the Statement of Work term.
  - Review and Certification
    - Measure Education will review the uploaded files with school leadership for Client's certification.
      - Client will meet with Measure Education to review and certify the school data **within one week of a request.**
      - Measure Education is not responsible for the accuracy of data within the Student Information System or timely certification by Client.
  - Special Education Data
    - Measure Education is not responsible for the management of or timely submission of CALPADS data from the Special Education Data System ("SEDS").
    - Client will communicate all resolution actions for Special Education Data to Measure Education associated with data anomalies or errors **within one week of receiving an error report from Measure Education.**



- Client will provide Measure Education with the name of the responsible contact for the SEDS **upon the signing of this Statement of Work.**
- Client will provide Measure Education with the name of the responsible contact for the management of Special Education data **upon the signing of this Statement of Work.**
- Data Audit
  - During the submission window, Measure Education will download and restructure aggregate and detailed reports from CALPADS for ease of review and communication to Client leadership related to CALPADS submissions.
    - Client will agree to upload and post a complete set of required data files to CALPADS **at least 30 days before the end of the submission window.**
  - Measure Education will facilitate regular CALPADS data review meetings with relevant Client staff to help ensure the accuracy of data reported before certification.
    - Client will meet with Measure Education to review or certify school data **within one week of a request.**
- CA School Dashboard Data Support
  - Measure Education will provide phone and email support for CALPADS data sets if used for the CA School Dashboard.

#### **System Access**

- Upon the execution of this Statement of Work, it is Client's responsibility to provide Measure Education administrative access to any data systems that Measure Education needs in order to complete the Services. This will also include access to any direct contact support services that may be offered by these data systems.

#### **Unauthorized Changes to SIS**

- Measure Education provides training to new employees as well as continuous support to administrators throughout the school year to build their understanding of the SIS. The successful and continuous operation of the SIS is based on the setup before the start of the school year. Client agrees to consult with Measure Education before making any changes to the SIS, as unauthorized changes may hinder the successful operation of the SIS. In the event that issues arise from Client's unauthorized changes made to the SIS without consultation with Measure Education, the Parties agree Measure Education shall not be responsible for issues stemming from these unauthorized changes. Further, Client agrees Measure Education may not be able to resolve issues caused by unauthorized modifications without an additional statement of work.



## 2.0 TIMING AND DURATION

### 2.1 Timing

Timing for future projects shall vary and shall be agreed upon by the Parties based upon particular objectives and deliverables.

### 2.2 Duration

The Statement of Work is effective upon execution and shall then be coterminous with the Agreement. The term of this Statement of Work shall renew and/or terminate consistent with Section 7 of the Agreement.

## 3.0 FEES AND PAYMENT

### 3.1 Professional Fees

For Services listed in this Statement of Work, a fee will be charged on a monthly basis for work performed. This monthly fee shall be invoiced on the 1<sup>st</sup> of each calendar month for the amount of **\$9,022.88** (U.S. Dollars) with the first invoice sent on **August 1, 2022**.

On-site services are not part of the Services set forth above and, if requested by Client, will be billed at a daily rate of **\$2,000.00** (U.S. Dollars), which includes reasonable travel, lodging, food, and other expenses.

For additional services outside the scope of the Services set forth above or otherwise agreed to by the Parties, the hourly rate for services provided by Measure Education during our weekday business hours (10:00A.M. to 4:00 P.M. Pacific Time Zone) will be **\$150.00** (U.S. Dollars) and invoiced on a monthly schedule. For services requested that require work during out-of-business hours and the weekend, the hourly rate will be **\$300.00** (U.S. Dollars).

All amounts set forth for payment are exclusive of applicable sales and similar taxes and it shall be Client's responsibility to add to the amounts payable, and to pay all such taxes, if applicable.

Notwithstanding any other provision in any Statement of Work or the Agreement, Measure Education may revise the monthly fee and other fees set forth in this section on an annual basis for the subsequent term with written notice. Measure Education will not change the fees mid-term, except with the mutual written consent of the Parties. Measure Education will provide written notice to the Client of fee changes at least thirty (30) days before the effective date of the fee change. The Parties agree that they do not need to execute a new Statement of Work or other written instrument in order for Measure Education to effectuate a change in fees pursuant to this section for subsequent terms.

### 3.2 Payment Terms

Consistent with the terms of the Agreement, payment shall be made within thirty (30) days of receipt of invoice, by check to the order of Measure Education Inc., and sent to:

Measure Education Inc.  
Attn: Accounts Receivable  
1673 9<sup>th</sup> Ave  
San Francisco, CA 94122



Measure Education may also allow Client to make Automated Clearing House (ACH) payments or other means of electronic payment. Client will be responsible for paying any fees associated with electronic payment processing.

This Statement of Work may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed copy or electronic (e.g., .pdf) copy of the fully executed original version of this Statement of Work shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, each of the Parties has caused this Statement of Work to be executed on its behalf by its duly authorized representative as of the date first above written.

**Measure Education Inc.**

**Amethod Public Schools**

By:

By:

Name: Curtis Loo

Name:

Title: President

Title:

Date:

Date:



Form (Rev. October 2018) Department of the Treasury Internal Revenue Service	<h2 style="margin: 0;">Request for Taxpayer Identification Number and Certification</h2> <p style="margin: 5px 0;">▶ Go to <a href="http://www.irs.gov/FormW9">www.irs.gov/FormW9</a> for instructions and the latest information.</p>	<b>Give Form to the requester. Do not send to the IRS.</b>																																																		
<b>W-9</b>																																																				
<b>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</b> <b>MEASURE EDUCATION INC.</b>																																																				
<b>2 Business name/disregarded entity name, if different from above</b> 																																																				
Print or type. See Specific Instructions on page 3.	<b>3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.</b> <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input checked="" type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶ _____																																																			
	<b>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</b>  Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>																																																			
	<b>5 Address (number, street, and apt. or suite no.) See instructions.</b> <b>1673 9TH AVE</b>	Requester's name and address (optional)																																																		
	<b>6 City, state, and ZIP code</b> <b>SAN FRANCISCO, CA 94122</b>																																																			
<b>7 List account number(s) here (optional)</b> 																																																				
<b>Part I Taxpayer Identification Number (TIN)</b> Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> , later.  <b>Note:</b> If the account is in more than one name, see the instructions for line 1. Also see <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.																																																				
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<b>Part II Certification</b> Under penalties of perjury, I certify that: 1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and 3. I am a U.S. citizen or other U.S. person (defined below); and 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct. <b>Certification instructions.</b> You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.																																																				
<b>Sign Here</b>	Signature of U.S. person ▶ _____ Date ▶ _____																																																			
<b>General Instructions</b> Section references are to the Internal Revenue Code unless otherwise noted. <b>Future developments.</b> For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to <a href="http://www.irs.gov/FormW9">www.irs.gov/FormW9</a> . <b>Purpose of Form</b> An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following. • Form 1099-INT (interest earned or paid) • Form 1099-DIV (dividends, including those from stocks or mutual funds) • Form 1099-MISC (various types of income, prizes, awards, or gross proceeds) • Form 1099-B (stock or mutual fund sales and certain other transactions by brokers) • Form 1099-S (proceeds from real estate transactions) • Form 1099-K (merchant card and third party network transactions) • Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition) • Form 1099-C (canceled debt) • Form 1099-A (acquisition or abandonment of secured property) Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN. <i>If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.</i>																																																				

Cat. No. 10231X

Form **W-9** (Rev. 10-2018)

## Coversheet

### Approval of AMPS Education Protection Account (EPA) Spending Resolution

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	C. Approval of AMPS Education Protection Account (EPA) Spending Resolution
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	AMPS EPA Resolution 2022_23_For_Board_Approval.xlsx (2).pdf

**Amethod Public Schools**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;



WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Amethod Public Schools shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Amethod Public Schools;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Amethod Public Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: May 19, 2021

\_\_\_\_\_  
Board Chair or Representative

**Amethod Public Schools Education Protection Account (EPA) Spending Determination\***
**Estimated Expenditures July 1, 2022 - June 30, 2023**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

*Funding is based on 2021\_22 P-1*

	Object Codes	Benito Juarez Elementary	Downtown Charter Academy	John Henry High School	Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy	Amethod Public Schools Total
<b>Amount Available for this Fiscal Year</b>								
Education Protection Account	8012	\$87,816	\$53,080	\$63,400	\$487,835	\$1,314,661	\$559,948	\$2,566,740
<b>Expenditures</b>								
Certificated Salaries	1000s							
Teacher Salaries	1100	\$87,816	\$53,080	\$63,400	\$487,835	\$1,314,661	\$559,948	\$2,566,740
Administrator Salaries	1300	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classified Salaries	2000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Employee Benefits	3000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Books and Supplies	4000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Services and Other Operating Expenses	5000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	6000s	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Expenditures</b>		<b>\$87,816</b>	<b>\$53,080</b>	<b>\$63,400</b>	<b>\$487,835</b>	<b>\$1,314,661</b>	<b>\$559,948</b>	<b>\$2,566,740</b>

# Coversheet

## CEO Report

<b>Section:</b>	V. Business II
<b>Item:</b>	A. CEO Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Official Letter____Oakland Charter High School (1).pdf CEO REPORT June.pptx CEO GOals 2022 REVISED.pdf



June 14, 2022

Malcolm McArthur, Principal  
Oakland Charter High School  
2433 Coolidge Ave  
Oakland, California 94601

Dear Malcolm McArthur:

Based on the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) mid-cycle review, it has been determined that Oakland Charter High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the mid-cycle accreditation visit.

Oakland Charter High School's accreditation is now reaffirmed through the end of the current accreditation cycle ending on June 30, 2025.

Accreditation status is conditioned upon Oakland Charter High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Oakland Charter High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Barry R. Groves, Ed.D.  
President

cc:

Enclosure(s): [Visiting Committee Report](#)



# CEO Report

*AMPS Board Meeting  
June 15, 2022*



# Attendance Enrollment

## Attendance Rates:

	May	June
OCHS	95.40	92.63
JHHS	94.32	90.38
RCA	94.35	90.72
DCA	98.18	96.13
OCA	90.12	81.91
BJE	93.12	87.09

## Enrollment:

	May	June
OCHS	438	438
JHHS	326	326
RCA	272	271
DCA	269	269
OCA	243	243
BJE	484	484



# *Updates*

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## **Community Events:**

- Townhalls
- New Incoming orientations

## **Reports:**

- WASC- OCHS
- End of Year Calpads

## **Assessments**

- ELPAC/CAASPP
- Threshold data
- Advanced Placement Scores (Fall meeting)
- CAASPP Testing (Fall Meeting)





# *Updates*

## Hiring:

### Ongoing recruitment of staff:

- . Home Office roles
- . Site level roles
- . Senior Director Roles
- . Operations and Compliance

## End of Year

### Ongoing recruitment of staff:

- Planning of Summit (Aug)
- Relay Institute (June/July)
- Summer school
- Prof. Development (Aug)
- Pahara Fellowship (Aug)







Goal #1 - Improve & Maintain a strong Attendance Rate (Overall)	
I. Overall School Attendance Rates	<p>Desired Outcome: 98% '21-'22 Actual: around 94%</p> <ul style="list-style-type: none"> <li>• Impact due to COVID</li> <li>• After effects from closures to distance learning</li> <li>• Public perception and response</li> </ul>
Goal #2- Improve Overall student NWEA “Growth Over Time” assessment scores	
II. a) NWEA Growth Over time_Literacy Percentage	NWEA Growth: “NWEA Growth Over Time” Assessment: <i>Initial NWEA Assessment to final NWEA Assessment</i> 5% meeting or exceeding grade-level national norm in Literacy as measured by the NWEA
b) NWEA Growth Over time_Math Percentage	NWEA Growth Overtime 1 Grade growth on the “NWEA Growth Over Time” Assessment: <i>Initial NWEA Assessment to final NWEA Assessment</i> 5 % meeting or exceeding grade-level national norm in Math as measured by the NWEA
Goal #3- Improve Overall student CASSPP Scores	
III. a) CASSPP Math Rates (Pending scores from the State)	The % meeting or exceeding grade-level national norm in Math as measured by the CASSPP
b) CASSPP c) ELA Rates (Pending scores from the State)	The % meeting or exceeding grade-level national norm in ELA as measured by the CASSPP

Goal #4- Overall College Ready Student Rates:	
<ul style="list-style-type: none"><li>• A-G Course Offerings;</li><li>• A-G course enrollment</li><li>• A-G Course Passing Rates</li></ul>	Goal: Overall 95% of AMPS high students to reach a A-G Passing Rates: 90%

## Coversheet

### Approval of Expanded Learning Opportunity Program Plan (ELO-P)

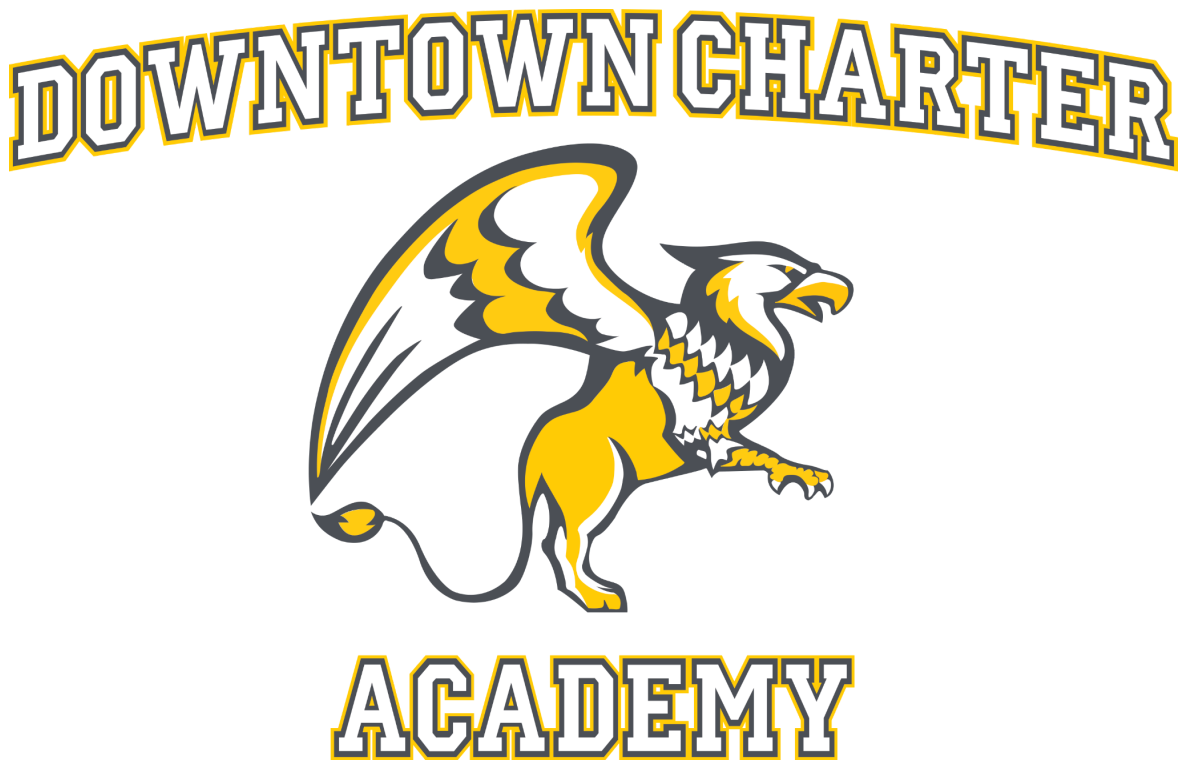
<b>Section:</b>	V. Business II
<b>Item:</b>	B. Approval of Expanded Learning Opportunity Program Plan (ELO-P)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Downtown Charter Academy ELO-P Plan.pdf Oakland Charter Academy ELO-P Plan.pdf Board Briefing Sheet for ELO-P Grant.docx.pdf Richmond Charter Elementary ELO-P Plan.pdf Richmond Charter Academy ELO-P Plan.pdf

**Expanded Learning  
Opportunities Program  
Plan Guide**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

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**This Program Plan Template Guide is required by California *Education Code (EC)*  
Section 46120(b)(2)**

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California Department of Education

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## Expanded Learning Opportunities Program Plan Guide

### Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Downtown Charter Academy

Contact Name: Claudia Lee

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Contact Phone: 510-499-0453

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Downtown Charter Academy

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning



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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

### **Instructions**

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>.

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### **1—Safe and Supportive Environment**

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there. DCA students will be expected to follow the same rules as those which are enforced during the school day. Throughout the school year, students and staff will engage and participate in a number of Earthquake, Lockdown, and Fire drills in preparation for a real-life event. Our Safety Coordinator will evaluate our school-wide results and provide constructive feedback for improvements. ASES staff will share safety procedures for emergency situations with all of our external leaders and organizations.

DCA has incorporated a Social Emotional Learning (SEL) module as a school-wide curriculum. Through this course, each student learns and practices social-emotional and academic skills to prepare students for high school decision making and adulthood. Students receive the necessary tools required to improve upon self-awareness, relationship skills, social awareness, self-management along with responsible decision making. Participating students in the After nSchool and Summer Programs are encouraged to continue practicing these skills to further improve upon their social-emotional and academic skills. Consequently, in the After School and Summer Programs, students are offered Mindfulness as an avenue to further develop self-awareness. Through this program, students are awarded with a caring and nurturing environment in which they express themselves. Students are guided through a variety of mindfulness practices, such as relaxation, yoga, meditation, along with counseling sessions, to help students build their character and understand the implications their behaviors have on their peers. Practicing mindfulness allows students not only to improve in their ability to concentrate but also reduce symptoms of anxiety, stress, and depression, which are frequently seen in students.

### **2—Active and Engaged Learning**

DCA is committed to providing an after-school and summer programs that addresses two important components: Academics and Literacy and Educational Enrichment. The programs will be tightly aligned with our normal day programs and serve as an extension of the services we provide to our students based on individual needs. The DCA faculty and ASES staff will work together to decide who should be admitted into the program, with priority given to students who require additional academic, social or emotional support, as determined by student attendance, class grades, surveys, and test scores. The DCA ASES and Summer Programs aim to expand learning beyond the regular school day. In addition to supporting daily classroom instruction, the ASES Program provides students with enrichment activities to broaden their interests. Though structured, the program will present students with a multitude of

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choices, meant to encourage creativity, cooperation, physical activity and critical thinking, while also focusing on educational projects to make the learning process more engaging.

DCA's Expanded Learning Opportunities Program provides students with a variety of activities designed to provide positive youth development along with hands-on, project-based learning that will result in culminating products or events. Students participating in these programs are able to navigate through group environments and collaborate with their peers to meet a common goal. ASES staff and school program leaders will collaborate to design and implement school events within the community. They will participate in and support each other's events to create a sense of school spirit and community building.

DCA's ASES program currently offers a total of 18 program activities to all students participating in the program.

### **Program Activities:**

- a. Sports Clubs (ie. Basketball, Volleyball, Soccer): Programs like Basketball, Soccer, and Volleyball help students learn about teamwork and further develop both their coordination skills and fitness abilities through regular practice and gameplay. Through engagement in sports, students develop leadership skills, stronger communication skills, along with a sense of responsibility and discipline.
- b. Languages (ie. Mandarin, Spanish, Japanese): Our language courses provide a rich, academic, linguistic and cultural learning experience for all students participating in the program. These courses are designed to help students build their capacity for speaking, understanding and writing the language.
- c. Music Clubs (Violin, Keyboard, Music Production): Students participating in music use a variety of musical instruments and recording tools to produce original songs individually or with a group. Through these programs students are encouraged to incorporate piano, guitar, keyboard, bass, percussion, lyrics, melody and harmony to create their own music.
- d. Gardening: Programs such as gardening have increased in popularity over the past few years. Through this program, participating students help care for, plant and water a host of different fruits, vegetables, and other plants. Students develop a sense of teamwork and community, as well as responsibility. This program also encourages students to practice healthy eating habits along with self-confidence and awareness from achieving their goals and enjoying food from their own garden.
- e. Publishing: Students participating in Publishing are given the opportunities to practice taking pictures, writing articles and creatively documenting key moments taking place within our school. Students are encouraged to compose articles about school events, entertainment, political news, arts, environmental issues, technology, along with additional subjects of interest.
- f. Choir: Through this program, students learn to sing in harmony, perform a variety of styles of songs, read music and engage in creative classes.

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Participating students are encouraged to perform in DCA school events, along with other schools at venues like Oakland Zoo Lights, Ghirardelli Chocolates, Pier 39 and more.

- g. Dance: Through this program, participating students learn various styles of dance, such as hip-hop, jazz, and contemporary, in a respectful and supportive environment. Students are also given performance opportunities throughout the school year to showcase their hard work and skills in dance. Additionally, students earn a sense of responsibility and accountability, along with building their self-esteem and confidence.
- h. Technology: Programs like Computer Science and Coding provide students with hands-on experience and the necessary tools to learn about everything from developing their own video games to designing their own websites. These programs help facilitate student creativity, as their mentors continuously encourage students to think beyond their comfort levels, along with develop computation and problem-solving skills.
- i. Theater: Participating actors are able to experience the power of play through improvisation, acting, movement, voice, and physical comedy. Throughout the course of the academic school year, students are given the opportunity to demonstrate their new skills in performances to our school. Students participating in theater build on their self-confidence as they perform for an audience, along with learn to cooperate with their peers. Theater requires students to combine individual creative ideas and abilities from all participants in order to complete their piece.
- j. Visual Arts: Over the past years, student interest for art has significantly increased. Through this program, students are given an avenue for self-expression. This program also promotes creativity, as participating students are encouraged to express themselves and their interpretations of the world around them in a creative way. Students learn a variety of skills, including but not limited to, drawing and/or sketching, mixing colors, along with paint application techniques.

### **3—Skill Building**

DCA is committed to provide an after-school program and a summer program that addresses two important components: Academics and Literacy and Educational Enrichment. The program will continue to be aligned with our normal day programs and continue to serve as an extension of the services we provide to our students based on individual needs.

The DCA ELO-P program will include an Academic and Literary component to further support students across the following subjects: English language arts, mathematics, history, and science. This component will complement and support the school's core curriculum as well as meet state standards. In addition, the program will provide tutoring services and homework support to students who require additional academic support in these subject areas. Certified teachers and paraprofessionals will play an important role in the ELO-P program by working

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directly with students and providing staff with constructive feedback to better support student individual academic needs. The program will offer tutoring services for students who benefit from additional academic support in English Language Arts and Math. Students assigned to tutoring will receive 60 small-group direct instruction in the subject areas exhibiting difficulties in coursework.

The Academic and Literacy component of the program will consist

of: - Daily homework help

- Daily homework logs

- Subject/grade-specific tutoring

- Enrichment activities linked to academic standards

Strategies implemented for aligning the ASES and Summer School programs with regular classroom instruction include:

- Sharing homework logs with teachers and staff

- Collaboration between the ASES coordinator, classroom teachers, and admin personnel to monitor academic progress and student behavior.

- Shared professional development opportunities

The DCA ELO-P program will include an Educational Enrichment component to provide students with the opportunity to pursue learning and developing skills based on individual interest. Enrichment activities will be selected given the interest of students and designed to increase student participation, student motivation, development of skill set, and familiarity with modern technology. DCA's activities will also aim to broaden students' horizons and promote interest in higher education.

DCA's program activities are based on the school and community needs for the ASES and Summer School program.

a. Sports and Recreational Skills: Programs such as basketball, soccer, and volleyball have increased in popularity among our students. Involvement in such programs have allowed students to maintain and improve their physical abilities and skills, along with providing new experiences for enjoyment.

b. Music: Over the past 4 years, we have provided students with a variety of music instructors to educate students in playing violin, guitar, keyboards, and music production. Our music program has allowed students to develop and improve on language skills, along with inspiring student creativity and self-expression.

c. Languages: Programs such Spanish, Mandarin, and Japanese help to further develop students' English vocabulary skills. In addition, participation in such programs have allowed students to learn about the differences between cultures and enhance their communication skills.

d. Arts: For the past 3 years, DCA has partnered with arts programs, which have enabled students to explore individual passions in areas of Dance, Film, Theater, and Visual Arts. Involvement in such programs has encouraged students to boost their self-esteem, cultivate positive work environments by implementing values of respect and teamwork, increase

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- their focus and productivity, along with developing leadership skills.
- e. Technology: Investments in technology will allow for various coding and project-based programs, ie, Computer Science, allowing students to apply their classroom learning to real-life projects.



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### 4—Youth Voice and Leadership

DCA has partnered with YouthTruth, a national nonprofit organization that gathers student, family, and staff evaluations to help educators accelerate improvements in their schools and classrooms. The LEA administers a local climate survey twice a year that provides a measure of perceptions of school culture and safety to all parents, students and school staff. 183 parents responded to the survey last year: of which 36.6% were 6<sup>th</sup> grade parents, 47% were 7<sup>th</sup> grade parents, and 16.4% were parents of 8<sup>th</sup> graders. Most comments were positive regarding school culture and safety. Among the answers, parents responded that they choose the school because: We offer a good after school program, high academic scores, have a good reputation, their siblings attended the school, a structured program, smaller class sizes, support students to acquire self-discipline, positive learning environment and learning attitude, variety in clubs, high test scores, family and friends recommendations, students feel safe, wear uniforms, strong rules and responsibilities, good environment, better option, quality of education, students show discipline, good curriculum, excellent teachers, anti-bullying policy, etc. DCA along with the ASES and Summer School Programs will continue to use the feedback and evaluations provided by students, families and staff to enhance learning for all students.

The program grants students the opportunity to take on leadership positions within the student body population. The ASES program has incorporated both a Queer-Straight-Alliance (QSA) a student-led program, through which students are given the opportunity to not only educate and create awareness on important social issues, but also create a welcoming and safe environment within our school community.

*Queer-Straight Alliance:* Through this program, DCA aims to make our school a more safe and inclusive environment for all LGBTQ+ students. Participating students work together to design SEL lessons to educate their peers about LGBTQ issues. Through these lessons, students learn about queer history and share original student-written pieces, such as poems, songs, etc. that help promote awareness on the social emotional repercussions LGBTQ+ students face on a daily basis.

DCA encourages students of all grades to participate in making choices when participating in program activities, such as QSA. DCA administrators and staff encourage all students to voice their concerns to better promote and establish a safe and inclusive environment within our school community. Students in higher grades actively exercise leadership skills for lower grades students by role modeling appropriate behaviors and addressing real world problems that students identify in their communities.

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### 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

DCA's ASES and Summer programs will continue to promote healthy choices and behaviors among our student body on a daily basis. Our goal is to ensure all students that attend and participate in the program are receiving nutritious meals and snacks by complying with the nutritional requirements of the federal Child & Adult Food Program (CACFP). DCA has partnered with Better 4 You Meals through our sponsor Learning Enrichment After-School Program (LEAP), whose goal is to serve fresh, well-balanced meals to children across California. Under the California Nutritional Guidelines a well balanced meal for lunch or supper is composed of the following items: milk, meat/meat alternative, vegetables, fruit and grains. Snack consists 2 of any item listed above. Examples of nutritious snacks or meals that have been served in our ASES program include, but are not limited to the following:

	Example 1	Example 2	Example 3	Example 4
Lunch/Supper	WG Chicken Patty Burger, Oven Baked Fries, Apple Sauce, 1% White Milk or Fat Free White Milk	Turkey & Cheese Sandwich on Pretzel Roll, Fuitable Juice, Fresh Fruit, 1% White Milk or Fat Free White Milk	Creamy Ranch Chicken Pasta Salad, Fresh Fruit, 1% White Milk, Fat Free White Milk, Fat Free Chocolate Milk	Yogurt Parfait, Mixed Berries, Chocolate Granola, Fuitable Juice, 1% White Milk, Fat Free White Milk, Fat Free Chocolate Milk
Snack	WG Mini Loaf, Fresh Fruit	WG Pretzels, Fuitable Juice	WG Honey Sunflower Seeds, Fresh Fruit	WG Cheese Puffs, Fresh Fruit

The DCA ASES and Summer Programs will support the District's Wellness Policy by ensuring that all foods and beverages available to students on the school campus during after school hours support healthy eating. The foods and beverages sold and served outside of the school meal programs will meet USDA Smart Snacks in School nutrition standards, at a minimum.

Physical education is an instructional priority at DCA. We believe that students who are exposed to high quality PE and or recreational activities develop fundamental and advanced motor skills, improve self-confidence, and have opportunities for



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increased levels of physical fitness that are associated with high academic achievement. We follow the Physical Education Model Content Standards for California Public Schools, and offer a 60 minute daily class to ALL students. During the ASES program, students are provided with the opportunity to participate in physical activities, such as a variety of sport clubs or outdoor playtime throughout the week.

A summary of the standards and information are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

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

### ***Celebrations and Rewards***

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

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

The program will incorporate healthy and nutritional practices by providing opportunities for students to participate in intramural sports- soccer, volleyball, basketball, rugby. Adherence to the "California After School Physical Activity Guidelines" is something that the school review and incorporates. After school physical activity conforms, supports, and reinforces physical education content of the regular school day because regular school day physical education staff serve as the coach for the sports teams afterschool. The after school schedule is also arranged such that students do not ever spend more than 60 minutes sitting.

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day, and after school. The District will make available to parents and teachers

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a list of healthy fundraising ideas [examples from the Alliance for a Healthier Generation and the USDA].

### **6—Diversity, Access, and Equity**

DCA aims to create an environment that promotes diversity within our student body by enabling students to gain a better understanding of both their own culture and the cultures of their peers. Through this, student relationships can be strengthened, closing the gap between students from diverse cultural backgrounds. To promote diversity, DCA provides several activities and opportunities to celebrate students' cultural and unique backgrounds.

*Winter/Summer Nights:* At the end of each semester, the ASES program invites families and friends of participating ASES students to a school event in which our students showcase the skills they developed throughout the semester. Students present pieces of art, demonstrating their creativity and artistic skills, theater students perform a short script of a play, while others perform songs using a variety of instruments, including the violin, guitar, keyboards, etc.

*Night Night's:* DCA holds these events with the intention of celebrating student's academic achievements, along with installing a sense of school community within our students. A variety of activities are held, including karaoke, games, and challenges in which students are expected to communicate and collaborate with their peers.

*Multicultural Festival/Oral History Day:* During these events, DCA staff, students and families are invited to celebrate and create awareness of students' cultural and unique backgrounds. Our Multicultural Festival provides opportunities for all members of our community to taste a diverse range of cultural foods, participate in traditional games and activities, along with witnessing various cultural programs, such as traditional dancing performances.

DCA provides ongoing training around Special Education and EL Workshops to all instructional staff. All certified staff receive PD on how to adjust delivery instruction to include ELL strategies within all core subjects. In addition, ELA and ELD teachers received additional training offered by the State of California through the Northern region training and ELPAC training. We partner with our regional SELPA to provide training to leaders around services for students with disabilities. Moreover, we bring in outside consultants to offer professional development training and workshops to all staff in support of social emotional learning, best practices for English language learners and trauma informed instructional practices. DCA will continue to provide ELPAC training, Special Education and EL Workshops and Sheltered Instruction Observation Protocol yearly to staff. All certificated staff new to DCA are provided professional development that targets Title I, Title III students. An English Learner and

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Literacy Coach provides general education teachers support on how to adjust delivery instruction to include ELL strategies within all core subjects.

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staff in support of social emotional learning, best practices for English language learners and trauma informed instructional practices. DCA will continue to provide ELPAC training, Special Education and EL Workshops and Sheltered Instruction Observation Protocol yearly to staff. All certificated staff new to DCA are provided professional development that targets Title I, Title III students. An English Learner and Literacy Coach provides general education teachers support on how to adjust delivery instruction to include ELL strategies within all core subjects.

### **7—Quality Staff**

After school support staff must be able to provide academic assistance to students who need remedial assistance, including tutoring students in specific academic areas related to their core curriculum and/or assisting students with their assignments or projects during the after school program. The after school and Summer School support staff will be under the supervision of the school's Site Director and ASES Coordinator and Summer School coordinator.

After school support staff must meet the district's desired requirements for an instructional aide. These requirements are that he/she has completed 2 years of a college degree and/or passed the CBEST. Each after-school program is supervised by an after-school coordinator who is hired by the program and serves as the bridge between the school community and after-school staff. Program providers look for coordinators who have had prior teaching experience and/or experience working directly with elementary and middle school youth.

After school staff must be able to supervise students in small groups during the after school program, assist with integrating core-curriculum concepts, communicate regularly with school-day teachers and ASES program staff, ensure student safety and school accountability well as attend in-service trainings as well as other appropriate training according to professional development. Regular meetings will be scheduled with the ASES Coordinator and ASES support staff to evaluate and provide constructive feedback on the quality of work of staff and determine areas of improvement.

The program will begin recruitment efforts in the spring and summer in order to have sufficient time for posting job descriptions (job opportunities are posted on online job websites, college campuses, and teaching institutions), phone and in-person interviews, due diligence including background checks, and teacher training workshops before programming begins in August.

To qualify as an ASES support staff, participating candidates must undergo an interview with both the ASES Coordinator and Site Director in which they demonstrate the following knowledge and skills:

- Prior work experience in a school setting with students

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- Must process organization, communication and problem solving skills
- Ability to demonstrate skills in the development of academic activities
- Strong administrative and organizational skills
- High level of communication skills, both written and oral
- Strong initiative and ability to solve problems
  - Pass a DOJ screening test and TB clearance

Sub-Contractor	Description of Services Provided
Get Empowered	Students are given an avenue for self-expression through dance, yoga, drama and plastic arts. Students learn a variety of skills, including but not limited to, drawing and/or sketching, mixing colors, along with paint application techniques.
CalShakes	Participating actors are able to experience the power of play through improvisation, acting, movement, voice, and physical comedy. Throughout the course of the academic school year, students are given the opportunity to demonstrate their new skills in performances to our school
Oakland Youth Chorus	students learn to sing in harmony, perform a variety of styles of songs, read music and engage in creative classes. Participating students are encouraged to perform in DCA school events, along with other schools at venues like Oakland Zoo Lights, Ghirardelli Chocolates, Pier 39 and more.
Destined 2 Dance	Through this program, participating students learn various styles of dance, such as hip-hop, jazz, and contemporary, in a respectful and supportive environment. Students are also given performance opportunities throughout the school year to showcase their hard work and skills in dance.

### 8—Clear Vision, Mission, and Purpose

The Downtown Charter Academy (DCA) After-School Education and Safety (ASES) program and the Summer School are designed around several key beliefs and principles. The ELO-P programs are intended to provide a nurturing, structured and secure environment, in which students are able to engage in quality educational, social, and recreational activities with their peers. The main focus is to continue to provide both enrichment opportunities and academic support to students enrolled in the programs. Additional goals include: providing a caring staff to manage and interact with children in both one-on-one and group settings, promoting responsible behavior, respect for others, along with maintaining positive attitudes throughout the

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student body.

The DCA ELO-P program will serve students in grades 6-8 with priority given to (in descending order) students who are classified as Homeless youth or youth in foster care, students who require academic, social or emotional support, as determined by teacher recommendation, attendance, class grades, referrals, and/or test scores. Students exhibiting difficulties in their regular school day courses who could benefit from additional academic support will be given access to small-group tutoring, one-on-one tutoring and/or homework help. Additionally, students will be recommended to the program to help them develop their social skills.

DCA is a data-driven school, and as such, several data resources will be used to identify and address the needs of students, families, and the community, ensuring a successful program plan. Sources used to assess the DCA ASES and Summer School programs will include:

- NWEA Assessments - Northwest Evaluation Association
- CAASPP -
- California English Language Development Test ELPAC data for students in the program
- School attendance records for students in the program
- Teacher feedback based off of student work in the classroom

### *Program Goals*

1. **Educate well-rounded students:** DCA hopes to create academically prepared students that are active both inside and outside the classroom. The program aims to provide students with a well-rounded education that includes areas of music, the arts, and social and physical skills.
2. **Provide access to world languages:** DCA will provide a variety of languages for participating students of the after school program. Through these programs, DCA hopes to create awareness of the unique cultures and backgrounds exhibited throughout our student body.
3. **Provide academic support:** DCA will support student achievement across the school's core curriculum. The program will provide homework help and tutoring services to students who require additional support. Student success will be measured through several data sources, including NWEA Assessments, CELDT data results for students in the program, interim benchmarks, along with teacher feedback based off of student profiles.
4. **Create an inclusive school culture:** DCA hopes to create a safe and inclusive environment in which students feel comfortable expressing their individuality. DCA staff, student and family surveys and assessments will help gather data to determine if the goal has been met.



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### **9—Collaborative Partnerships**

Principal, Leadership Team, Family Staff Team (FST) meets regularly to discuss, plan and implement strategies to integrate support for students and to address the needs of support program participants which are in alignment to the mission and vision of the school. After School and Summer Programs are part of the coordination and therefore the group analyzes the academic support, assessments and placement to assure that staff and students are aligned and matched well with needs.

Site Director : Collaborate and meet with After School program coordinator and Summer School coordinator, Family Staff Team and teacher to ensure alignment, discuss student and community needs and review data.

After School Coordinator: Daily operation of the program, hiring staff, outreach to programs, meet with principal and teachers. Provide additional support for the school.

Family Staff Team : Review the needs of the students, provide ideas, resources and programs available to support students.

The program is always looking toward the future and thinking of new ways to enhance operations. We will continue to grow the collaborative approach with students and families and provide monthly meetings to engage with them as we seek to identify programs for our students.

### **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

The DCA ELO-P program will engage in a data-driven CQI process starting with assessment of goals and objectives on a semi-annual basis. The ASES and Summer School Coordinators will lead this process at year-end (June) by receiving input from ASES line-staff, Site Director, and students on how the program met or did not meet the stated objectives in the selected quality standard(s) for the school year. This will happen through scheduled Professional Development at the end of the school year where ASES line staff, School Administration, and ASES Coordinator are gathered



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together to evaluate the program. Student evaluation will be received through surveys during the last 2 weeks of school. Parent input and opinion will be gained through a “Coffee with Parents” Meeting in the months of either May or June, where they are given the opportunity to review the quality standard selected and the objectives attempted. Also at this time, the targeted quality standard for the upcoming school year will be discussed among line staff and School Administration and also with parents. The District Supervisor of the ASES program will provide input into the CQI process through semi-annual audits in both November and April.

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### 11—Program Management

ELO-P funding will be used to support the program's mission and goals in the after school program. With the allocated budget, DCA hopes to facilitate and provide students with the necessary resources, materials and equipment to support their academic achievements and enrichment programs. The DCA ELO-P Program will look toward the future and think of new ways to seek out funding and program opportunities to benefit our students. The ASES administration envisions making new contacts with members of the local community to initiate innovative partnerships, resulting in additional learning opportunities, guest speakers, etc.

#### *Organizational Structure*

The ASES and Summer School programs are managed by the ASES Coordinator, with the support of DCA's Site Director. The ASES coordinator is responsible for managing ASES staff and students, organizing and scheduling programmed activities, tracking student attendance, early release sign outs, and ASES budget, managing student behavior, communicating with parents as needed, and tracking meal service. ASES support staff will be under the supervision of the ASES Coordinator and Site Director. ASES support staff will be responsible for academic support for grades six through eight, implementation of academic and enrichment activities to better support needs of individual students, supervise participating students of the program while creating a safe and inclusive environment for all students.

#### *Communication*

DCA expects open communication between faculty/staff and organizations hired through this grant, specifically regarding students' challenges and successes. DCA will commit to creating a culture of mutual support, resulting in good outcomes for students by clarifying the different roles that DCA's internal staff and external organizations are expected to play. DCA teachers will collaborate directly with ASES and Summer School staff and school leaders to address school leaders related to homework, mentoring, and project implementation. After-school staff will communicate regularly with educators, and submit progress reports to monitor achievement.

The ELO-P Program Plan will be reviewed by the Board of Governance every 3 years at the time of ELO-P Renewal. School Administrators and District Instructional Team will review the ASES and Summer School Program Plan at the time of LCAP completion and revisions. District Supervisor and ASES Site Coordinator and Summer School coordinator will review ASES Program Plan at the commencement of the school year to assure alignment of everyday programs with Program Plan. Coordinators will review ASES Program Plan with line-staff at the beginning of year

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### **Professional Development.**

Fiscal accounting for DCA ELO-P Program expenditures are completed on multiple levels. Before the commencement of the ASES Program, ASES Site Coordinator, Summer School Coordinator, School Site Director, Oakland Region Superintendent, and District ASES Supervisor convene to formulate ASES budget for the fiscal year. After the Budget is formulated, it is reviewed by the District Superintendent and the director of Operations for approval. Once approval is received, ASES Site Coordinator commences utilizing funds as necessary. DCA Site Director has use of Amethod Business Credit Card and can use on ASES purchasing. Month-end credit card worksheets are submitted to the Accounting Department, during which time, the Site Director would have coded all ASES Expenditures to resource code 6010. Amethod Corporate Amazon account is also available to Site Director for ASES and Summer School purchases, and again, resource code 6010 is provided at time of purchasing to denote a purchase toward the ELO-P program. Vendors and contractors commence a relationship with ASES Site through signed Memorandum of Understanding detailing expectations of services and terms on which services may be terminated. All invoices from vendors are reviewed first by the ASES Site Coordinator before being forwarded to Accounts Payable. The District Supervisor will review the ELO-P Resource Code sheet to make sure that expenses are properly marked and that all individuals serving as ASES Tutors are properly coded. The details of the coding is reviewed with the Site Coordinator to make sure expenditures are in-line with the budget. The District Supervisor is responsible for submitting all expenditures into ASSIST.

In-kind services are marked by District Supervisor based upon services provided to the ASES program by Site Director, facility usage, school administrative personnel.

### *Attendance/Sign-in:*

Participating students of the ELO-P Program are expected to sign-in on a daily basis. Upon dismissal, students transition to the yard, in which each grade level is provided with a sign-in sheet. The after-school coordinator tracks attendance on a daily basis to ensure students enrolled are meeting the requirements of the program. Students who do not attend the regular school day are not expected to participate in the after-school program on that particular day.

### *Early Release Policy:*

Participating students may be released early from the after school program prior to a specified program time based on the following conditions:

- Off-site enrichment program which is in-line with enrichment goals of the school's afterschool program, and is approved by the school site ASES Coordinator and Site Director - must submit proof of participation in off-site enrichment program
- Family Emergencies (such as a death in the family, catastrophic incidents,

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etc.).

- Medical Appointments - Doctor's Note must be submitted upon return to After School Program
- Child accident/injury that occurs during program time (program staff should call parent or guardian).
- Safety Concerns- Must submit parent note specifying student name, and particular reason and date(s) and time(s) of requested early release
  - Safety (Neighborhood)
  - Darkness
  - Parent Concerns
- Other (Detailed Description must be provided in ASES Early Release Log)

Whatever the case may be, program staff should record the date and time of the early release departure of the child in the Early Release Log located at the school's front desk. Parents/guardians must sign the child out and it is recommended that the child's signature or initial be recorded as well.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program by extending the programming in the after school program and in the Summer program within the 2 main goals: 1. Academic support and 2. Enrichment for our most vulnerable students and students with unfinished learning.

1. Academic Support Program: This program will continue to support students with unfinished learning identified by the assessment scores for English and Mathematics. In addition, with the ELO-P funds, we will extend this support during the after school hours so that students won't have to be pulled out of the main classes. In addition, the ELO-P funds will allow academic support during the summer program to students who need an academic reinforcement to be able to move to the next grade level. This academic reinforcement will be provided in small groups and using a standards based curriculum. Teachers and staff members will receive training and support before and during the program.
2. Enrichment: The most important class will be mindfulness in which students will

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work and are supported to develop executive function skills, stress management, social skills and self advocacy. Students will also learn techniques for relaxation and concentration. In addition, students will participate in Social Emotional Learning daily activities to learn restorative practices and voice their concerns. They will learn communication skills, how to identify bullying and use restorative practices to resolve emotional and social problems.

## Expanded Learning Opportunities Program Plan Guide

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

N/A

### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

	ELA 6	History 6	Science 6	Math 6	ELA 7	History 7	Science 7	Math 7	ELA 8	History 8	Science 8	Math 8
8:20 - 8:40	Homeroom				Homeroom				Homeroom			
8:40 - 9:57	SSR		SSR				SSR					
	PE and Tutoring		PE and tutoring				PE and tutoring					
9:57 - 11:14		SSR		SSR							SSR	
		PE and tutoring		PE and tutoring							PE and tutoring	
11:14 - 12:28						SSR				SSR		
						PE and tutoring				PE and tutoring		
12:28 -12:58	Lunch											
12:58- 2:18					SSR					SSR		
					PE and tutoring					PE and tutoring		
2:18- 3:32								SSR				SSR
								PE and tutoring				PE and Tutoring
3:32-6:00	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring	ASES: Enrichment and Tutoring

## **Expanded Learning Opportunities Program Plan Guide**

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

### **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and

(g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### **EC Section 46120(b)(1)(B):**

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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### **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

### **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

### **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

### **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

### **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

### **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program was established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program



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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

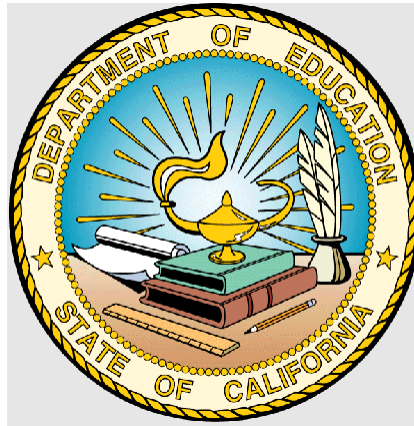
(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning  
Opportunities Program  
Plan Guide**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
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Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

## Expanded Learning Opportunities Program Plan Guide

### Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Oakland Charter Academy

Contact Name: Philip Ellingberg

Contact Email: pellingberg@amethodschools.org

510-532-6751 Contact Phone:

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Oakland Charter Academy
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

## **Expanded Learning Opportunities Program Plan Guide**

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

### **Instructions**

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>.

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### **1—Safe and Supportive Environment**

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

- Program is located on site, School staff collaborate in designing and implementing community events.
- AMPS School Vans
- Chartered Buses
  - Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.
- Emergency contact cards for every student enrolled in the After School Program are accessible to After School staff to contact parent/ guardian in case of emergency.
- ASES Program Coordinator/ Oakland Charter Academy Safety Coordinator reviews AMPS Emergency Procedures Handbook with After School Staff.
- School and program staff share safety plans and are trained simultaneously on how to act in emergency situations. Students are to follow the same discipline rules that are used during the school day.
- After School Staff and Students participate in 1 Fire, 1 Earthquake, and 1 Lockdown drill per semester.
- Meetings with staff once a week to insure that students needs are being met.
- There are three staff development days per year that focus on the various situations that staff must be aware of when students safety and wellbeing is concerned.
  - Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.
- Collaborating directly with teachers or through a liaison related to homework needs, character education themes, implementation or support on special projects. Staff attends grade level meetings; communicate weekly with teachers; use progress reports to monitor grade and homework.

## **Expanded Learning Opportunities Program Plan Guide**

- Student Support Teams: Schools invite program staff to participate in student support team sessions of students in the program and have input and responsibility in support students' development.
- The Supper Program is sponsored under the USDA's Child and Adult Care Food Program (CACFP). This program offers nutritious meals to all students participating in the After School Program free-of-charge.
- Family Staff Team (FST) and Local Collaborative: The FST is a highly collaborative, multi-disciplinary team that meets regularly to discuss, plan and implement strategies to integrate supports for students and to address needs of support program participants. After School Programs are part of the coordination and therefore the group analyzes the academic support, assessments and placement to assure that staff and students are aligned and matched well with needs.

### **2—Active and Engaged Learning**

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Best practices: Small group instruction for after school tutoring: This teaching approach provides focused attention and individual feedback. It allows after school tutors to work closely with each student on a specific learning objective, reinforce skills learned in the whole group instruction, and check for student understanding.
  - Describe the planned program activities and how they will:
    - a. Provide positive youth development.
    - b. Provide hands-on, project-based learning that will result in culminating products or events.

#### **➤ Program Content/Quality**

One of the strongest educational elements of the program is the targeted tutoring that is provided for students struggling with academics. Beyond the targeted assistance, all program participants receive homework help for at least one hour each day. The program also offers a continued smaller group instruction for struggling students through the

## **Expanded Learning Opportunities Program Plan Guide**

afterschool time as needed. The second session of the daily schedule provides enrichment activities such as visual & performing arts, sports, music, foreign language. These hands-on activities provide positive youth development including self motivation, attitude, teamwork and creativity.

➤ If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

➤ Oakland Charter Academy does not offer an ASES Summer program currently, but will do so in the 2022-2023 school year where academic tutoring will be provided in the morning, followed by enrichment activities provided by various regular school year vendors in the afternoons.

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### 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

- Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

➤ **Education and Literacy Component** The program will include an educational and literacy component in one or more of the following areas: language arts, mathematics, history, social science, or science. This educational and literacy component will support the schools core curriculum, state standards, and will be developed in collaboration with school staff. ASES programs will offer homework support and intervention in different subject areas. Certificated teachers are active participants in programs in either working directly with students or serving as liaisons. Liaison teachers bridge communication and academic information with teachers and program; determine focus of lessons, develop or support lesson plan implementation, provide professional development to program staff by observation, modeling and coaching.

Currently, nearly 55% of our program attendees are English learners, and over 90% are free and reduced lunch student population. Program staff receive professional development on how to support English development in the after school setting. The school invites ASES program staff to attend professional development in the area and teachers collaborate with programs with special strategies to serve their needs.

OCA will also conduct a Family Literacy Reading Survey to assess whether families need any literacy services that can be coordinated with local providers that can at minimum assure that families receive a small library of books and materials.

#### ➤ **Educational Enrichment Component**

Enrichment activities focus on students' interests and are designed to increase their motivation, sense of efficacy, recreational opportunities, development, music appreciation/performance, and teamwork. The activities also aim to expose students to areas that are not part of their regular repertoire and they promote long-term engagement in education and higher education interest. One such area is orchestra where students learn the basics of theory, composition and performance. Students also get to perform at school, and organization functions such as graduation to motivate their dedication to the performing arts.

- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.
  - ➤ The 2020 - 2021 Parent/Student survey results indicated that parents and students felt the need for after school tutoring and enrichment activities were critical to the well-being of the student.



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### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.
- Using the CAASPP Assessment data, Common Core data, internal assessment data, student and parent surveys results. The school site administrator, parents (FST) and teachers collaborate and implement professional development opportunities, additional resources and enrichment programs that will provide support academically, socially, emotionally and psychologically.
- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.
- Oakland Charter Academy has a Student Leadership team (Panther Pride), this group of students collaborate weekly and discuss ideas, issues and concerns about the program and make suggestions regarding programs they would like to implement. A student survey is administered each semester to gather school - wide information and feedback.
- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).
- Our After school program offers a variety of enrichment programs. Students and parents are able to view the options and rank the programs based on student interest. Our After school coordinator then organizes the master schedule and assigns students to various programs. Students are able to rotate programs every 6 weeks to ensure all students have an opportunity to participate.
- Our After school program also offers a variety of sport teams for students to engage with other students and build healthy new relationships. Our After school coordinator assigns the students to small teams to evaluate skill levels, after, students are broken up into teams based on competition level and skill level.

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### **5—Healthy Choices and Behaviors**

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.
  - Oakland Charter Academy has adopted the healthy supper program (LEAP Program), this program provides students with a warm healthy, nutritious meal after school. Students also participate in sports teams such as soccer, basketball, and much more.
  - Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.
  - Oakland Charter Academy has adopted the healthy supper program (LEAP Program), this program provides students with a warm health, nutritious meal after school. Students also participate in sports teams such as soccer, basketball, and much more.
  - Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.
1. The State of California has developed nutrition standards for snacks in after school programs. Program staff is aware of the regulations (e.g. no trans fat, no more than 35% of calories from fat, no more than 250 calories per individual food item), With these standards in mind, staff is able to select appropriate snacks from vendors.
  2. The after-school coordinator and school leader is responsible for the condition, maintenance and accountability of the snacks. Once snacks are selected through CDE approved menus, they are stocked and a menu is set for the month accordingly. Part of the tracking is to assure that perishable snacks are offered accordingly, and if a particular snack is not popular, staff adjusts ordering.
  3. Some sample menu items include the following: Fresh fruit such as Apples, bananas, whole grain nature bars, water, and granola bars.

### **6—Diversity, Access, and Equity**

Describe how the program is designed to address cultural and linguistic diversity and

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provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

➤ OCA after school program celebrates cultural events by participating in cultural celebrations that informs students of the history through food & arts provide historical field trips.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

➤ Staff and tutors are trained on how to better assist those with disabilities, and other students who have potential barriers. Working closely with the school day teachers to ensure that all students' needs are being met in every way possible. In addition there are tutoring and study hall tutors that are fluent in Spanish that are able to assist English Language learners that have Spanish as their primary language.

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### **7—Quality Staff**

Describe how the program will provide opportunities for students to engage with quality staff.

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- All after school program support staff are to be of the age of 21 or older, possess minimum requirement of a High School Diploma and meet the Amethod Public School's requirements of a Teacher Assistant by completing 2 years of college coursework, possessing an AA degree, and/or have passed the CBEST.
- All members of the after school program have at least one year of tutoring, mentoring or direct one to one student engagement experience.
- Each after-school program is supervised by an after-school coordinator who is hired by the program and serves as the bridge between the school community and after-school staff. Program providers look for coordinators who have had prior teaching experience and/or experience working directly with elementary and middle school youth. After-school ASES coordinators meet the paraprofessional requirements for the District.
- They should exhibit strong leadership and management skills and are able to maintain positive relationships with a variety of audiences (students, parents, teachers, community members, youth-serving agencies, etc.).
- Amethod Public Schools includes staffing requirements in its contracts and MOU with clear information regarding background clearance, TB clearance, minimum content requirements, orientation, and procedures trainings.
- The ASES Coordinator and Site Director are responsible in ensuring that proper clearance for every individual and subcontractor meet the requirements
  - Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Consistency is important in a young person's life, and for that reason AMPS and after-school provider's work together to build a warm, supportive and professional culture of respect where staff can grow professionally and develop a deep commitment to their school and students.
- Alumni from one of the AMPS high schools often look to our after-school programs for their first job, knowing that they will be supported professionally and personally, learning important on-the-job skills and developing a strong work ethic that they will be able to use in any career they pursue.

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- When hiring staff, we look for people who are positive role models for our youth and have excellent communication skills.
- Moreover, we encourage bilingual applicants from diverse backgrounds from other providers as well. Among other qualifications, teaching fellows must have strong academic skills, a demonstrated ability to engage at-risk youth, coaching skills, the ability to build relationships with different constituents, and strong professional skills such as teamwork, problem-solving, verbal and written communication, detail-oriented, time management and organization.
- The program will begin recruitment efforts in the spring and summer in order to have sufficient time for posting job descriptions (job opportunities are posted on online job websites, college campuses, and teaching institutions), phone and in-person interviews, due diligence including background checks, and teacher training workshops before programming begins in September.
  - Describe the type and schedule for the continuous professional development that will be provided to staff.
- Professional Development for program staff is a joint responsibility of the School, Organization, and Agency Partners. Staff receive initial training provided by agency partners at the time of hiring and each program has a calendar of professional development they provide to staff throughout the year. In addition, school sites offer opportunities for ASES staff to attend relevant trainings along with other school staff. Staff receive training including laws regulating mandated reports, positive youth development strategies and others.
- AMPS offers 60 minute clinic workshop series for its faculty that addresses such areas as classroom management, data overviews and analysis, difficult conversations, and teacher effectiveness. All ASES staff and providers will also attend these trainings throughout the year as selected by the coordinator and director.
  - Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

Currently, one professional in the music industry provides Music Production Classes for our students. In the past, we've had contracts with Get Empowered, Berkeley Chess, MadScience, etc. , but currently, all of our ASES tutors perform the dual roles for academic tutor as well as enrichment tutor.

- Each Staff member assists students in both Tutoring and Homework Help for half of the program and/or also has an enrichment class that they teach. Some examples of the current Enrichment programs that are offered are: Basketball Coach, Girls Soccer Coach, Boys Soccer Coach, Newsletter/Journalism, Gardening, Art, Music, Choir, Spanish, Photography, Yearbook, Chess, and Jewelry Making.

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- The after school program doesn't currently have outside organizations, with the exception of Head of Music Production, Mr. Clarence Thomas, who works as an AMPS employee and utilizes small group sessions to break down music genres, styles and formats to students.
- The after school program at OCA has been effective using school support staff to provide after school enrichment and hasn't had to utilize many outside sub - contractors.

### 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
  - Using the CAASPP Assessment data, Common Core data, internal assessment data, student and parent surveys results. The school site administrator, parents (FST) and teachers meet monthly to collaborate and implement professional development opportunities, additional resources and enrichment programs that will provide support academically, socially, emotionally and psychologically.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met

- ❖ *Improving academic performance for students failing 2 or more classes*

OCA ASES reserves enrollment spots for students struggling academically- which is defined as failing 2 or more classes. Due to the invitation to participate in the tutoring portion of the ASES program, 50% of students who have been participating in ASES due to failing grades have improved their grades to passing.

- ❖ *Empowering student engagement through Film, Mass Media and Music, with at least 50% of students participating in an Arts enrichment activity*

One of the highlights in these last 3 years of OCA ASES program is the increasing student engagement in the musical arts. Students were offered the opportunity to collaborate with one another under the supervision of highly skilled musical and film professionals. Students produced a music video from start to finish. Since the regular school day did not offer music programming, after school is the only time where students can be provided such opportunities. Through FST meetings, parents had expressed such a need for their students, and the Site Director and Site Coordinator were successful in recruiting a music production instructor for the students. The fact that more than 50% of enrolled students

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attend regularly in the program since this Music Production Club started is evidence that program goals are being met. There have been slight increases to school attendance due to students' excitement for after school programming, including the Music Production Club.

- ❖ *Providing 100% of students with opportunities to participate in an after school sport*  
Parents often mention more sports offerings as something that they would like for their students. Thus, sports offerings have increased by 50% within the last 3 years with both boys and girls competitive sporting opportunities. All students are given the opportunity to join at least one sport per season. Currently, 80% of students enrolled in ASSES are part of a sport.
- Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.
  - The ASSES Program's mission, vision, and goals start being discussed for the following year at the prior year's Family Staff Meeting in the Spring Quarter where evaluation of the program outcomes for that year occurs. The Site Director leads the discussion with parents and staff on the FST.
  - The program will engage stakeholders- Dean of Instruction, regular school day teachers, paraprofessionals, families, and students in the fine-tuning of OCA ASSES program's mission, vision, goals, and expected outcomes based on community need through the following means:
    - AMPS Annual Summit where the school's mission and vision (for both regular school day and ASSES) is discussed by school staff
    - All families are introduced to the ASSES Program's mission, vision, goal through before school year Orientations and after the school year commences Back-to-School Nights
    - With the implementation of our school's Music Production Studio, students will have the opportunity to engage in different forms of music and instruments.
  - Our Site Director has weekly meetings with our schools FST, allowing parents and family members of students who attend OCA to voice their opinions regarding current and issues that may occur within the school.
  - The OCA Site Director has sat down and had various meetings with the schools community FST groups and identified the following, as key areas to improve community involvement and fulfill needs of the school:
    - Students and families have expressed interest in creating another school music video and will have the opportunity to do so within the final two months of the school year
    - Students and families have expressed interest in the possibility of adding sports clubs to our school culture, our Site Director has added various sports (soccer, basketball, volleyball)
    - The OCA FST, has expressed extreme interest in adding these specific areas to help with the improvement of our campus culture



## **Expanded Learning Opportunities Program Plan Guide**

### **9—Collaborative Partnerships**

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.
  - Principal, Leadership Team, Family Staff Team (FST) meets regularly to discuss, plan and implement strategies to integrate supports for students and to address needs of support program participants which are in alignment to the mission and vision of the school. After School Programs are part of the coordination and therefore the group analyzes the academic support, assessments and placement to assure that staff and students are aligned and matched well with needs.
- List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).
  - Site Director: Collaborate and meet with After School program coordinator, Family Staff Team and teacher to ensure alignment, discuss student and community needs and review data.
  - After School Director: Daily operation of the program, hiring staff, outreach to programs meet with principal and teachers. Provide additional support for the school.
  - Family Staff Team: Review the needs of the students, provide ideas, resources and programs available to support students
  - AMPS After School Program Coordinators: Sharing of ideas and collaboration between schools within the Amethod Public School network.
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.
  - The program is always looking toward the future and thinking of new ways to enhance operations. We will continue to grow the collaborative approach with students and families and provide monthly meetings to engage with them as we seek to identify programs for our students. Looking forward to the fall of the following school year, some innovative partnerships that will be explored that could benefit the students are the following: UC Berkeley Engineering Department, Hastings School of Law (junior legal program), and Play Rugby USA. We will be setting up meetings and collaborating with the different groups in order to ensure



## Expanded Learning Opportunities Program Plan Guide

the inclusion of these programs into our after school program in the following school year.

### 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

➤ Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.

➤ Evaluative Assessment Tools:

- ☐ Grades/ Progress Reports
  - ☐ Parent/ Student Survey
  - ☐ Benchmark Exams
  - ☐ State Test Results
  - ☐ Attendance

➤ Principal, After School Director, Leadership Team, Family Staff Team (FST) meets regularly to discuss, the data results. They plan and implement programs and strategies to integrate support for students and to address needs of support program participants which are in alignment to the mission and vision of the school. Teachers and all stakeholders will be updated and informed accordingly to ensure students' individual needs are being met.

➤ Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at

## **Expanded Learning Opportunities Program Plan Guide**

(<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

➤ Data Reports will include but be limited too...

Grades/ Progress Reports

Parent/ Student Survey

Benchmark Exams

State Test Results

Attendance



➤ Site Director: Weekly-bi weekly meeting with after school director to review attendance and enrollment, budget, program effectiveness and implementation as well as staffing.

➤ After School Director: Monitor daily operations using attendance data, identifying program strengths and areas of improvement. through progress reports, grades, test scores and parent surveys.

➤ Leadership Team, Family Staff Team (FST) meets regularly to discuss, the data results. They plan and implement programs and strategies to integrate support for students and to address needs of support program participants which are in alignment to the mission and vision of the school. Teachers and all stakeholders will be updated and informed accordingly to ensure students individual needs are being meet

➤ Oakland Charter Academy is a data driven school, and uses summative and formative assessments for all students in every class. For example, every 4 weeks, the school implements a standards based interim assessment. Moreover, the ASES Program and its collaborative partners have agreements on mandatory data collection regarding student attendance and retention, staff qualification and other required procedures. The school organization contributes to the system by uploading and keeping current demographic and performance data of students that program staff has access to. Attendance data is collected daily at the site level and schools and organization coordinators have access to this data. The current system allows for a better coordination of information as well as close monitoring of attendance levels at the different programs.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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### 11—Program Management

Describe the plan for program management.

➤ All funds go to the payment of Staff, materials and equipment for enrichment classes. If funds are available they will be used for things such as field trips to places that will educate and enrich the knowledge and development of students.

➤ The following are the goals 2019-2022 (revised on 11/20/2018):

1. Enhance students' 21st century skills: OCA students will begin to use computer for computer adaptive individualized tutoring and learning games

2. Homework Club: The ASES Homework Club will contribute towards good academic outcomes by providing homework support and other academic enriching opportunities

3. Recreational Activities: OCA will continue to provide students with recreational activities that will emphasize physical activity in a safe environment to foster a healthy lifestyle and social emotional development. We will attempt to offer programs such as rugby, basketball, volleyball, soccer, and rowing to students as part of the ASES Program.

4. Enrichment Programs: OCA after school programming will collaborate with community partner organizations to share the responsibility to educate and enrich students' lives through the offering of programs such as music, choir, dance, journalism/newsletter and art that will allow students to develop well rounded preparation for future success.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

●

First Block	3:15 - 4:30
Second Block	4:30 - 6:00
First Block	3:15 - 4:30
Tutor/Staff	6th Tutoring / Study Hall
	Math Club
Tutor/Staff	7th Tutoring / Study Hall
	Creative Art

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Tutor/Staff	8th Tutoring / Study Hall
	Athletic Club
Second Block	4:30 - 6:00 PM
Tutor/Staff	6th Tutoring / Study Hall
	Art
Tutor/Staff	7th Tutoring / Study Hall
	Girl Up
Tutor/Staff	8th Tutoring / Study Hall
	Cooking Class
Teacher/Staff	All Grades
	Athletics
Teacher	Choir
Teacher	Chess
Teacher	MAD Science (Tech)
Teacher	Photography Yearbook
Outside Contract Organization	Music Production

## General Questions

### Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the

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ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

This ELO-P Funding will be used to provide a safe and supportive environment for our ASES students by hiring more staff (to guide, supervise, tutor and mentor our pupils) and other educational/enrichment activities outside contract companies to offer new learning opportunities that can help our pupils do better in school and in life.

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### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

N/A

### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Time	6th ELA	6th Science	6th History	6th Math	7th ELA	7th Science	7th History	7th Math	8th ELA	8th Science	8th History	8th Math
8:00am - 9:13am												
9:13am - 10:16am												
10:16am - 11:29am	PE/Tutoring	PE/Tutoring	PE/Tutoring	PE/Tutoring								
11:29am - 12:04pm					PE/Tutoring	PE/Tutoring	PE/Tutoring	PE/Tutoring				
12:04pm - 12:32pm	Lunch	Lunch	Lunch	Lunch	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	Math tutoring	Math tutoring	Math tutoring	Math tutoring
12:32pm - 1:00pm	Math tutoring	Math tutoring	Math tutoring	Math tutoring	Lunch	Lunch	Lunch	Lunch	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD
1:00pm - 2:13pm	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	Math tutoring	Math tutoring	Math tutoring	Math tutoring	Lunch	Lunch	Lunch	Lunch
									PE/Tutoring	PE/Tutoring	PE/Tutoring	PE/Tutoring

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2:13pm - 3:26pm													
3:26pm - 6:00pm	ASES Tutoring /Enrich ment	ASES Tutoring/E nrichment	ASES Tutoring/E nrichment	ASES Tutoring /Enrich ment		ASES Tutorin g/Enric hment	ASES Tutoring/E nrichment	ASES Tutoring/E nrichment	ASES Tutoring/ Enrichme nt		ASES Tutorin g/Enric hment	ASES Tutoring/E nrichment	ASES Tutoring/E nrichment



## **Expanded Learning Opportunities Program Plan Guide**

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

### **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and

(g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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### **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

### **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

### **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

### **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

### **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

### **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

## **Expanded Learning Opportunities Program Plan Guide**

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**


The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

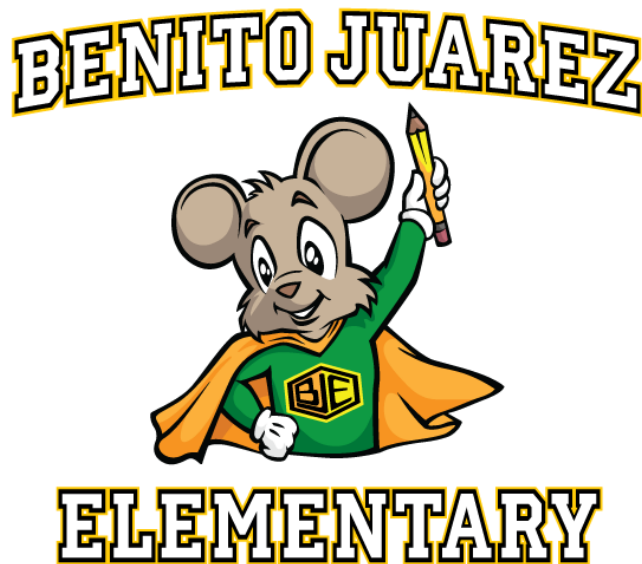
 <b>AMPS</b> <hr style="border: 2px solid red;"/> HONOR HARD WORK	Amethod Public Schools Board Item Overview  <i>Date: 6/15/2022</i>								
<b>Subject:</b>	Expanded Learning Opportunity Grant Program (ELO-P) Plan approval								
<b>Action:</b> <input checked="" type="checkbox"/> <b>Information:</b> <input type="checkbox"/> <b>Committee:</b> <input type="checkbox"/>									
<b>RECOMMENDATIONS:</b>	Staff recommends the Board to approve program plans for the 4 schools that are eligible for this grant: BJE, DCA, OCA, and RCA.								
<b>SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:</b>	N/A								
<b>SUMMARY OF KEYS ISSUES:</b>	Provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. CDE is encouraging schools to view the ELO-P as a single comprehensive plan with existing ASES programming.								
<b>FISCAL ANALYSIS:</b>	Grant amount based on ADA multiplied by the percentage of unduplicated students and a fixed amount per student.  Annual funding is currently at: <table border="1" data-bbox="418 1375 651 1518"> <tr> <td>BJE</td> <td>\$453,854</td> </tr> <tr> <td>DCA</td> <td>\$57,814</td> </tr> <tr> <td>OCA</td> <td>\$77,573</td> </tr> <tr> <td>RCA</td> <td>\$86,023</td> </tr> </table>	BJE	\$453,854	DCA	\$57,814	OCA	\$77,573	RCA	\$86,023
BJE	\$453,854								
DCA	\$57,814								
OCA	\$77,573								
RCA	\$86,023								
<b>ATTACHMENT (s):</b>	Program Plans for each school eligible for the grant.								

**Expanded Learning  
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# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by:  
Silbia Samperio  
Linsey Bailey

1450 Marina Way South  
Richmond, CA 94804



## Expanded Learning Opportunities Program Plan Guide

### Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Richmond Charter Elementary

Contact Name: Linsey Bailey

Contact Email: lbailey@amethodschools.org

Contact Phone: (510) 215-7009

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Benito Juarez Elementary School
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and

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physical needs and interests of pupils through hands-on, engaging learning

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

### **Instructions**

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>.



## **Expanded Learning Opportunities Program Plan Guide**

### **1—Safe and Supportive Environment**

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

- ❖ BJE ASES students are expected to follow the same rules that apply during the regular school day. At BJE students receive four warnings before they receive a referral. One warning results in the student's name written on the board, following with three checks next to their names if the student continues to break the rules. Once they receive three checks next to their name, the scholar receives a referral. We also have a Victory Box where the students receive prizes. We are also in communication with teachers with discipline that happens during the school day. For example, if a student is not listening to the teacher, the scholar may have a consequence that is served in the After School Program. This also ensures that scholars understand that the same rules apply during ASES
- ❖ Emergency drills- Earthquake, Fire, and Lockdown drills are practiced once a year to ensure that staff and students alike know how to proceed in the case of a real-life event. BJE Safety Coordinator will train ASES staff on the procedures to follow, and BJE Safety Coordinator will provide feedback to program staff after a drill is conducted.
- ❖ The Site Coordinator maintains daily communication with teachers on student homework and on particular students who are performing below grade level. When one of the ASES tutors or Site Coordinator does not understand the homework assigned, we always have the teacher explain it to us. The Site Coordinator will occasionally sit in during the scholars math lessons to make sure we are teaching the material the same as teachers. The site coordinator also requires third to fifth grade teachers to provide the after schools staff with homework answer key. This ensures that we use homework club time efficiently. We are able to make sure every student's homework is correct and gives us enough time to focus on the homework needs of students who require extra help. Our goal is to make sure every student finishes homework. Some teachers also provide extra tutoring to students who are performing below grade level.
- ❖ Family Staff Team (FST) and Local Collaborative: The FST is a highly collaborative, multi-disciplinary team of parents, faculty, and school leadership that meets regularly to discuss, plan and implement strategies to integrate supports for students. They are engaged in obtaining information from other families on what types of programs they would like to see offered.

### **2—Active and Engaged Learning**

Describe how the program will provide opportunities for students to experience active

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and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

- ❖ BJE ASES program provides students with a variety of activities to promote collaboration with peers, project-based learning, and growth in self-awareness. We provide Kickboxing, Soccer, Volleyball, STEM classes, Ceramics classes, Cultural Arts and Crafts, community outreach, Scholastics Math games, and Cooking. We also assign jobs to students who are responsible; for example we have hall monitors, and peer to peer tutors

### **3—Skill Building**

Describe how the program will provide opportunities for students to experience skill building.

- ❖ Education and Literacy and Education Component.  
  
Students in each grade level spend 20-30 minutes of individual reading at the start of every academic enrichment hour. If students are not able to complete the requisite homework for the day, they are required to complete the homework before they move on to their enrichment activity.
- ❖ Site Coordinator talks with students and parents in an informal survey to determine what students would like to be added to the after school program. This resulted in the formation of the Community Outreach Club and Kickboxing.

### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

- ❖ Using the CAASPP Assessment data, Common Core data, internal assessment data, student and parent surveys results, school site administrators, parents (FST) and teachers collaborate and implement professional development opportunities, additional resources and enrichment programs that will provide support academically, socially, emotionally and psychologically.
- ❖ Site Coordinator- open door policy to voice their opinion; for soccer club- rotating captains based on student behavior and leadership; students serving as Hall Monitor- to remind fellow students of the rules
- ❖ Older students who are responsible and academically thriving provide assistance to 1st and 2nd graders

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- ❖ Students with lower grades have the choice to participate in program activities or receive extra academic support. We tailor to students needs by providing fun activities that are also providing the academic support they require. Students who are excelling academically have the choice to tutor younger scholars or learn problem solving skills. They also learn about how to help their community in our Community Outreach Program. In our Community Outreach Program, they learn about problems that are present in our community. BJE ASES helps build leadership skills by modeling to students what a good leader looks like. Scholars also learn how to work together as a team in Soccer and cultivate great team sportsmanship.

### **5—Healthy Choices and Behaviors**

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

- ❖ The scholars are taught in cooking class what is a healthy meal. This is something that is taught during regular school hours and also in ASES. We also provide a variety of choices that are physical activities. BJE ASES program provides volleyball, soccer, and kickboxing. We also have two Scholastics Mats. Scholastics Mat is a game students can play in teams to answer STEM and Soccer questions, while completing physical agility skills.
- ❖ BJE participates in the CACFP (Child and Adult Care Food Program) meals provided through LEAP sponsorship, just like it's other sister schools in AMPS. LEAP meals make it an easier way to offer various nutritional items to students during after-school hours.
- ❖ Some sample menu items include the following: Fresh fruit such as Apples, oranges, turkey ham sandwiches served on a whole grain deli roll with lettuce and cheese, milk, applesauce, cheese tamale with roasted carrots and corn, protein boxes consisting of baby carrots, cubed cheese, cheez-it crackers.

### **6—Diversity, Access, and Equity**

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

- ❖ Enrollment to the BJE ASES Program makes it a number one priority to recruit students who are homeless or foster youth.
- ❖ One characteristic of the BJE ASES Program is that the number of minority students in the school- African American students, is well-represented, and percentages of all ethnicities reflects the whole-school enrollment.

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- ❖ The BJE ASES Program provides a Cultural Arts and Craft class that provides students with knowledge about other cultures. The students learn about arts and crafts from different cultures. Every 4-6 weeks we change cultures; for example, they learn about origami first, then Pinatas, and so on.
- ❖ Staff hired to serve as ASES Tutors reflects the ethnicities of the students in our program, with the majority of our staff coming from the Latino culture. In addition, there are currently 2 out of our 5 staff members who are male. Providing male role models to our boys is something that we really view as a necessity to our students, and we strive to have our staff meet the gender ratio that exists in our programs.
- ❖ Staff and tutors are trained on how to better assist those with disabilities, and other students who have potential barriers. Working closely with the school day teachers to insure that all students needs are being met in every way possible. In addition, 4 out of 5 ASES staff members are fluent in Spanish and are therefore able to assist English Language learners that speak Spanish as their primary language.

### **7—Quality Staff**

Describe how the program will provide opportunities for students to engage with quality staff.

- ❖ The district's desired requirements for an instructional aide is that he/she has completed 2 years of a college degree and/or passed the CBEST
- ❖ Each after-school program is supervised by an after-school coordinator who is hired by the program and serves as the bridge between the school community and after-school staff. Program providers look for coordinators who have had prior teaching experience and/or experience working directly with elementary and middle school youth.
  - ❖ They should exhibit strong leadership and management skills and are able to maintain positive relationships with a variety of audiences (students, parents, teachers, community members, youth-serving agencies, etc.).
- ❖ Amethod Public Schools includes staffing requirements in its contracts and MOU with clear information regarding background clearance, TB clearance, minimum content requirements, orientation, and procedures trainings.
- ❖ The ASES Coordinator and Site Director are responsible for ensuring that proper clearance for every individual and subcontractor meet the requirements
- ❖ Consistency is important in a young person's life, and for that reason AMPS and after-school provider's work together to build a warm, supportive and professional culture of respect where staff can grow professionally and develop a deep commitment to their school and students.

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- ❖ When hiring staff, we look for people who are positive role models for our youth and have excellent communication skills.
- ❖ Moreover, we encourage bilingual applicants from diverse backgrounds from other providers as well. Among other qualifications, teaching fellows must have strong academic skills, a demonstrated ability to engage at-risk youth, coaching skills, the ability to build relationships with different constituents, and strong professional skills such as teamwork, problem-solving, verbal and written communication, detail-oriented, time management and organization.
- ❖ The program will begin recruitment efforts in the spring and summer in order to have sufficient time for posting job descriptions (job opportunities are posted on online job websites, college campuses, and teaching institutions), phone and in-person interviews, due diligence including background checks, and teacher training workshops before programming begins in August.

### **8—Clear Vision, Mission, and Purpose**

Describe the program's clear vision, mission, and purpose.

- ❖ To address the needs of academically struggling students (students identified as behind grade-level), Site Coordinator solicits teacher recommendations for students requiring extra help after school. English Learners who are not able to receive needed homework help at home are also secured spots in the program.
- ❖ Principal, Leadership Team, Family Staff Team (FST) meet regularly to discuss, plan and implement strategies to integrate support for students and to address needs of support program participants which are in alignment to the mission and vision of the school. After School Programs are part of the discussion, and therefore the group analyzes the academic support, assessments and placement to ensure that staff and students are aligned and matched well with needs.
- ❖ Teachers are provided the opportunity to participate in the after school program to have the space to share a personal hobby- Coaching Soccer, Instructing Chess, Coaching Basketball, Teaching Art etc. Currently, one teacher is providing a STEM class and another teacher is providing instruction in Ceramics.
- ❖ Goals:
  1. 90% of all students will demonstrate increased academic achievement as evidenced by grades.
  2. Build personal confidence and efficacy in students through enrichment activities- like soccer, art, music, coding, etc. This will be measured through a student survey.
  3. Build a safe environment such that at the end of the school year students can say that they have at least 2 adults in the school that they can confide in and view as role models.

### **9—Collaborative Partnerships**

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Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

❖ Principal, Leadership Team, Family Staff Team (FST) meets regularly to discuss, plan and implement strategies to integrate support for students and to address the needs of support program participants which are in alignment to the mission and vision of the school. After School Programs are part of the coordination and therefore the group analyzes the academic support, assessments and placement to assure that staff and students are aligned and matched well with needs.

The following are collaborators of the BJE ASES Program-

- ❖ ➤ Site Director : Collaborate and meet with After School program coordinator, Family Staff Team and teacher to ensure alignment, discuss student and community needs and review data.
- ❖ After School Director: Daily operation of the program, hiring staff, outreach to programs, meet with principal and teachers. Provide additional support for the school.
- ❖ Family Staff Team : Review the needs of the students, provide ideas, resources and programs available to support students.
  
- ❖ The program is always looking toward the future and thinking of new ways to enhance operations. We will continue to grow the collaborative approach with students and families and provide monthly meetings to engage with them as we seek to identify programs for our students.

### **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

- ❖ The BJE ASES program will engage in a data-driven CQI process starting with assessment of goals and objectives on a semi-annual basis. The ASES Coordinator will lead this process at year-end (June) by receiving input from ASES line-staff, Site Director, and students on how the program met or did not meet the stated objectives in the selected quality standard(s) for the school year. This will happen through scheduled Professional Development at the end of the school year where ASES line staff, School Administration, and ASES Coordinator are gathered together to evaluate the program. Student evaluation will be received through surveys during the last 2 weeks of school. Parent input and opinion will be gained through the Family Staff Team Meeting in the months of either May or June, where they are given opportunity to review the quality standard selected and the objectives attempted. Also at this time, the targeted quality standard for the upcoming school year will be discussed among line staff and School Administration and also with parents. The District Supervisor of the ASES program will provide input into the CQI process through semi-annual audits in both November and April.

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### 11—Program Management

Describe the plan for program management.

- ❖ ASES funding will be used to support the programs mission and goals in the after school program. With the allocated budget, BJE hopes to facilitate and provide students with the necessary resources, materials and equipment to support their academic achievements and enrichment programs. The BJE ASES Program will look toward the future and think of new ways to seek out funding and program opportunities to benefit our students. The ASES administration envisions making new contacts with members of the local community to initiate innovative partnerships, resulting in additional learning opportunities, guest speakers, etc.
- ❖ ASES Staff are responsible for homework support. Each grade level has one assigned staff.. After homework club, 80% of the staff instructs an enrichment, while the rest of the staff is providing extra homework help and supervising. The site coordinator has daily meetings with the ASES staff, before ASES begins. We also have about three to four professional developments with the ASES staff throughout the year. There is one adult for every 20 scholars, and 1 adult to every 10 Tk/K scholar.

	<b>Monday-Thursday 1st - 2nd</b>		<b>Monday-Thursday 3rd - 5th</b>
<b>2:30 - 3:00</b>	Sign in, Supper/Recess		
<b>3:00 - 4:00</b>	<b>Homework Club</b> <ul style="list-style-type: none"> <li>• 1st -Luis</li> <li>• 2nd- Diana</li> </ul>	<b>3:15 - 4:15</b>	<b>Homework Club</b> <ul style="list-style-type: none"> <li>• 3rd -Jazmin</li> <li>• 4th - David</li> <li>• 5th - Julio</li> </ul>
<b>4:00 - 4:30</b>	Break	<b>4:15-4:30</b>	Supper/ Break
<b>4:30 -5:30</b>	<b>Enrichment</b> <ul style="list-style-type: none"> <li>• Luis-Clay/pottery</li> <li>• Diana- Painting</li> </ul>	<b>4:30 - 5:30</b>	<b>Enrichment</b> <ul style="list-style-type: none"> <li>• Jazmin- Cultural Arts &amp; Crafts</li> <li>• David- STEM</li> <li>• Julio- Gardening</li> </ul>
<b>5:30 - 5:45</b>	Dismissal		

	<b>Friday 1st - 2nd</b>		<b>Friday 3rd - 5th</b>
<b>12:00-12:20</b>	Supper / Sign In	<b>12:10- 12:30</b>	Supper / Recess / Sign In
<b>12:20 - 1:30</b>	Homework Club	<b>12:30-1:30</b>	Homework Club
<b>1:30- 2:00</b>	Recess	<b>1:30-2:00</b>	Recess



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<b>2:00- 3:00</b>	Enrichment 1
<b>3:00-3:30</b>	<b>ASES 1st Pick up @ 3:00 PM</b> Break and Snack
<b>3:30- 4:30</b>	Enrichment 2
<b>4:30- 5:30</b>	Physical Activity
<b>5:30 - 6:00</b>	Dismissal

		<b>Friday Enrichment 2 3-4</b>
<b>1</b>	Kickboxing	Kickboxing
<b>2</b>	Soccer	Soccer
<b>3</b>	Creative thinking	Creative thinking
<b>4</b>	Volleyball	Scholastics mats
<b>5</b>		

❖ After-School Staff is responsible for implementing focused intervention for students that are in lower Tier 2 and Tier 3 during the first hour of after-school program.

❖ Small Group tutoring is offered daily and is based off of quarter grade reports and teacher referrals. Teachers and after-school staff are in close communication throughout the school year to support student success.

❖ The second block of after-school program consists of various activities to expand students learning outside of the classroom. Outside vendors provide hands-on activities that are encouraged to take home and share with family members.

❖ Communication methods: Email, Call, Face-to-Face, Meetings, Memos, All-Call messages to parents and guardians.

## General Questions

### Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the



## Expanded Learning Opportunities Program Plan Guide

ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

- ❖ This ELO-P Funding will be used to provide a safe and supportive environment for our ASES students by hiring more staff (to guide, supervise, tutor and mentor our pupils) and other educational/enrichment activities outside contract companies to offer new learning opportunities that can help our pupils do better in school and in life. ELO-P will allow the opportunities for more students to have a chance to be in the After school program.

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

- ❖ We will provide a one day professional development to support staff to develop teacher staff relationships to support our younger children. By offering a stipend, we will be able to secure the teachers time to support our younger children in the after school program. Each staff member in charge of transitional kindergarten and kindergarten will solely be in charge of their class the whole time the program is running.
- ❖ By taking advantage of the money from this grant, we will hire more staff. We will train them adequately to support the day to day functions of the program.
- ❖ We will provide fun enrichments and homework help tailored to our younger students

### General Schedule

	<b>Monday-Thursday TK- Kindergarten</b>
<b>2:30 - 3:30</b>	Supper
<b>3:30-4:30</b>	Homework Club
<b>4:30 - 5:30</b>	Enrichment for TK and kindergarten only
<b>5:30 - 6:00</b>	Dismissal

	<b>Friday TK- Kindergarten</b>
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## Expanded Learning Opportunities Program Plan Guide

<b>12:00- 12:30</b>	Supper
<b>12:30-12:45</b>	Get wiggles out
<b>12:45-1:00</b>	Bathroom break
<b>1:00- 2:00</b>	Homework Club
<b>2:30-3:00</b>	<b>Snack</b>
<b>3:00-3:30</b>	<b>ASES 1st Pick up @ 3:00 PM</b>
<b>3:30 -4:30</b>	<b>TK and Kindergarten Enrichment 2</b>
<b>4:30 -5:30</b>	<b>TK and Kindergarten Enrichment 3</b>
<b>5:30 - 6:00</b>	Dismissal

### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

	<b>Monday-Thursday 1st - 2nd</b>		<b>Monday-Thursday 3rd - 5th</b>
<b>2:30 - 3:30</b>	<b>Homework Club</b> <ul style="list-style-type: none"> <li>1st Julio, David</li> <li>2nd- Araceli, tutor</li> </ul>	<b>3:15 - 4:15</b>	<b>Homework Club</b> <ul style="list-style-type: none"> <li>3rd -2 tutors needed</li> <li>4th -Jazmin and tutor</li> <li>5th -2 tutors needed</li> </ul>
<b>3:30 - 4:30</b>	Supper	<b>4:15-4:30</b>	Supper/ Break
<b>4:30 -5:30</b>	<b>Enrichment</b> <ul style="list-style-type: none"> <li>Jazmin- Cultural Arts &amp; Crafts</li> <li>David- baseball</li> <li>Julio- Soccer</li> <li>Araceli- volleyball</li> <li>Sarah Science</li> <li>Berkeley School of Chess</li> <li>kickboxing</li> <li>STEM</li> <li>Kiwi &amp; CO.</li> </ul>		
<b>5:30 - 6:00</b>	Dismissal		

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

## **Expanded Learning Opportunities Program Plan Guide**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and

(g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

### **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded

## **Expanded Learning Opportunities Program Plan Guide**

learning opportunities programs across their attendance area.

### **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

### **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

### **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

### **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

### **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet

## **Expanded Learning Opportunities Program Plan Guide**

the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning  
Opportunities Program  
Plan Guide**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by:  
Rodrigo Peregrina Ramirez  
Richmond Charter Academy, ASES Coordinator

Richmond Charter Academy  
1450 Marina Way South  
Richmond, CA 94804



## Expanded Learning Opportunities Program Plan Guide

### Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Richmond Charter Academy

Contact Name: Allyson Schoolcraft

Contact Email: aschoolcraft@amethodschools.org

Contact Phone: (510) 235 2465

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Richmond Charter Academy

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

## **Expanded Learning Opportunities Program Plan Guide**

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

### **Instructions**

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.



## **Expanded Learning Opportunities Program Plan Guide**

### **1—Safe and Supportive Environment**

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

- If the program will be located off campus, describe how students will travel safely to and from the program site.
  - Program is located on site, School staff collaborate in designing and implementing community events.
  - AMPS School Vans will be utilized for transporting students during sporting events.
- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.
  - School and program staff share safety plans and are trained simultaneously on how to act in emergency situations. Students are to follow the same discipline rules that are used during the school day.
  - Meetings with staff once a week to ensure that students needs are being met.
  - Participating in routine fire and safety drills with the staff and students during regular school hours.
  - There are three staff development days per year that reiterate safety policies and procedures.
- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.
  - Collaborating directly with teachers or through a liaison to understand the homework needs of participating students, character development, and implementation or support on special projects. Staff communicates weekly with teachers; use progress reports and homework logs to monitor grades and homework.
  - Student Support Teams: Schools invite program staff to participate in student support team sessions of students in the program and have input and responsibility in support of students' development.

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- Family Staff Team (FST) and Local Collaborative: The FST is a highly collaborative, multi-disciplinary team of parents, faculty, and school leadership that meets regularly to discuss, plan and implement strategies to integrate supports for students and to address needs of program participants. The FST analyzes the academic supports offered in ASES, assessments and placement to assure that staff and students are aligned and matched well with needs.

### **2—Active and Engaged Learning**

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
  - Example best practices: Small group instruction for after school tutoring: This teaching approach provides focused attention and individual feedback. It allows after school tutors to work closely with each student on a specific learning objective, reinforce skills learned in the whole group instruction, and check for student understanding.
  - Many of the offered clubs relate to/support student classroom learning, including STEM activities, physical fitness activities, SEL activities, clubs that promote problem solving and logic, etc.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
    - Program Content/Quality  
One of the strongest educational elements of the program is the targeted tutoring that is provided for students struggling with academics. Beyond the targeted assistance, all program participants receive homework help for at least one hour each day. The program also offers a continued smaller group instruction for struggling students through the afterschool time as needed. The second session of the daily schedule provides enrichment activities such as visual art, science labs, and sports. These hands-on activities provide positive youth development including self-motivation, attitude, teamwork and creativity.

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- The daily schedule provides enrichment activities such as visual arts, science labs, and sports. These hands-on activities provide positive youth development including self-motivation, positive attitude, teamwork and creativity which are key components identified as needs for both the school and community.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.
  - Richmond Charter Academy does not offer an ASES Summer program currently. During the 22-23 school year, we will be developing a program for 30 non-instructional days between school breaks and summer. We will base the offerings on the dates that our FST indicate would be the most beneficial for additional supervision and support for their students. The summer program will include academic and enrichment activities, as well as field trips.

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### **3—Skill Building**

Describe how the program will provide opportunities for students to experience skill building.

- Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
  - Education and Literacy Component The program includes an educational and literacy component in one or more of the following areas: language arts, mathematics, history, social science, or science. This educational and literacy component will support the schools core curriculum, state standards, and will be developed in collaboration with school staff. ASES programs will offer homework support and intervention in different subject areas.

Certificated teachers are active participants in programs in either working directly with students or serving as liaisons. Liaison teachers bridge communication and academic information with teachers and program; determine focus of lessons, develop or support lesson plan implementation, provide professional development to program staff by observation, modeling and coaching.

Currently, nearly 22.68% of our program attendees are English learners, and over 86.7% are free and reduced lunch student population. Program staff receive professional development on how to support English development in the after school setting. The school invites ASES program staff to attend professional development in the area and teachers collaborate with programs with special strategies to serve their needs.

- Educational Enrichment Component Enrichment activities focus on students' interests and are designed to increase their motivation, sense of self efficacy, recreational opportunities, development, and teamwork. The activities also aim to expose students to areas that are not part of their regular repertoire and promote long-term engagement in education and interest in higher education. Students get to showcase their talents whether it be physically or creatively.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.
  - The 2020-2021 Parent/Student survey results indicated that parents and students felt the need for after school tutoring and enrichment activities were critical to the well-being of the student.

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### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.
  - Using the CAASPP Assessment data, Common Core data, internal assessment data, student and parent surveys results, school site administrators, parents (FST) and teachers collaborate and implement professional development opportunities, additional resources and enrichment programs that will provide support academically, socially, emotionally and psychologically.
- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.
  - Students are able to communicate their questions, concerns, viewpoints, and interests daily. The ASES Coordinator is available to speak with students during regular school hours and after school hours. Surveys are given to ASES students throughout the year to ensure their voices are heard and that the program remains engaging.
- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).
  - RCA after school program offers a variety of enrichment programs. Students and parents are able to view the options and rank the programs based on student interest. Students are able to rotate programs every so often to ensure all students have an opportunity to participate.
  - One of our popular club offerings, Students in Action, plans service and leadership opportunities with students demonstrating leadership both in the planning of school events and out in the community.

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### **5—Healthy Choices and Behaviors**

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.
    - RCA after school activities align directly with the school's wellness plan. Supper/meals and snacks are given to students to ensure they intake proper daily nutrition. Time is allocated during the after school program to participate in any physical activity that is offered.
      - ★ i.e. Ping Pong, Soccer, Rugby, Basketball, Running/Walking Club.
  - Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.
    - RCA has CACFP (Child and Adult Care Food Program) meals provided through LEAP sponsorship, just like it's other sister schools in AMPS. LEAP meals make for an easier way to offer various nutritional items to students during after-school hours.
  - Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.
    - Snack/ meals: Snacks meet the requirements of California Education Code sections 49430-49431.7, 8482-8484.6 and Federal National School Lunch guidelines as specified in the USDA's Food Buying Guide. Each provider is responsible for the condition, maintenance and accountability of the snacks. The AMPS Program conducts two unannounced audits a year to make sure the after-school program is adhering to the rules for meal/snack distribution
1. The State of California has developed nutrition standards for snacks in after school programs. Program staff is aware of the regulations (e.g. no trans fat, no more than 35% of calories from fat, no more than Containing 250 calories per individual food item ,with these standards in mind, staff is able to select appropriate snacks from vendors.

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2. The after-school coordinator and school leader is responsible for the condition, maintenance and accountability of the snacks. Once snacks are selected through CDE approved menus, they are stocked and a menu is set for the month accordingly. Part of the tracking is to assure that perishable snacks are offered accordingly, and if a particular snack is not popular, staff adjusts ordering.
3. Some sample menu items include the following: Fresh fruit such as Apples, oranges, whole grain nature bars, water, and granola bars.

### **6—Diversity, Access, and Equity**

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.
  - RCA after school program celebrates cultural events by participating in cultural celebrations that informs students of the history through food & arts.
- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.
  - Staff and tutors are trained on how to better assist those with disabilities, and other students who have potential barriers. Working closely with the school day teachers to ensure that all students' needs are being met in every way possible. In addition, there are tutoring and study hall tutors that are fluent in Spanish that are able to assist English Language learners that speak Spanish as their primary language.

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### **7—Quality Staff**

Describe how the program will provide opportunities for students to engage with quality staff.

- All staff who directly supervise pupils meet the minimum requirements of an instructional aide according to the policies of the district— this includes a high school diploma and either the completion of 30 college credits or a passing score on the CBEST.
  - Each after-school program is supervised by an after-school coordinator who is hired by the program and serves as the bridge between the school community and after-school staff. Program providers look for coordinators who have had prior teaching experience and/or experience working directly with elementary and middle school youth.
  - They should exhibit strong leadership and management skills and are able to maintain positive relationships with a variety of audiences (students, parents, teachers, community members, youth-serving agencies, etc.).
  - Amethod Public Schools includes staffing requirements in its contracts and MOU with clear information regarding background clearance, TB clearance, minimum content requirements, orientation, and procedures trainings.
  - The ASES Coordinator and Site Director are responsible for ensuring that proper clearance for every individual and subcontractor meet the requirements
- 
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- 
- Consistency is important in a young person's life, and for that reason AMPS and after-school provider's work together to build a warm, supportive and professional culture of respect where staff can grow professionally and develop a deep commitment to their school and students.
  - Alumni from an AMPS high School often look to our after-school programs for their first job, knowing that they will be supported professionally and personally, learning important on-the-job skills and developing a strong work ethic that they will be able to use in any career they pursue.
  - When hiring staff, we look for people who are positive role models for our youth and have excellent communication skills.
  - Moreover, we encourage bilingual applicants from diverse backgrounds from other providers as well. Among other qualifications, teaching fellows must have strong academic skills, a demonstrated ability to engage at-risk youth, coaching skills, the ability to build relationships with different constituents, and strong professional skills such as teamwork, problem-solving, verbal and written communication, detail-oriented, time management and organization.
  - The program will begin recruitment efforts in the spring and summer in order to have sufficient time for posting job descriptions (job opportunities are posted on online job websites, college campuses, and teaching institutions), phone and in-person interviews, due diligence including background checks, and teacher training



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workshops before programming begins in September. After-school providers also utilize the strong relationships they have built with teaching staff when considering new staff, often hiring school-day teachers for their after-school and summer programs.

- Describe the type and schedule for the continuous professional development that will be provided to staff.
  - Professional Development for program staff is a joint responsibility of the School, Organization, and Agency Partners. Staff receive initial training provided by agency partners at the time of hiring and each program has a calendar of professional development they provide to staff throughout the year. In addition, school sites offer opportunities for ASES staff to attend relevant training along with other school staff. Staff receive training including laws regulating mandated reports , positive youth development strategies and others.
  - AMPS offers 60 minute clinic workshop series for its faculty that addresses such areas as classroom management, data overviews and analysis, difficult conversations, and teacher effectiveness. All ASES staff and providers will also attend these trainings throughout the year as selected by the coordinator and director.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.
  - Each Staff member assists students in both Tutoring and Homework Help for half of the program and/or also has an enrichment class that they teach. Some examples of the current Enrichment programs that are offered are: Girls Soccer Coach, Boys Soccer Coach, Art, Photography, Yearbook, Ping Pong, Music and Chess.

### **8—Clear Vision, Mission, and Purpose**

Describe the program's clear vision, mission, and purpose.

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
  - Using the CAASPP Assessment data, Common Core data, internal assessment data, student and parent surveys results. The school site administrator, parents (FST) and teachers meet monthly to collaborate and implement professional development opportunities, additional resources and enrichment programs that will provide support academically, socially, emotionally and psychologically.

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- Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.

➤ Goals:

1. Provide Academic Support with the goals being 95-100% of the students enrolled will increase student academic achievement.
2. Increase proficiency on CAASPP State Assessment (Math and ELA) Move to 50% in Math and 60% in ELA by providing focused and engaging intervention during after-school program.
3. Provide enrichment activities whereas 95% of the students enrolled express excitement, increase in self-confidence, learn teamwork and respect for others.

➤ Evaluative Assessment

1. Grades/ Progress Reports
  2. Parent/ Student Survey
  3. Benchmark Exams
  4. State Test Results
  5. Attendance
- Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

➤ Principal, Leadership Team, Family Staff Team (FST) meets regularly to discuss, plan and implement strategies to integrate supports for students and to address needs of support program participants which are in alignment to the mission and vision of the school. After School Programs are part of the equation, therefore the group analyzes the academic support, assessments and placement to ensure that staff and students are aligned and matched well with needs.

➤ Teachers are encouraged to participate in the after school program such as teaching, Coaching Soccer, Instructing Chess, Coaching Basketball, Teaching Art etc. If they are interested in an enrichment class, then they are more than welcome to join the program.

➤ Teachers assist students during the after school program with one-on-one tutoring with students that are struggling in their class.

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### **9—Collaborative Partnerships**

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.
  - Principal, Leadership Team, Family Staff Team (FST) meets regularly to discuss, plan and implement strategies to integrate supports for students and to address needs of support program participants which are in alignment to the mission and vision of the school. After School Programs are part of the coordination and therefore the group analyzes the academic support, assessments and placement to assure that staff and students are aligned and matched well with needs.
- List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).
  - Site Director: Collaborate and meet with After School program coordinator, Family Staff Team and teacher to ensure alignment, discuss student and community needs and review data.
  - After School Director: Daily operation of the program, hiring staff, outreach to programs, meet with principal and teachers. Provide additional support for the school.
  - Family Staff Team: Review the needs of the students, provide ideas, resources and programs available to support students.
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.
  - The program is always looking toward the future and thinking of new ways to enhance operations. We will continue to grow the collaborative approach with students and families and provide monthly meetings to engage with them as we seek to identify programs for our students. We will be setting up meetings and collaborating with a variety of different groups such as the City of Richmond Recreation department, Play Rugby USA, etc. in order to ensure the inclusion of different programs into our after school program for the upcoming school year.

### **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

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- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

- Data Reports will include but be limited to...
  - Grades/ Progress Reports
  - Parent/ Student Survey
  - Benchmark Exams
  - State Test Results
  - Attendance
- Site Director: Weekly-bi weekly meeting with after school director to review attendance and enrollment, budget, program effectiveness and implementation as well as staffing.
- After School Director: Monitor daily operations using attendance data, identifying program strengths and areas of improvement through progress reports, grades, and test scores.
- Leadership Team, Family Staff Team (FST) meets regularly to discuss, the data results. They plan and implement programs and strategies to integrate supports for students and to address needs of support program participants which are in alignment to the mission and vision of the school. Teachers and all stakeholders will be updated and informed accordingly to ensure students' individual needs are being met.

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### **11—Program Management**

Describe the plan for program management.

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - All funds go to the payment of Staff, materials and equipment for enrichment classes. If funds are available they will be used for things such as field trips to places that will educate and enrich the knowledge and development of students.
  - Goals for years 2023-2025:
    1. Enhance students' 21st century skills: RCA students will begin to use computers for computer adaptive individualized tutoring and learning games
    2. Homework Club: The ASES Homework Club will contribute towards good academic outcomes by providing homework support and other academic enriching opportunities in even more engaging ways.
    3. Recreational Activities: RCA will continue to provide students with recreational activities that will emphasize physical activity in a safe environment to foster a healthy lifestyle and social emotional development. We will attempt to offer programs such as Rugby, basketball, soccer, and Cross Country to students as part of the ASES Program.
    4. Enrichment Programs: RCA after school programming will collaborate with community partner organizations to share the responsibility to educate and enrich students' lives through the offering of programs such as music, STEM, journalism/newsletter, and art that will allow students to develop well rounded preparation for future success.
- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
  - First Block/Tutoring 3:00-4:00  
Break/Supper 4:00-4:30  
Second Block/Enrichment activities 4:30-6:00  
Clubs run by teachers and paraprofessionals  
Outside Contract Company  
Mad Science  
Play Rugby  
USA Berkeley  
School Of Chess  
Empowered
  - After-School Staff is responsible for implementing focused intervention for students that are in lower Tier 2 and Tier 3 during the first hour of after-school program.

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- Small Group tutoring is offered daily and is based off of quarter grade reports and teacher referrals. Teachers and after-school staff are in close communication throughout the school year to support student success.
- The second block of after-school program consists of various activities to expand students learning outside of the classroom. Outside vendors provide hands-on activities that are encouraged to take home and share with family members.
- After-school staff also holds activities that create an engaging atmosphere. Students play a large factor in designing the activity schedule through surveys.
  - Activities include: Yearbook, Photography, Gardening, Rugby, Soccer, Art, Chess, Mad Science, and Running and Walking Club.
- Communication methods: Email, Call, Face-to-Face, Meetings, Memos, All-Call messages to parents and guardians.
- Meetings with staff are on a weekly basis unless otherwise needed, the meetings are structured around briefings to insure that the programs needs are being met, that the staff is updated on all policies and procedures, and to discuss any issues that may have come up since the last meeting.
- Lines of Supervision:
  - Ms. Allyson Schoolcraft - Richmond Charter Academy Site Director
  - Mrs. Grace Borja-Finance and Operations Coordinator
  - Mrs. Evelia Villa-Richmond Regional Superintendent
  - Ms. Peregrina - Richmond Charter Academy ASES Coordinator
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.
- Richmond Charter Academy, along with other AMPS schools, is a data driven school, and uses summative and formative assessments for all students in every class. For example, every 4 weeks, the school implements a standards based interim assessment. Moreover, the ASES Program and its collaborative partners have agreements on mandatory data collection regarding student attendance and retention, staff qualification and other required procedures. The school organization contributes to the system by uploading and keeping current demographic and performance data of students that program staff has access to. Attendance data is collected daily at the site level and schools and organization coordinators have access to this data. The current system allows for a better coordination of information as well as close monitoring of attendance levels at the different programs.
- The school organization provides programs, schools and community with current information about programs' demographic profiles, levels of attendance and current academic performance levels.
- Programs participate in survey fielding twice a year. Surveys were developed using a Youth Development Framework and aims to assess program quality practices. Questions gauge students' perceptions related to levels of physical and emotional safety; relationship with adults and peers; youth engagement and satisfaction with program; community engagement and skill development and mastery.

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➤ In addition to common data collection and evaluation analysis, individual programs have their own measures and goals that are directed aligned with their organization's mandated outcomes and goals. Partners make their results available to Organization, schools and families.

- Describe the system in place to address the following program administration requirements:

- Fiscal accounting and reporting requirements.

➤ Amethod Public Schools as lead agency for the collaborative is responsible for providing oversight of the grant implementation including accounting and reporting. The organization has had over three years experience in administering the ASSES grant and requirements, and is prepared to be the lead agency. We have had two extensive site visits conducted by the California Department of Education and Alameda County Office of Education staff and have incorporated their advice to add to our practice.

Roles, responsibilities and expectations related to expenditures, data collection, staff requirements and communication are explicitly described in the contract and reporting attachments. The ASSES sites are required to maintain hard copies of daily attendance sheets with dismissal signatures and early release codes when appropriate. Sites are expected to audit their sites regularly and the program is part of the organization's internal audit mechanisms. All expenditures and fiscal requirements are managed in collaboration with the organization's office operations and the business back support office and subject to reviews and audits.

*The following procedures and protocols will continue to be implemented:*

- Existing attendance and early release policies for supplemental programs;
- Program attendance tracking and early release policy are the same as followed during the previous school years;
- Close collaboration between schools and programs will continue;
- The collaboration includes monitoring attendance levels and goals, participants' needs for support, joint planning and implementation of family events, monitoring of students' academics, state standard focus; shared professional development opportunities and bridging the communication gap from the school day into the after school hours;
- Family communication and engagement will continue and families will continue to be updated on students' performance and engaged in active collaboration with program;
- Family engagement activities will continue to be offered regularly and provide opportunities to see students' performances and work and celebrate the success of the students;
- Youth participation and engagement in designing program activities to keep



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students engaged and excited to participate daily;

➤ Acknowledgment of high level attendance;

- Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).

➤ Richmond Charter Academy will identify and reach out to education and community partners who share a commitment to local families and communities. In the past, our program has been supported by independent people, private organizations, and colleges who recognize that closing the achievement gap, and keeping students safe during nonschool hours matters to the entire community. Amethod Public Schools- Richmond Charter Academy will ensure that the organization meets the required matching requirement of 33% for the ASES grant. The school will provide facility use and add up the in kind match of at the established percentage requirement allowed for in kind facility costs. The additional of the required matching cost amounts will be established by reaching out to other organizations and/or community groups to assist in the costs of such items such as donations of goods or expertise, and special events.

- Attendance tracking, including sign-in and sign-out procedures.

➤ All after school student participants must sign in and out of their programs through the appropriate program attendance sheets and binders as established by the parameters of the program. Staff carefully monitors sign in sheets, slips, etc. and are vigilant about accounting for every student. If students are not in line with policies, the Coordinator or assistant will make calls to the participant's home. Because of all of the careful monitoring, the program environment remains very safe and secure.

All binders are collected and filed by quarter by the after school coordinator. Providers are required to notify parents of the early release policy at enrollment as part of a written program handbook or handouts.

- Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

### **The early release policy is as follows:**

Whatever the case may be, program staff will record the date and time of the early release departure of the child. Parent, guardian, or program staff should sign the



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child out and it is recommended that the child's signature or initial be recorded as well.

A child may be released early from the after school program, prior to the end of program time based on the following conditions:

- Attending a parallel program (programs in the school or community centers such as soccer, basketball, etc.) as long as an agreement or partnership with the program exists thus making this parallel program the child's enrichment component.
- Family Emergencies (such as death in the family, catastrophic incidents, etc.).
- Medical appointments.
- Safety concerns in the neighborhood especially if the child walks home.
- Child accidents that occur during program time (program staff should call parent or guardian).
- Other conditions especially on safety as prescribed by the school.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

This ELO-P Funding will be used to provide a safe and supportive environment for our ASES students by hiring more staff (to guide, supervise, tutor and mentor our pupils) and other educational/enrichment activities outside contract companies to offer new learning opportunities that can help our pupils do better in school and in life.

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### **Transitional Kindergarten and Kindergarten**

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

**N/A**

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### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Time	6th ELA	6th Science	6th History	6th Math	7th ELA	7th Science	7th History	7th Math	8th ELA	8th Science	8th History	8th Math
8:00am - 9:13am												
9:13am - 10:16am	PE/Tutoring	PE/Tutoring	PE/Tutoring	PE/Tutoring								
10:16am - 11:29am					PE/Tutoring	PE/Tutoring	PE/Tutoring	PE/Tutoring				
11:29am - 12:04pm	Lunch	Lunch	Lunch	Lunch	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	Math tutoring	Math tutoring	Math tutoring	Math tutoring
12:04pm - 12:32pm	Math tutoring	Math tutoring	Math tutoring	Math tutoring	Lunch	Lunch	Lunch	Lunch	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD
12:32pm - 1:00pm	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	ELA Tutoring/ELD	Math tutoring	Math tutoring	Math tutoring	Math tutoring	Lunch	Lunch	Lunch	Lunch
1:00pm - 2:13pm									PE/Tutoring	PE/Tutoring	PE/Tutoring	PE/Tutoring
2:13pm - 3:26pm												
3:26pm - 6:00pm	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment	ASES Tutoring/Enrichment

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**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

### **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and

(g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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### **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

### **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

### **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

### **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

### **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

### **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

# Coversheet

## Approval of Local Control and Accountability Plans (LCAP)

<b>Section:</b>	V. Business II
<b>Item:</b>	C. Approval of Local Control and Accountability Plans (LCAP)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	BJE_LCAP_Final.pdf OCA_LCAP_FINAL.pdf JHHS LCAP_FINAL.pdf RCA LCAP 21-24_FINAL.pdf DCA LCAP 2022_FINAL.pdf OCHS LCAP 2022_Final.pdf

# 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 Elementary- Benito Juarez Elementary	Linsey Bailey, Site Director	<a href="mailto:lbailey@amethodschools.org">lbailey@amethodschools.org</a> (510) 215-7009

## Plan Summary [2022-2023]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. In the return to school, students averaged RIT scores between 148-218, and 146-217 in Math and ELA respectfully. Therefore, some of the learning lost that occurred during virtual learning was regained. Nevertheless, more time in learning is required for students and staff along with Mental Health and Multi-tiered systems of support.

## 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.

N/A --- 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.

N/A --- 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.

N/A --- Not on CSI

## **Engaging Educational Partners**

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning in March 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2021-2022 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2021-2022 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an over-whelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language 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 educational partners.

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 input from educational partners.

The specific stakeholder input received throughout the summer months has significantly influenced the district's LCAP both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is

seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

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

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

# Goals and Actions

## Goal #1

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%	63%	Data coming 2023	Data coming 2024	80%
Maintain appropriately assigned instructional staff	100%	100%	Data coming 2023	Data coming 2024	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain standards-aligned curriculum for all students for all core subjects	100%	95%	Data coming 2023	Data coming 2024	100%
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%	20%	Data coming 2023	Data coming 2024	30%
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 17%	13%	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	>1%	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%	80%	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.	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"> <li>- Provide high quality staff development &amp; support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA</li> <li>- Continued development and implementation of AMPS Career Path process for staff advancement.</li> <li>- 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.</li> </ul> <p>First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support through</p>	\$50000.00	Y
2	Teammate Retention	<ul style="list-style-type: none"> <li>- Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts</li> </ul> <p>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.</p>	\$4000.00	N
3	Coaching & Support	<p>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.</p>	\$20000.00	Y

Action #	Title	Description	Total Funds	Contributing
4	Intervention & Acceleration	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Continued implementation of ELD program by a credentialed teacher for students for English Learners in a designated and integrated model.</li> <li>- Continue use of Actively Learn to differentiate instruction and monitor and support students below grade level.</li> </ul> <p>Additional paraprofessional staff hired and trained for ELA and Math classrooms, offering support during the regular school schedule and in the after school.</p>	\$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 #1 Analysis for 2022

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.

The RFEP percentage baseline of 10.6 was not met, this metric was created based on unknow metrics. When data is verified, I see not indicators of BJE being near this metric in the last two testing years.

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

N/A

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

N/A

## Goal #2

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%	Schoolwide - .6% Black - 0% Hispanic - 1% Asians - 0%	Data coming 2023	Data coming 2024	Schoolwide - <1% Black - <1% Hispanic - <1% Asians - <1%
Expulsion rate	0%	0%	Data coming 2023	Data coming 2024	<1%
Teacher retention rate	62%	63%	Data coming 2023	Data coming 2024	72%
Maintain appropriately assigned instructional staff	100%	100%	Data coming 2023	Data coming 2024	100%
Standards-aligned instruction for all students for all core subjects	25% of Teachers	58%	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	All Students: 20%	20%	Data coming 2023	Data coming 2024	0%

Evaluation Association)					
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 17%	13%	Data coming 2023	Data coming 2024	27%
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  Based on FIT Rubric - Exemplary - Good - Fair - Poor	Good	Good	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.	\$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 #2 Analysis for 2022

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.

Benito Juarez was able to meet or exceed the baseline markers created for each action step. The only area of concern was the NWEA grown in Math. Scores came in slight lower than the baseline. Additional action step is improvement in the RTI.

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

N/A

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

Factors in the meeting of many of the goals where the strong usage of family communication (Parent Square) and effective usage of SART and SARBS process.



## Goal #3

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%	80%	Data coming 2023	Data coming 2024	90%

Percentage of parents logging on to Parent Portal	12%	35% - PowerSchool	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	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p>Continue to offer Workshops for Parents on Sex Education, Internet Safety, and/or other topics that they express interest in.</p>	\$2000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families of students who are multi-language learners.	\$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 #3 Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

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

Data is not yet available

## Goal #4

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	1 to 1 Maintained	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%	100%	Data coming 2023	Data coming 2024	100%
Percentage of teachers regularly utilizing technology in the classroom	60%	60%	Data coming 2023	Data coming 2024	100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide Chromebook/tablets, hotspots, earphones for all students	\$20000.00	N
2	Software for Students	- Purchase appropriate software to increase student access to core curriculum and monitor student usage. Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning.	\$30000.00	N

Action #	Title	Description	Total Funds	Contributing
3	Tech Training	<ul style="list-style-type: none"> <li>- Provide staff and students training in the use of technology and different software platforms.</li> <li>- Continue to develop Internet Fluency for teachers and students.</li> </ul> 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 #4 Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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 Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$855,396	

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.46%	0%	\$0	31.46%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.



Additional funds will be used to add additional classified staff that can support small group instruction and pull out supports. A limiting factor in this funding is the cap provided by the residing districts UPC.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:32
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:25



## 2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 197,985	\$ 62,055	\$ 5,910	\$ 29,550	295,500	-	\$ 295,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staff Development & Support	ALL	\$ 33,500	\$ 10,500	\$ 1,000	\$ 5,000	\$ 50,000
1	2	Teammate Retention	ALL	\$ 2,680	\$ 840	\$ 80	\$ 400	\$ 4,000
1	3	Coaching and support	ALL	\$ 13,400	\$ 4,200	\$ 400	\$ 2,000	\$ 20,000
1	4	Intervention & Acceleration	ALL	\$ 6,700	\$ 2,100	\$ 200	\$ 1,000	\$ 10,000
1	5	Assessments and Programs	ALL	\$ 6,700	\$ 2,100	\$ 200	\$ 1,000	\$ 10,000
1	6	Library	ALL	\$ 3,685	\$ 1,155	\$ 110	\$ 550	\$ 5,500
2	1	MTSS & PBIS	ALL	\$ 3,350	\$ 1,050	\$ 100	\$ 500	\$ 5,000
2	2	Assemblies	ALL	\$ 670	\$ 210	\$ 20	\$ 100	\$ 1,000
2	3	Team Building	ALL	\$ 670	\$ 210	\$ 20	\$ 100	\$ 1,000
2	4	Engagement Activities	ALL	\$ 1,340	\$ 420	\$ 40	\$ 200	\$ 2,000
2	5	Communication	ALL	\$ 670	\$ 210	\$ 20	\$ 100	\$ 1,000
2	6	Student Mental Health	ALL	\$ 1,340	\$ 420	\$ 40	\$ 200	\$ 2,000
2	7	Safety Materials	ALL	\$ 3,350	\$ 1,050	\$ 100	\$ 500	\$ 5,000
2	8	School Themed Materials	ALL	\$ 13,400	\$ 4,200	\$ 400	\$ 2,000	\$ 20,000
2	9	Facility Safety	ALL	\$ 13,400	\$ 4,200	\$ 400	\$ 2,000	\$ 20,000
2	10	Wellness Counselor/ BT	ALL	\$ 33,500	\$ 10,500	\$ 1,000	\$ 5,000	\$ 50,000
2	11	Telehealth Wellness	ALL	\$ 6,700	\$ 2,100	\$ 200	\$ 1,000	\$ 10,000
2	12	SART Training and Support	ALL	\$ 3,350	\$ 1,050	\$ 100	\$ 500	\$ 5,000
2	13	Class Dojo	ALL	\$ 2,010	\$ 630	\$ 60	\$ 300	\$ 3,000
3	1	Parent Workshop	ALL	\$ 1,340	\$ 420	\$ 40	\$ 200	\$ 2,000
3	2	Bilingual Community Coordinator	ALL	\$ 3,350	\$ 1,050	\$ 100	\$ 500	\$ 5,000
3	3	Community Partnerships	ALL	\$ 3,350	\$ 1,050	\$ 100	\$ 500	\$ 5,000
3	4	Family Access to Hybrid Instruction	ALL	\$ 1,340	\$ 420	\$ 40	\$ 200	\$ 2,000
4	1	Student Devices	ALL	\$ 13,400	\$ 4,200	\$ 400	\$ 2,000	\$ 20,000
4	2	Software for Students	ALL	\$ 20,100	\$ 6,300	\$ 600	\$ 3,000	\$ 30,000
4	3	Tech Training	ALL	\$ 670	\$ 210	\$ 20	\$ 100	\$ 1,000
4	4	Tech Purchase	ALL	\$ 3,350	\$ 1,050	\$ 100	\$ 500	\$ 5,000
4	5	Software for Safety Guidelines	ALL	\$ 670	\$ 210	\$ 20	\$ 100	\$ 1,000

## 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,910,382	\$ 556,418	29.13%	0.00%	29.13%	\$ 118,925	0.00%	6.23%	<b>Total:</b>	\$ 118,925
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 118,925

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staff Development & Support	Yes	Schoolwide	N/A	BJE	\$ 33,500	0.00%
1	2	Teammate Retention	No	Schoolwide		BJE	\$ -	0.00%
1	3	Coaching and support	Yes	Schoolwide	N/A	BJE	\$ 13,400	0.00%
1	4	Intervention & Acceleration	Yes	Schoolwide	English Learners	BJE	\$ 6,700	0.00%
1	5	Assessments and Programs	Yes	Schoolwide	N/A	BJE	\$ 6,700	0.00%
1	6	Library	Yes	Schoolwide	N/A	BJE	\$ 3,685	0.00%
2	1	MTSS & PBIS	Yes	Schoolwide	English Learners and Low-Income	BJE	\$ 3,350	0.00%
2	2	Assemblies	No	Schoolwide		BJE	\$ -	0.00%
2	3	Team Building	No	Schoolwide		BJE	\$ -	0.00%
2	4	Engagement Activities	No	Schoolwide		BJE	\$ -	0.00%
2	5	Communication	No	Schoolwide		BJE	\$ -	0.00%
2	6	Student Mental Health	Yes	Schoolwide	N/A	BJE	\$ 1,340	0.00%
2	7	Safety Materials	No	Schoolwide		BJE	\$ -	0.00%
2	8	School Themed Materials	No	Schoolwide		BJE	\$ -	0.00%
2	9	Facility Safety	No	Schoolwide		BJE	\$ -	0.00%
2	10	Wellness Counselor/ BT	Yes	Schoolwide	N/A	BJE	\$ 33,500	0.00%
2	11	Telehealth Wellness	Yes	Schoolwide	N/A	BJE	\$ 6,700	0.00%
2	12	SART Training and Support	Yes	Schoolwide	N/A	BJE	\$ 3,350	0.00%
2	13	Class Dojo	Yes	Schoolwide	N/A	BJE	\$ 2,010	0.00%
3	1	Parent Workshop	Yes	Schoolwide	N/A	BJE	\$ 1,340	0.00%
3	2	Bilingual Community Coordinator	Yes	Schoolwide	N/A	BJE	\$ 3,350	0.00%
3	3	Community Partnerships	No	Schoolwide		BJE	\$ -	0.00%
3	4	Family Access to Hybrid Instruction	No	Schoolwide		BJE	\$ -	0.00%
4	1	Student Devices	No	Schoolwide		BJE	\$ -	0.00%
4	2	Software for Students	No	Schoolwide		BJE	\$ -	0.00%
4	3	Tech Training	No	Schoolwide		BJE	\$ -	0.00%
4	4	Tech Purchase	No	Schoolwide		BJE	\$ -	0.00%
4	5	Software for Safety Guidelines	No	Schoolwide		BJE	\$ -	0.00%

## 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 295,500.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staff Development & Support	Yes	\$ 50,000	\$ -
1	2	Teammate Retention	No	\$ 4,000	\$ -
1	3	Coaching and support	Yes	\$ 20,000	\$ -
1	4	Intervention & Acceleration	Yes	\$ 10,000	\$ -
1	5	Assessments and Programs	Yes	\$ 10,000	\$ -
1	6	Library	Yes	\$ 5,500	\$ -
2	1	MTSS & PBIS	Yes	\$ 5,000	\$ -
2	2	Assemblies	No	\$ 1,000	\$ -
2	3	Team Building	No	\$ 1,000	\$ -
2	4	Engagement Activities	No	\$ 2,000	\$ -
2	5	Communication	No	\$ 1,000	\$ -
2	6	Student Mental Health	Yes	\$ 2,000	\$ -
2	7	Safety Materials	No	\$ 5,000	\$ -
2	8	School Themed Materials	No	\$ 20,000	\$ -
2	9	Facility Safety	No	\$ 20,000	\$ -
2	10	Wellness Counselor/ BT	Yes	\$ 50,000	\$ -
2	11	Telehealth Wellness	Yes	\$ 10,000	\$ -
2	12	SART Training and Support	Yes	\$ 5,000	\$ -
2	13	Class Dojo	Yes	\$ 3,000	\$ -
3	1	Parent Workshop	Yes	\$ 2,000	\$ -
3	2	Bilingual Community Coordinator	Yes	\$ 5,000	\$ -
3	3	Community Partnerships	No	\$ 5,000	\$ -
3	4	Family Access to Hybrid Instruction	No	\$ 2,000	\$ -
4	1	Student Devices	No	\$ 20,000	\$ -
4	2	Software for Students	No	\$ 30,000	\$ -
4	3	Tech Training	No	\$ 1,000	\$ -
4	4	Tech Purchase	No	\$ 5,000	\$ -
4	5	Software for Safety Guidelines	No	\$ 1,000	\$ -

## 2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 118,925	\$ -	\$ 118,925	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staff Development & Support	Yes	\$ 33,500		0.00%	0.00%
1	2	Teammate Retention	No	\$ -	\$ -	0.00%	0.00%
1	3	Coaching and support	Yes	\$ 13,400		0.00%	0.00%
1	4	Intervention & Acceleration	Yes	\$ 6,700		0.00%	0.00%
1	5	Assessments and Programs	Yes	\$ 6,700		0.00%	0.00%
1	6	Library	Yes	\$ 3,685		0.00%	0.00%
2	1	MTSS & PBIS	Yes	\$ 3,350		0.00%	0.00%
2	2	Assemblies	No	\$ -	\$ -	0.00%	0.00%
2	3	Team Building	No	\$ -	\$ -	0.00%	0.00%
2	4	Engagement Activities	No	\$ -	\$ -	0.00%	0.00%
2	5	Communication	No	\$ -	\$ -	0.00%	0.00%
2	6	Student Mental Health	Yes	\$ 1,340		0.00%	0.00%
2	7	Safety Materials	No	\$ -	\$ -	0.00%	0.00%
2	8	School Themed Materials	No	\$ -	\$ -	0.00%	0.00%
2	9	Facility Safety	No	\$ -	\$ -	0.00%	0.00%
2	10	Wellness Counselor/ BT	Yes	\$ 33,500		0.00%	0.00%
2	11	Telehealth Wellness	Yes	\$ 6,700		0.00%	0.00%
2	12	SART Training and Support	Yes	\$ 3,350		0.00%	0.00%
2	13	Class Dojo	Yes	\$ 2,010		0.00%	0.00%
3	1	Parent Workshop	Yes	\$ 1,340		0.00%	0.00%
3	2	Bilingual Community Coordinator	Yes	\$ 3,350		0.00%	0.00%
3	3	Community Partnerships	No	\$ -	\$ -	0.00%	0.00%
3	4	Family Access to Hybrid Instruction	No	\$ -	\$ -	0.00%	0.00%
4	1	Student Devices	No	\$ -	\$ -	0.00%	0.00%
4	2	Software for Students	No	\$ -	\$ -	0.00%	0.00%
4	3	Tech Training	No	\$ -	\$ -	0.00%	0.00%
4	4	Tech Purchase	No	\$ -	\$ -	0.00%	0.00%
4	5	Software for Safety Guidelines	No	\$ -	\$ -	0.00%	0.00%

## 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,338,216	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%

# 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	pellengberg@amethodschools.org (510) 719- 7810

## Plan Summary 2022-2023

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Oakland Charter Academy is the oldest charter school in the city of Oakland and is the flagship school of the Amethod Public Schools organization. It opened in 1994 and is the fourteenth charter school authorized in the State of California. Located in the Fruitvale District, OCA is the only National Blue Ribbon School in East Oakland. In the past 20 years, OCA has doubled in size and serves a predominantly Hispanic/Latino population but also has small numbers of African-American, Asian-American, Arab-American and White American students. OCA offers a Common core aligned curriculum for math and English language arts. OCA focuses on supporting CCSS instruction that is aligned to the significant shifts prompted the nationwide shift to the common core. We promote and are in the process of fully implementing the Reading Apprenticeship model and utilizing Close Reading as a consistent powerful practice to provide sustained and consistent academic growth for all the students we serve.

2-3 hours of homework is assigned each night; homework packets are assigned for each holiday break. OCA offers a three-week summer session each year to ensure students are prepared as they move forward through middle school.

OCA offers an After School Education and Safety (ASES) program that is aligned with, and does not repeat the content of regular school day and other extended learning opportunities. A safe physical and emotional environment is provided, as well as opportunities for relationship building. This after school program consist of the two elements below and ASES program leaders work closely with school site principals, staff and Family Staff Team (FST) members to integrate both elements with the school's curriculum, instruction, and learning support activities. CA's educational and literacy element provides tutoring and/or homework assistance and is designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities are implemented based on local student needs and interests.

OCA's educational enrichment element offers a wide array of additional services, programs, and activities that reinforce and complement the school's academic program. Examples are positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work



preparation activities; community service-learning; and other youth development activities based on student needs and interests. These enrichment activities are, at times, designed to enhance the core

Family Staff Team (FST) members to integrate both elements with the school's curriculum, instruction, and learning support activities.

OCA's educational and literacy element provides tutoring and/or homework assistance and is designed to help students meet state standards in one or more of the following core academic subjects:

reading/language arts, mathematics, history and social studies, or science. A broad range of activities are implemented based on local student needs and interests.

OCA's educational enrichment element offers a wide array of additional services, programs, and activities that reinforce and complement the school's academic program. Examples are positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. These enrichment activities are, at times, designed to enhance the core curriculum.

Comprehensive implementation of balanced literacy and MTSS is in implementation and development. OCA believes in providing academic and behavioral support that grows students. We have begun the process of developing consistent learning cycles and cycles of inquiry that develop long term growth and operations for school improvement and thus teacher, family, and student retention by providing the highest

## Reflections: Successes

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

Emerging Data Driven Instruction practices with teacher course teams completing item level analysis and corrective instruction to address gaps experienced due to Covid.

NWEA scores show that OCA is growing exponentially in ELA.

Increased parent engagement and the development of parent workshops on supporting literacy and math at home

Continued growth of ASES program through increased opportunities for academic and social-emotional enrichment.

## 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.

OCA would like to increase academic proficiency in Math for all students. The student population with the most significant need for improvement is our EL population according to NWEA.

OCA would like to decrease our chronic absenteeism rate as our whole student population has been noted as over the 20% range as of latest data.

## 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.

Oakland Charter Academy

### ***Support for Identified Schools***

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

Because over 90% of OCA's students are socio-economically disadvantaged and over 35% are designated EL, the primary focus of this LCAP is to reinforce and assess our commitment to providing a free and appropriate education for all students who are operation below what is considered proficient by the state of California.

1) OCA will focus on professional development in providing instruction that supports EL and diverse learners through a balanced literacy approach. OCA will revamp its current services to deliver model to address current needs through either push in support or developing an ELD block or if through a needs based assessment provide a Spanish Language Arts class to develop academic growth in our EL students' L1.

2) We will continue to develop MTSS systems that support all learners academic and behavioral

needs. We will develop a learning cycle around targeted academic intervention and the delivery of small group instruction across the school to provide more targeted supports in the least restrictive environment for all students: the general education classroom that has significant levels of tiered support.

3) We will develop lesson plans that meet the needs of all learners through professional development on consistent and effective differentiation and the use of research based practices for reading and math instruction that supports students who: a. operate significantly below grade level who have not been identified as a diverse learner, b. have been identified as an EL student c. a student who has an identified learning disability.

### ***Monitoring and Evaluating Effectiveness***

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

OCA plans to use data collected through-out the school year to monitor student progress in the areas outlined in the CSI plan. These forms of data include but are not limited to: Student grades, student classroom assessment results, prior year ELPAC results, and standardized testing data (CAASPP, NWEA). These data points will be analyzed at the class and student level to ensure that OCA is not only meeting the student needs but also the needs of the families.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 gro

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 #1

Goal #	Description
Goal #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
Instructional staff retention	20-21: 79% of core teachers returning				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%	100%			Maintain 100%
Math SBAC % Meeting or Exceeding	Baseline data coming pending 2021 results	Not Yet Available			3-year outcome pending baseline data.

ELA SBAC % Meeting and Exceeding	Baseline data coming pending 2021 results	Not Yet Available			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	Not Yet Available			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%	>4%			15% or higher
Facility Report	2019 SARC: Exemplary Rating				Maintain an exemplary rating as reported by the SARC
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	100%			maintain 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	Provide high quality staff development & support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA	\$ 8000.00	N



2	Teammate Retention	Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts	\$ 4000.00	N
3	Coaching & Support	Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions.	\$ 20000.00	N
4	Intervention & Acceleration	Continued identification, analyzation and prioritization of instructional interventions and acceleration primarily directed to English Learners for reclassification and support, SPED/T1 and T2 students based on multiple sources of academic assessment data.	\$ 3000.00	Y
5	Assessments & Programs	Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.	\$ 5000.00	N
6	Library	Purchase and develop school libraries according to model library standards as well as classroom leveled readers.	\$1000.00	N
7	Additional Staff	Hire and Instructional Dean to support with additional academic support and acceleration	\$85000.00	Y

## Goal Analysis for 2022-2023

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.

Not Yet Available

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

Not Yet Available

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

Not Yet Available

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.

Not Yet Available

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal #2

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%	86.37%			Maintain above 97%

Suspension rate as a percentage	2020-21 Suspension Rate: 0%	>2%			Maintain 0%
Expulsion rate as a percentage	2019-2020: 0%	0%			Maintain 0%
Percentage of students reporting Positive School Climate on Mid- Year and End of Year Student Surveys	19-20 Survey data: 92%	Not Yet Available			Maintain 92% or higher
Chronic Absenteeism as a percentage	18-19: 14.8%	31.88%			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 for 2022-2023

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.

Not Yet Available

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

Not Yet Available

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

Not Yet Available

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.

Not Yet Available

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal #3

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%	Not Yet Available			Maintain 90% or higher

Average parent attendance rates at school events and parent/teacher conferences	2019-2020: School Events: 30%  2019-2020: Parent/Teacher Conferences: 90%				School Events: 75% or above  Parent/Teacher Conferences: Maintain 90% or above
Percentage of parents logging on to Parent Portal	2019-2020: 50%				75% or higher
seeking parent input on decision making	Baseline data coming school year 21-22				Outcome pending baseline data
promoting participation from parents of EL, Sped, FY, Low Income	Baseline data coming school year 21-22				Outcome pending baseline data

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Workshops	Provide Parent Education Workshops and curriculum for families in the areas of College and Career, Mental Health, Parent Education etc.	\$ 1000.00	N
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families	\$ 26000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	\$ 1000.00	N

4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	\$ 1000.00	Y
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## Goal Analysis for 2022-2023

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.

Not Yet Available

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

Not Yet Available

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

Not Yet Available

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.

Not Yet Available

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal #4

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	1:1			Maintain 1:1 ratio
Percentage of classrooms with dedicated audio/video equipment	20-21 Data: 100%	100%			Maintain 100%
Percentage of teachers regularly utilizing technology in the classroom	2019-2020: 80%	100%			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	Y
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	\$ 2000.00	N

## Goal Analysis for 2022-2023

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

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

The outline tech purchase allowed us to ensure that we maintained a 1:1 ratio with our devices and students. We also invested in improving our infrastructure and staff devices to meet the greeted tech needs identified by the pandemic.

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 Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,466,800	N/A

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.13%	0%	\$0	29.13%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	<b>Schools with a student concentration of 55 percent or less</b>	<b>Schools with a student concentration of greater than 55 percent</b>
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:27
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:30

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

## ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).



**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.



Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).



- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

## 2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 212,400	\$ 50,150	\$ -	\$ 32,450	295,000	\$ -	\$ 295,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staff Development & Support	ALL	\$ 5,760	\$ 1,360	\$ -	\$ 880	\$ 8,000
1	2	Teammate Retention	ALL	\$ 2,880	\$ 680	\$ -	\$ 440	\$ 4,000
1	3	Coaching & Support	ALL	\$ 14,400	\$ 3,400	\$ -	\$ 2,200	\$ 20,000
1	4	Intervention & Acceleration	ALL	\$ 2,160	\$ 510	\$ -	\$ 330	\$ 3,000
1	5	Assessments & Programs	ALL	\$ 3,600	\$ 850	\$ -	\$ 550	\$ 5,000
1	6	Library	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
1	7	Additional Staff	ALL	\$ 61,200	\$ 14,450	\$ -	\$ 9,350	\$ 85,000
2	1	MTSS & PBIS	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	2	Assemblies	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	3	Team Building	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	4	Engagement Activities	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	5	Communication	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	6	Mental Health	ALL	\$ 1,440	\$ 340	\$ -	\$ 220	\$ 2,000
2	7	Safety Materials	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	8	School Themed Materials	ALL	\$ 14,400	\$ 3,400	\$ -	\$ 2,200	\$ 20,000
2	9	Facility Safety	ALL	\$ 7,200	\$ 1,700	\$ -	\$ 1,100	\$ 10,000
2	10	Wellness Counselor or Behavior Therapis	ALL	\$ 36,000	\$ 8,500	\$ -	\$ 5,500	\$ 50,000
2	11	Telehealth Wellness Programs	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	12	SART Training & Support	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
2	13	Class Dojo	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
3	1	Parent Workshops	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
3	2	Bilingual Community Coordinator	ALL	\$ 18,720	\$ 4,420	\$ -	\$ 2,860	\$ 26,000
3	3	Community Partnerships	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
3	4	Family Access to Hybrid Instruction	ALL	\$ 720	\$ 170	\$ -	\$ 110	\$ 1,000
4	1	Student Devices	ALL	\$ 14,400	\$ 3,400	\$ -	\$ 2,200	\$ 20,000
4	2	Software for Students	ALL	\$ 14,400	\$ 3,400	\$ -	\$ 2,200	\$ 20,000
4	3	Tech Training	ALL	\$ 1,440	\$ 340	\$ -	\$ 220	\$ 2,000
4	4	Tech Purchase	ALL	\$ 3,600	\$ 850	\$ -	\$ 550	\$ 5,000
4	5	Software for Safety Guidelines	ALL	\$ 1,440	\$ 340	\$ -	\$ 220	\$ 2,000

## 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
\$ 1,839,166	\$ 593,389	32.26%	0.00%	32.26%	\$ 151,920	0.00%	8.26%	Total:	\$ 151,920	
									LEA-wide Total:	\$ -
									Limited Total:	\$ -
									Schoolwide Total:	\$ 151,920

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staff Development & Support	No	Schoolwide		OCA	\$ -	0.00%
1	2	Teammate Retention	No	Schoolwide		OCA	\$ -	0.00%
1	3	Coaching & Support	No	Schoolwide		OCA	\$ -	0.00%
1	4	Intervention & Acceleration	Yes	Schoolwide	All	OCA	\$ 2,160	0.00%
1	5	Assessments & Programs	No	Schoolwide		OCA	\$ -	0.00%
1	6	Library	No	Schoolwide		OCA	\$ -	0.00%
1	7	Additional Staff	Yes	Schoolwide	All	OCA	\$ 61,200	0.00%
2	1	MTSS & PBIS	Yes	Schoolwide	All	OCA	\$ 720	0.00%
2	2	Assemblies	No	Schoolwide		OCA	\$ -	0.00%
2	3	Team Building	No	Schoolwide		OCA	\$ -	0.00%
2	4	Engagement Activities	No	Schoolwide		OCA	\$ -	0.00%
2	5	Communication	No	Schoolwide		OCA	\$ -	0.00%
2	6	Mental Health	No	Schoolwide		OCA	\$ -	0.00%
2	7	Safety Materials	No	Schoolwide		OCA	\$ -	0.00%
2	8	School Themed Materials	No	Schoolwide		OCA	\$ -	0.00%
2	9	Facility Safety	No	Schoolwide		OCA	\$ -	0.00%
2	10	Wellness Counselor or Behavior Therapis	Yes	Schoolwide	All	OCA	\$ 36,000	0.00%
2	11	Telehealth Wellness Programs	No	Schoolwide		OCA	\$ -	0.00%
2	12	SART Training & Support	No	Schoolwide		OCA	\$ -	0.00%
2	13	Class Dojo	No	Schoolwide		OCA	\$ -	0.00%
3	1	Parent Workshops	No	Schoolwide		OCA	\$ -	0.00%
3	2	Bilingual Community Coordinator	Yes	Schoolwide	All	OCA	\$ 18,720	0.00%
3	3	Community Partnerships	No	Schoolwide		OCA	\$ -	0.00%
3	4	Family Access to Hybrid Instruction	Yes	Schoolwide	All	OCA	\$ 720	0.00%
4	1	Student Devices	Yes	Schoolwide	All	OCA	\$ 14,400	0.00%
4	2	Software for Students	Yes	Schoolwide	All	OCA	\$ 14,400	0.00%
4	3	Tech Training	No	Schoolwide		OCA	\$ -	0.00%
4	4	Tech Purchase	Yes	Schoolwide	All	OCA	\$ 3,600	0.00%
4	5	Software for Safety Guidelines	No	Schoolwide		OCA	\$ -	0.00%

**2022-2023 Annual Update Table**

<b>Totals:</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Actual Expenditures (Total Funds)</b>
<b>Totals:</b>	\$ 295,000.00	\$ -

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Prior Action/Service Title</b>	<b>Contributed to Increased or Improved Services?</b>	<b>Last Year's Planned Expenditures (Total Funds)</b>	<b>Estimated Actual Expenditures (Input Total Funds)</b>
1	1	Staff Development & Support	No	\$ 8,000	\$ -
1	2	Teammate Retention	No	\$ 4,000	\$ -
1	3	Coaching & Support	No	\$ 20,000	\$ -
1	4	Intervention & Acceleration	Yes	\$ 3,000	\$ -
1	5	Assessments & Programs	No	\$ 5,000	\$ -
1	6	Library	No	\$ 1,000	\$ -
1	7	Additional Staff	Yes	\$ 85,000	\$ -
2	1	MTSS & PBIS	Yes	\$ 1,000	\$ -
2	2	Assemblies	No	\$ 1,000	\$ -
2	3	Team Building	No	\$ 1,000	\$ -
2	4	Engagement Activities	No	\$ 1,000	\$ -
2	5	Communication	No	\$ 1,000	\$ -
2	6	Mental Health	No	\$ 2,000	\$ -
2	7	Safety Materials	No	\$ 1,000	\$ -
2	8	School Themed Materials	No	\$ 20,000	\$ -
2	9	Facility Safety	No	\$ 10,000	\$ -
2	10	Wellness Counselor or Behavior Therapis	Yes	\$ 50,000	\$ -
2	11	Telehealth Wellness Programs	No	\$ 1,000	\$ -
2	12	SART Training & Support	No	\$ 1,000	\$ -
2	13	Class Dojo	No	\$ 1,000	\$ -
3	1	Parent Workshops	No	\$ 1,000	\$ -
3	2	Bilingual Community Coordinator	Yes	\$ 26,000	\$ -
3	3	Community Partnerships	No	\$ 1,000	\$ -
3	4	Family Access to Hybrid Instruction	Yes	\$ 1,000	\$ -
4	1	Student Devices	Yes	\$ 20,000	\$ -
4	2	Software for Students	Yes	\$ 20,000	\$ -
4	3	Tech Training	No	\$ 2,000	\$ -
4	4	Tech Purchase	Yes	\$ 5,000	\$ -
4	5	Software for Safety Guidelines	No	\$ 2,000	\$ -

## 2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 151,920	\$ -	\$ 151,920	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staff Development & Support	No	\$ -	\$ -	0.00%	0.00%
1	2	Teammate Retention	No	\$ -	\$ -	0.00%	0.00%
1	3	Coaching & Support	No	\$ -	\$ -	0.00%	0.00%
1	4	Intervention & Acceleration	Yes	\$ 2,160		0.00%	0.00%
1	5	Assessments & Programs	No	\$ -	\$ -	0.00%	0.00%
1	6	Library	No	\$ -	\$ -	0.00%	0.00%
1	7	Additional Staff	Yes	\$ 61,200		0.00%	0.00%
2	1	MTSS & PBIS	Yes	\$ 720		0.00%	0.00%
2	2	Assemblies	No	\$ -	\$ -	0.00%	0.00%
2	3	Team Building	No	\$ -	\$ -	0.00%	0.00%
2	4	Engagement Activities	No	\$ -	\$ -	0.00%	0.00%
2	5	Communication	No	\$ -	\$ -	0.00%	0.00%
2	6	Mental Health	No	\$ -	\$ -	0.00%	0.00%
2	7	Safety Materials	No	\$ -	\$ -	0.00%	0.00%
2	8	School Themed Materials	No	\$ -	\$ -	0.00%	0.00%
2	9	Facility Safety	No	\$ -	\$ -	0.00%	0.00%
2	10	Wellness Counselor or Behavior Therapis	Yes	\$ 36,000		0.00%	0.00%
2	11	Telehealth Wellness Programs	No	\$ -	\$ -	0.00%	0.00%
2	12	SART Training & Support	No	\$ -	\$ -	0.00%	0.00%
2	13	Class Dojo	No	\$ -	\$ -	0.00%	0.00%
3	1	Parent Workshops	No	\$ -	\$ -	0.00%	0.00%
3	2	Bilingual Community Coordinator	Yes	\$ 18,720		0.00%	0.00%
3	3	Community Partnerships	No	\$ -	\$ -	0.00%	0.00%
3	4	Family Access to Hybrid Instruction	Yes	\$ 720		0.00%	0.00%
4	1	Student Devices	Yes	\$ 14,400		0.00%	0.00%
4	2	Software for Students	Yes	\$ 14,400		0.00%	0.00%
4	3	Tech Training	No	\$ -	\$ -	0.00%	0.00%
4	4	Tech Purchase	Yes	\$ 3,600		0.00%	0.00%
4	5	Software for Safety Guidelines	No	\$ -	\$ -	0.00%	0.00%

## 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ -	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%

# 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 Site Director	<a href="mailto:nagarcia@amethodschools.org">nagarcia@amethodschools.org</a> (510) 235-2439

## Plan Summary 2022

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 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 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 2021-2022 school year, John Henry welcomed back our students on campus after 18 months of online learning. During the summer of 2021 we reflected on what was needed for students and teachers to feel safe and prepared for in-person learning. What resulted was that we developed three areas of focus for the year—supporting student safety, both physically and socio emotionally, supporting teachers with tools to engage students in the classroom, and outreach to parents to keep them informed and involved in the school year when it comes to their students and our school community.

We created a bell schedule that included a modified block schedule to make room for the Project Based Learning (PBL) that we had implemented during online learning. We also included an advisory period Monday-Thursday to allow for a central hub for students to receive SEL lessons and check ins, academic support and coaching, and college and career lessons and counseling. We piloted clubs during this advisory period once a week which had students spend time in their areas of interests including clubs like gardening, running, Chicano Club, Students in Action, Robotics Club, and Senior Planning Committee. Once we were able to have more people on campus, we hosted events to bring back the community to interact with each other. We hosted parent meetings in person again, our annual Career Day, a talent show, and an Arts Showcase as examples of trying to bring back the social aspect of our school community.

Knowing we wanted more variety to our course offerings so students would be excited to be back in person, we added some excellent choices. We offered more AP courses in the STEM field, AP Chemistry and AP Physics, and added one more section of Creative Technologies to allow for more participation for our students in STEM. We also added a Journalism course that uses a hands-on PBL approach and pairs with PBS and KQED. We continued to have 9th graders take Ethnic Studies which is a crucial class to take for our scholars in the context of our community, our society, and our current historical position.



## 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 what we have been able to accomplish this year back on campus, we see we still need to focus on student learning to mitigate learning loss from online learning and improve our attendance.

We plan to do the following:

- Continue to add supports for ELA and Math Interventions—making academic support periods specific to the subject
- Continue to add supports for EL students (from Newcomers to LTELs)--push in support, academic support periods, DEI classes, and more collaboration between our ELD specialist and our teachers
- Continuing to support in STEM by adding a Science/Math Instructional Coach for teachers
- Continue to promote mental health supports through advisory, small group interventions, and with the addition of one more wellness counselor
- Continue to engage parents in our school community through parent meetings, student-led conferences, and other community events

## 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 continue to 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

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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 in the Fall. 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 in-person learning challenges. 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.

A summary of the feedback provided by specific educational partners.

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 and how to advocate for their children's mental health.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 and more AP courses.
- Goal #3 is focused on parents and therefore one of our top priorities. During FST meeting, parents continuously asked for more involvement in students' academic career, specifically with the college application process.

# 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	2021-2022 93% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	[Insert outcome here]	[Insert outcome here]	100% of applicable courses with CCSS/ NGSS aligned Instructional Materials published within the past 10 years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2021-2022 55% of graduating seniors have taken and passed an AP course	[Insert outcome here]	[Insert outcome here]	70% of graduating seniors take and pass an AP course
Percentage of students participating in advanced placement exams achieving a score of “3” or higher	2019-2020 44.3% of students who took an advanced placement exam received a score of “3” or higher	2020-2021		[Insert outcome here]	60% of students who take an advanced 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	2020-2021 <i>Not calculated</i>			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%	2021-2022 Reclassification Rate: TBD			At least 25% reclassification rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP	2020-2021 Math: 56% Reading: 47%	2021-2022 Math: TBD Reading: TBD 0			At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	2019 CCI: 35.4% Prepared	2020 CCI: <i>Not calculated</i>			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	2020-2021 ___ 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	100% of courses are using CCSS/NGSS aligned curriculum			Maintain 100% of courses using CCSS/NGSS aligned curriculum
SBAC ELA	2020-2021 53.06% proficient	2021-2022 pending			60% or more proficient (2021 state avg: 59.24%)
SBAC MATH	2020-2021 8.33% proficient	2021-2022 pending			40% or more proficient (2021 state avg: 34.6%)

## Actions

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



Action #	Title	Description	Total Funds	Contributing
5	English Language Development	<ul style="list-style-type: none"> <li>Employing an ELD Specialist and Coordinator to coach teachers</li> <li>Continued PDs specifically to support ELs in the general ed classroom</li> <li>Continue to maintain English Learners' participation in a CCSS aligned ELD program and have access to all elements of the regular curriculum</li> <li>Maintaining a Direct English Instruction section for English Learners not enrolled in an ELD course</li> <li></li> </ul>	\$90,000.00	Y
6	Special Education	<ul style="list-style-type: none"> <li>Continue contracting with outside agency (ex. Stepping Stones) for the provision of adequate Special Education service providers, including RSPs, counselors, and related services providers</li> <li>Continue to provide push-in services when appropriate to support students in mainstreamed classes</li> <li>Continue to provide an Academic Support class for students who need the additional intervention</li> <li></li> </ul>	\$175,000.00	N
7	Field Trips	<ul style="list-style-type: none"> <li>Providing field trips and other activities related to promoting a college going culture</li> </ul>	\$50,000.00	N
8	Technology	<ul style="list-style-type: none"> <li>Maintain 1:1 student laptops</li> <li>Continue to provide teachers with training on high quality technology programs and integrations to support their instruction and student skill development</li> </ul>	\$20,000.00	N

## Goal Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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	63% of teachers retained from 20-21 to 21-22	[Insert outcome here]	[Insert outcome here]	At least 75% retention from the previous year
Quantity and retention of paraprofessionals	3 Paraprofessionals, 100% retention from previous years	2 Paraprofessionals, 66% retention from previous year			Maintain at least 3 Paraprofessionals with a 66% retention
Staff expressing satisfaction with professional support and development	2020-2021 88% of staff expressed satisfaction with professional support and development	2021-2022 65% 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	2019-2020 SARC: 65% Fully credentialed	2020-2021 SARC: 71% Fully credentialed (not included on SARC)			100% of teachers considered fully credentialed, as reported on SARC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2021-2022 95% of staff report feeling safe from harm while at school and 91% 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"> <li>Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts</li> <li>Talent Manager will execute and participate in teacher recruitment fairs in and around the Bay Area, California, and the West Coast</li> <li>Qualifying teachers will be supported through Induction in order to clear their credentials</li> <li>Continued development and implementation of AMPS Career Path process for staff advancement</li> </ul>	\$ 25,000.00	N

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	<ul style="list-style-type: none"> <li>All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans</li> <li>All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school-year</li> <li>Leadership opportunities will be provided to staff, including department chairs and induction coaching</li> <li>At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction</li> <li>AP Summer Institute Workshops for all AP teachers</li> <li>Department chairs will meet with site leadership at least monthly to continue their own learning and to support site PD planning</li> </ul>	\$ 30,000.00	N
3	EL Focus Professional Development and Support	<ul style="list-style-type: none"> <li>At least one professional development workshop relevant to working with English Language Learners</li> <li>ELD Specialist works with teachers—co-planning, observations. And coaching included</li> </ul>	\$ 5,000.00	Y

## Goal Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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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	2021-2022 ____ of families have participated in an event and/or meeting at least once this year	[Insert outcome here]	[Insert outcome here]	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	2021-2022 11% 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	2021-2022 77% 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of families reporting that they feel empowered to play a role in decision-making at the school	2020-2021  74% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2021-2022  63% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school			80% of parents reporting that they 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	2021-2022  65% 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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of families feeling safe and a sense of school connectedness	<p>2020-2021</p> <p>88% of families who responded to survey said that their child's learning environment is safe</p> <p>82% of parents who responded to survey reported that they feel engaged with the school</p>	<p>2021-2022</p> <p>79% of families who responded to survey said that their child's learning environment is safe</p> <p>74% of parents who responded to survey reported that they feel engaged with the school</p>			<p>95% of families responding that their child's learning environment is safe</p> <p>90% of parents responding that they feel engaged with the school</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Post-Secondary Parent Engagement	<ul style="list-style-type: none"> <li>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</li> </ul>	\$ 2,500.00	N
2	Parent Survey	<ul style="list-style-type: none"> <li>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</li> </ul>	\$ 1,500.00	N

Action #	Title	Description	Total Funds	Contributing
3	Family Welcome and Transition Events	<ul style="list-style-type: none"> <li>Hold a freshmen orientation and freshman parent meetings throughout the year to support parents in the transition from middle school to high school</li> <li>Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms</li> <li>Hold at least 2 orientations in the spring for new, incoming families to give an overview of high school programs</li> </ul>	\$ 5,000.00	N
4	Outreach Coordinator	<ul style="list-style-type: none"> <li>Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement</li> <li>Community outreach time and services to assist our most vulnerable populations and provide weekly attendance monitoring and communication with school administrators</li> </ul>	\$ 24,000.00	Y
5	Technology	<ul style="list-style-type: none"> <li>Hold at least 2 technology specific parent sessions to support access to progress monitoring tools such as PowerSchool, Naviance, and Kickboard</li> </ul>	\$ 2,000.00	N

## Goal Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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.

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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	<p>2020-2021</p> <p>57% of students who responded to annual survey reported that they feel part of the school's community</p> <p>76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it</p>	<p>2021-2022</p> <p>46% of students who responded to annual survey reported that they feel part of the school's community</p> <p>66% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it</p>	[Insert outcome here]	[Insert outcome here]	<p>80% of students reporting that they feel part of the school's community</p> <p>90% of students reporting that teachers are willing to give extra help on school work if they need it</p>
Students expressing a belief that respect is commonplace at the school	<p>2020-2021</p> <p>82% of students who responded to annual survey reported that adults in the school treat students with respect</p> <p>71% of students who responded to annual survey reported that most students at the school are friendly</p>	<p>2021-2022</p> <p>69% of students who responded to annual survey reported that adults in the school treat students with respect</p> <p>67% of students who responded to annual survey reported that most students at the school are friendly</p>			<p>90% of students reporting that adults in the school treat students with respect</p> <p>80% of students reporting that most students at the school are friendly</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 school most of the time	2021-2022 49% of students who responded to annual survey reported that they enjoy school most of the time			70% of students reporting that they enjoy school most of the time
Percent of students responding to YouthTruth survey	2020-2021 94% of students submitted responses to YouthTruth survey	2021-2022 95.5% 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	2021-2022 63% 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%	2020-2021 Suspension Rate: 0%			Maintain below 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate as a percentage	2019-2020 Expulsion: 1 Expulsion rate: 0.3%	2020-2021 Expulsion: 0			Maintain less than 1%
Attendance Rate as a percentage	2019-2020 94% attendance rate as measured by annual report	2020-2021 ___ 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)	2020-2021 ___ 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (___ 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	2020-2021 ___ of graduating seniors admitted to a 4-year college/ university			95% of graduating seniors admitted to a 4-year college/ university

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School dropout rate as a count	2019-2020 2 total dropouts	2020-2021 ____ total dropouts			Maintain less than 5
Chronic Absenteeism Rate as a percentage	2019-2020 16.2% Chronic Absenteeism Rate as measured by CA Dataquest	2021 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"> <li>Maintain a full time School Counselor to provide core and supplemental counseling services to students</li> <li>Employ a Dean of Students to develop, manage, and support climate &amp; culture programs</li> <li>Employ a College Advisor to guide students through the college and financial aid application process</li> </ul>	\$ 250,000	Y

Action #	Title	Description	Total Funds	Contributing
2	School-wide Assemblies	<ul style="list-style-type: none"> <li>Hold at least one school-wide assembly that focuses on student achievement</li> <li>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.)</li> <li>Hold at least two grade-level assemblies (one in Fall and one in Spring) to address specific class challenges and celebrate class accomplishments</li> <li>Hold at least two pep rallies (one in Fall and one in Spring) to build camaraderie and continue to build Wildcat pride</li> </ul>	\$ 11,000.00	N
3	School Supplies	<ul style="list-style-type: none"> <li>Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)</li> </ul>	\$ 25,000.00	N
4	Youth Truth Survey	<ul style="list-style-type: none"> <li>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</li> </ul>	\$ 3,000.00	N
5	SEL	<ul style="list-style-type: none"> <li>Purchase and maintain a SEL and College Advising curriculum to be implemented during the Advisory period</li> </ul>	\$ 15,000.00	Y

## Goal Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.



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 Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,180,077	N/A

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
N/A	N/A	N/A	N/A

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

Unduplicated funds will be principally directed to low-income and English Learners, the majority of the JHHS student body. The JHHS student body is comprised of 85% unduplicated students, therefore the needs of English learners and low-income students comprise the needs of the majority of JHHS students and represent the focus of our actions. The funds will be effective in increasing and improving the level of academic support and interventions, professional development, SEL supports, and continue to build our robust MTSS system. We will use funds to hire and maintain our Counselor, Dean of Students, and College Advisor to increase and improve the support students need who are experiencing challenges, develop, manage, and support the climate and culture programs, along with guiding students through the college and financial aid process. Additionally, the funds will be used for our outreach coordinator to support families of unduplicated students and increase parent voice and involvement. In addition, this role will assist our most vulnerable populations with weekly attendance monitoring and communication with school administrators to decrease chronic absenteeism.

The goals and actions provided throughout the LCAP are identified for all students. Given that 85% of our population is unduplicated, the actions listed below are principally directly toward increasing or improving outcomes for our English learners, low-income students and foster youth (when applicable):

Goal 1, Action 3: Academic Supports and Interventions

Goal 1, Action 5: English Language Development  
 Goal 2, Action 3: EL Focus Professional Development  
 Goal 3, Action 4: Outreach Coordinator  
 Goal 4, Action 1: School Personnel  
 Goal 4, Action 5: School Counselor  
 Goal 4, Action 6: SEL

These actions are being provided on a school-wide basis and we expect that all students will benefit from the implementation of supports and interventions, PD, support from our school counselor, and the continued implementation and focus on SEL.

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

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 25%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils. Each goal's intent is to focus our services toward our unduplicated pupils as we believe centering our work on our students furthest from the center will benefit all students. These services are highlighted by principally directing our actions toward our unduplicated populations, which include improving and increasing our intervention and acceleration services, increasing staff to support SEL and well-being, improving our MTSS and PBIS programs, and improving the services provided by our counseling staff. In addition, the school will increase the amount and rigor of the EL professional development provided to teachers enabling all staff to increase their ability to provide a rigorous, culturally relevant, and ELD standards aligned curriculum.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	14.8:1
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	21.7:1

# Instructions

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[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

## ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).



**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.



Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).



- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
 The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

## 2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 602,700	\$ 146,370	\$ 17,220	\$ 94,710	861,000	-	\$ 861,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Textbook and curriculum	ALL	\$ 56,000	\$ 13,600	\$ 1,600	\$ 8,800	\$ 80,000
1	2	CCSS aligned assessments	ALL	\$ 1,400	\$ 340	\$ 40	\$ 220	\$ 2,000
1	3	Academic Supports and Interventions	ALL	\$ 17,500	\$ 4,250	\$ 500	\$ 2,750	\$ 25,000
1	4	Increased Course Offerings	ALL	\$ 14,000	\$ 3,400	\$ 400	\$ 2,200	\$ 20,000
1	5	English Language Development	EL Students	\$ 63,000	\$ 15,300	\$ 1,800	\$ 9,900	\$ 90,000
1	6	Special Education	Specical Education Students	\$ 122,500	\$ 29,750	\$ 3,500	\$ 19,250	\$ 175,000
1	7	Field Trips	ALL	\$ 35,000	\$ 8,500	\$ 1,000	\$ 5,500	\$ 50,000
1	8	Technology	ALL	\$ 14,000	\$ 3,400	\$ 400	\$ 2,200	\$ 20,000
2	1	Teacher Hiring and Retention	ALL	\$ 17,500	\$ 4,250	\$ 500	\$ 2,750	\$ 25,000
2	2	Professional Development	ALL	\$ 21,000	\$ 5,100	\$ 600	\$ 3,300	\$ 30,000
2	3	EL Focus Professional Development and Support	ALL	\$ 3,500	\$ 850	\$ 100	\$ 550	\$ 5,000
3	1	Post-Secondary Parent Engagement	ALL	\$ 1,750	\$ 425	\$ 50	\$ 275	\$ 2,500
3	2	Parent Survey	ALL	\$ 1,050	\$ 255	\$ 30	\$ 165	\$ 1,500
3	3	Family Welcome and Transition Events	ALL	\$ 3,500	\$ 850	\$ 100	\$ 550	\$ 5,000
3	4	Outreach Coordinator	ALL	\$ 16,800	\$ 4,080	\$ 480	\$ 2,640	\$ 24,000
3	5	Technology	ALL	\$ 1,400	\$ 340	\$ 40	\$ 220	\$ 2,000
4	1	School Personnel	ALL	\$ 175,000	\$ 42,500	\$ 5,000	\$ 27,500	\$ 250,000
4	2	School-wide Assemblies	ALL	\$ 7,700	\$ 1,870	\$ 220	\$ 1,210	\$ 11,000
4	3	School Supplies	ALL	\$ 17,500	\$ 4,250	\$ 500	\$ 2,750	\$ 25,000
4	4	Youth Truth Survey	ALL	\$ 2,100	\$ 510	\$ 60	\$ 330	\$ 3,000
4	5	SEL	ALL	\$ 10,500	\$ 2,550	\$ 300	\$ 1,650	\$ 15,000

# 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,208,286	\$ 1,180,077	36.78%	0.00%	36.78%	\$ 286,300	0.00%	8.92%	<b>Total:</b>	\$ 286,300
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 286,300

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Textbook and curriculum	No	Schoolwide		JHHS	\$ -	0.00%
1	2	CCSS aligned assessments	No	Schoolwide		JHHS	\$ -	0.00%
1	3	Academic Supports and Interventions	Yes	Schoolwide	N/A	JHHS	\$ 17,500	0.00%
1	4	Increased Course Offerings	No	Schoolwide		JHHS	\$ -	0.00%
1	5	English Language Development	Yes	Schoolwide	English Learners	JHHS	\$ 63,000	0.00%
1	6	Special Education	No	Schoolwide		JHHS	\$ -	0.00%
1	7	Field Trips	No	Schoolwide		JHHS	\$ -	0.00%
1	8	Technology	No	Schoolwide		JHHS	\$ -	0.00%
2	1	Teacher Hiring and Retention	No	Schoolwide		JHHS	\$ -	0.00%
2	2	Professional Development	No	Schoolwide		JHHS	\$ -	0.00%
2	3	EL Focus Professional Development and S	Yes	Schoolwide	N/A	JHHS	\$ 3,500	0.00%
3	1	Post-Secondary Parent Engagement	No	Schoolwide		JHHS	\$ -	0.00%
3	2	Parent Survey	No	Schoolwide		JHHS	\$ -	0.00%
3	3	Family Welcome and Transition Events	No	Schoolwide		JHHS	\$ -	0.00%
3	4	Outreach Coordinator	Yes	Schoolwide	N/A	JHHS	\$ 16,800	0.00%
3	5	Technology	No	Schoolwide		JHHS	\$ -	0.00%
4	1	School Personnel	Yes	Schoolwide	N/A	JHHS	\$ 175,000	0.00%
4	2	School-wide Assemblies	No	Schoolwide		JHHS	\$ -	0.00%
4	3	School Supplies	No	Schoolwide		JHHS	\$ -	0.00%
4	4	Youth Truth Survey	No	Schoolwide		JHHS	\$ -	0.00%
4	5	SEL	Yes	Schoolwide	N/A	JHHS	\$ 10,500	0.00%

## 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 861,000.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Textbook and curriculum	No	\$ 80,000	\$ -
1	2	CCSS aligned assessments	No	\$ 2,000	\$ -
1	3	Academic Supports and Interventions	Yes	\$ 25,000	\$ -
1	4	Increased Course Offerings	No	\$ 20,000	\$ -
1	5	English Language Development	Yes	\$ 90,000	\$ -
1	6	Special Education	No	\$ 175,000	\$ -
1	7	Field Trips	No	\$ 50,000	\$ -
1	8	Technology	No	\$ 20,000	\$ -
2	1	Teacher Hiring and Retention	No	\$ 25,000	\$ -
2	2	Professional Development	No	\$ 30,000	\$ -
2	3	EL Focus Professional Development and Support	Yes	\$ 5,000	\$ -
3	1	Post-Secondary Parent Engagement	No	\$ 2,500	\$ -
3	2	Parent Survey	No	\$ 1,500	\$ -
3	3	Family Welcome and Transition Events	No	\$ 5,000	\$ -
3	4	Outreach Coordinator	Yes	\$ 24,000	\$ -
3	5	Technology	No	\$ 2,000	\$ -
4	1	School Personnel	Yes	\$ 250,000	\$ -
4	2	School-wide Assemblies	No	\$ 11,000	\$ -
4	3	School Supplies	No	\$ 25,000	\$ -
4	4	Youth Truth Survey	No	\$ 3,000	\$ -
4	5	SEL	Yes	\$ 15,000	\$ -

## 2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 286,300	\$ -	\$ 286,300	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Textbook and curriculum	No	\$ -	\$ -	0.00%	0.00%
1	2	CCSS aligned assessments	No	\$ -	\$ -	0.00%	0.00%
1	3	Academic Supports and Interventions	Yes	\$ 17,500		0.00%	0.00%
1	4	Increased Course Offerings	No	\$ -	\$ -	0.00%	0.00%
1	5	English Language Development	Yes	\$ 63,000		0.00%	0.00%
1	6	Special Education	No	\$ -	\$ -	0.00%	0.00%
1	7	Field Trips	No	\$ -	\$ -	0.00%	0.00%
1	8	Technology	No	\$ -	\$ -	0.00%	0.00%
2	1	Teacher Hiring and Retention	No	\$ -	\$ -	0.00%	0.00%
2	2	Professional Development	No	\$ -	\$ -	0.00%	0.00%
2	3	EL Focus Professional Development and Support	Yes	\$ 3,500		0.00%	0.00%
3	1	Post-Secondary Parent Engagement	No	\$ -	\$ -	0.00%	0.00%
3	2	Parent Survey	No	\$ -	\$ -	0.00%	0.00%
3	3	Family Welcome and Transition Events	No	\$ -	\$ -	0.00%	0.00%
3	4	Outreach Coordinator	Yes	\$ 16,800		0.00%	0.00%
3	5	Technology	No	\$ -	\$ -	0.00%	0.00%
4	1	School Personnel	Yes	\$ 175,000		0.00%	0.00%
4	2	School-wide Assemblies	No	\$ -	\$ -	0.00%	0.00%
4	3	School Supplies	No	\$ -	\$ -	0.00%	0.00%
4	4	Youth Truth Survey	No	\$ -	\$ -	0.00%	0.00%
4	5	SEL	Yes	\$ 10,500		0.00%	0.00%

## 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,208,286	\$ -	0.00%	0.00%	\$ -	0.00%	0.00%	\$ -	0.00%



# 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	Allyson Schoolcraft, Site Director	aschoolcraft@amethodschools.org (510) 235-2465

## Plan Summary 2022

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, basketball and self-defense.

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 call 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. While we are back to fully in-person instruction this year, our schedule contains built in time for differentiated support and SEL work. Teachers offer office sessions to connect on a level that serves students in individual and small group settings. We are also providing increased mental health services, mindfulness, and social support systems for faculty, students and families. Parent University Nights, Coffee Chats are conducted to ensure students and families receive the information and support necessary to support being successful. After each quarter, homeroom teachers have conferenced with families about their students' grades and how they can continue to grow in the classroom. 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.

Locally, we feel proud to have our students back for in-person learning. We have been able to reconnect students with on campus programs and clubs. While this year has still presented significant challenges of it's own, students and staff both anecdotal report and overwhelming relief to be back on campus for instruction.

## 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. With out rechartering coming up in two years, this has increased importance, as we are aiming to hit the automatic renewal threshold of above the state average. With an influx of newer teachers, focused professional development is necessary to support their developing skills.

## 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.

Changes in leadership combined with staff turnover necessitate a strong, targetted professional development cycle moving into the 22-23 school year. Our enrollment is anticipated to be back at nearly capacity, allowing us to hire new science teachers, as well as to build out art and ELD programming.

## 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.

N/A

### ***Support for Identified Schools***

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

[Describe support for schools here]

### ***Monitoring and Evaluating Effectiveness***

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

[Describe monitoring and evaluation here]

## Engaging Educational Partners

## A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2021-2022 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an over-whelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language 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.

Quarterly FST meetings have continued via ZOOM through the 21-22 school year. As we move into the 22-23 school year, we are optimistic about resuming in person meetings. However, as many families appreciate the ease and flexibility of joining via zoom, we will likely maintain the meetings as hybrid.

## A summary of the feedback provided by specific educational partners.

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. Comments left by parents indicated a concern for the social and emotional supports of their children, as they continue to increased rates of depression, anxiety, and disengagement.

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:

- Wellbeing and social emotional resources links in the community are 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.
- Need for clarity around COVID safety protocols for returning in-person as well as the protocol for quarantine and follow-up testing when a community member does test positive

Sessions with staff pointed out:

- 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.
- School culture is important and needs to be maintained.
- Student engagement is essential.
- Relationships with adults and kids are a key piece of our learning environment
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed
- 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 and be re-assessed regularly
- 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.
- Teachers need to be available for parents and students.
  - have office hours where they can be contacted.
- Teachers need more professional development to support subgroups and ALL students.
- Teachers need more planning time to share and develop lessons.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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) high quality instruction as well as remediation, (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 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.

# 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%	18%	Data coming 2023	Data coming 2024	50%
Maintain appropriately assigned instructional staff	100%	100%	Data coming 2023	Data coming 2024	100%
Ensure Standards-aligned curriculum for all students for all core subjects	100% of curriculum is standards aligned and purchased within the last 7 years	100% of curriculum is standards aligned and purchased within the last 7 years	Data coming 2023	Data coming 2024	100% of curriculum is standards aligned and purchased within the last 7 years
Math SBAC % proficient (clarified measurement criteria)	2018-2019 28% proficient	Data coming summer 2022	Data coming 2023	Data coming 2024	40% or above the state average, whichever is higher



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC % proficient (clarified measurement criteria)	2018-2019 41% proficient	Data coming summer 2022	Data coming 2023	Data coming 2024	51% proficient or above the state average, whichever is higher
%meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA	2020-2021 24% of students meet or exceed national reading norms on NWEA	2021-2022 25% of students meet or exceed national reading norms on NWEA (based on winter assessment data)	Data coming 2023	Data coming 2024	54%
% meeting or exceeding grade level national norm in Math as measured by the NWEA	2020-2021 10% of students meet or exceed national math norms on NWEA	2020-2021 22% of students meet or exceed national math norms on NWEA (based on winter assessment data)	Data coming 2023	Data coming 2024	50%
EL Progress % of students moving up at least one level as measured by ELPAC	2020-2021 55.2% of ELs moved up at least one level or maintained a 4	2020-2021 33.3% of ELs moved up at least one level or maintained a 4	Data coming 2023	Data coming 2024	EL - 75%
RFEP Rate as a percentage	2020-2021 16.3% Reclassification rate	2021-2022 7.3% Reclassification rate	Data coming 2023	Data coming 2024	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	2020-2021 80% participation rate	2021-2022 85% participation rate	Data coming 2023	Data coming 2024	100%
Teachers and paraprofessionals reporting having access to meaningful professional development as measured by Youth Truth (update to reference a specific data point)	2020-2021 78% of teachers and paras report having access to meaningful professional development	2021-2022 53% of teachers and paras report having access to meaningful professional development	Data coming 2023	Data coming 2024	90%

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development & Support	<ul style="list-style-type: none"> <li>- Provide high quality staff development &amp; support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA</li> <li>- Continued development and implementation of AMPS Career Path process for staff advancement.</li> <li>- 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.</li> <li>- First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support through Department Meetings, Grade Level Meetings, and Observations.</li> <li>- Continued bi-weekly Coaching for all instructional staff in particular focusing on supports for ELLs and SED students.</li> </ul>	\$40000.00	Y
2	Teammate Retention	<ul style="list-style-type: none"> <li>- Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts</li> <li>- 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.</li> </ul>	\$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

Action #	Title	Description	Total Funds	Contributing
4	Intervention & Acceleration	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Continued implementation of ELD program by a credentialed teacher for students for English Learners in a designated and integrated model.</li> <li>- Continue use of Actively Learn to differentiate instruction and monitor and support students below grade level.</li> <li>- Additional paraprofessional staff hired and trained for ELA and Math classrooms, offering support during the regular school schedule and in the after school.</li> </ul>	\$40000.00	Y
5	Assessments & Programs	<p>Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.</p> <p>Analyze this data through the lens of ELLs, SED, and homeless subgroups if necessary.</p> <p>All Curriculum will be CCSS and NGSS 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 for 2022

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.

Achieve3000 was implemented in place of Actively Learn. Two of the hired paraprofessionals were needed to serve as long-term subs, reducing the support they were able to provide in the classrooms. While library materials have been purchased, the set-up and indexing of books has not yet been completed.

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

N/A

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

With a significant number of new teachers, the provision of regular coaching, support, and feedback by our Dean of Instruction was particularly critical this year. In the continued absence of SBAC data, having NWEA MAP data three times a year was a crucial metric for measuring student progress.

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.

For the 2022-2023 school year, the Designated ELD program is being greatly expanded, with the hiring of an additional 1.0 FTE and new materials.

## 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.  Last report from Dataquest in 2019 7.5%	2022 will be reported as the new baseline when available.	Data coming 2023	Data coming 2024	5.0%
Suspension rate by subgroup	2020-2021 Schoolwide - 1% Black - 5.4% Hispanic - .4%	2021-2022 Schoolwide: 9.5% Black: 9% Hispanic 9.8%	Data coming 2023	Data coming 2024	Schoolwide - <1% Black - <2.0% Hispanic - <1% Asians - <1%
Expulsion rate	2020-2021 0% expulsion rate	2021-2022 0% expulsion rate	Data coming 2023	Data coming 2024	<1%
Percentage of Teachers using Kickboard reward system daily to	2020-2021 50% of teachers use Kickboard daily	2021-2022 50% of teachers use Kickboard daily	Data coming 2023	Data coming 2024	100%

increase positive behaviors					
Percent of students reporting that they really feel like a part of the school's community on YouthTruth survey (updated to connect to a specific survey question)	2020-2021 62% of students report really feeling like a part of the school community	2021-2022 56% of students report really feeling like a part of the school community	Data coming 2023	Data coming 2024	85%
Percent of Kickboard entries that are referrals or negative logs	2020-2021 30% of Kickboard entries are referrals or negative logs	2021-2022 25% of Kickboard entries are referrals or negative logs	Data coming 2023	Data coming 2024	20%
Percentage of parents who have logged into Parent Portal from a computer	2020-2021 51% of parents have logged into the parent portal	2021-2022 64% of parents have logged into the parent portal	Data coming 2023	Data coming 2024	60%
C-19 Chronic Absentee number of students	2020-2021 16 students chronically absent	2021-2022 38 students chronically absent	Data coming 2023	Data coming 2024	5 students
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report	2020-2021 good	2021-2022 good	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.	\$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"> <li>- Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.</li> <li>- Monthly selection of the Titans of the Month to celebrate students who distinguished themselves by following school BRICKS (values): Bravery, Responsibility, Integrity, Compassion and Kindness.</li> </ul>	\$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 2022

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.

Many of these actions were critical to well-being of our students and staff this year. Our students needed significant support in re-engaging with school this year. Things like assemblies and incentives were key to starting this process. Adequate mental health services were also really important for many of our students' well-being.

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.

In 22-23, it will be critical that more time and resources are spent proactively dealing with student absences before they become habitually truant or chronically absent.

## 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
Percent of parents reporting that they receive regular feedback about their child's progress (YouthTruth) (updated to connect to a specific survey question)	2020-2021 55% of parents report receiving regular feedback about their child's progress	2021-2022 58% of parents report receiving regular feedback about their child's progress	Data coming 2023	Data coming 2024	4.4
Average parent attendance rates at school events and	40%	Data coming 2022	Data coming 2023	Data coming 2024	60%

parent/teacher conferences					
Percentage of parents logging on to Parent Portal	51%	64%	Data coming 2023	Data coming 2024	60%
Number of families contributing/ providing parent input on decision making at meetings	20%	18%	Data coming 2023	Data coming 2024	50%
Number families representing various subgroups who provide input on decisions making at meetings.	70 families	60 families	Data coming 2023	Data coming 2024	100 families
Percent of parents who report that they feel engaged with the school (YouthTruth) (updated to connect to a specific survey question)	2020-2021 78% of parents report feeling engaged with the school	2021-2022 70% of parents report feeling engaged with the school	Data coming 2023	Data coming 2024	85% report feeling engaged with the school

## 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.	\$1000.00	Y

		<ul style="list-style-type: none"> <li>- 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.</li> <li>- Continue to offer Workshops for Parents on Sex Education, Internet Safety, and/or other topics that they express interest in.</li> </ul>		
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.

While the continued safety precautions related to the Covid-19 pandemic halted many of our in person community events, we have continued family outreach in a variety of ways. Townhalls have continued virtually and conferences have happened over the phone. Recently, we have been able to begin hosting on campus events, such as our Family Day. Our Community Coordinator remains a valuable asset to our school, organizing events and being tapped in to the ethos of our families.

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

We need to be very strategic in the 22-23 school year about creating a welcoming space at school to get our families back into the habit of being actively involved on our campus.

## 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%	100%	Data coming 2023	Data coming 2024	100%
Percentage of classrooms with dedicated audio/video equipment	80%	100%	Data coming 2023	Data coming 2024	100%
Percentage of teachers regularly	80%	100%	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"> <li>- Purchase appropriate software to increase student access to core curriculum and monitor student usage.</li> <li>- Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning.</li> </ul>	\$10000.00	N
3	Tech Training	<ul style="list-style-type: none"> <li>- Provide staff and students training in the use of technology and different software platforms.</li> <li>- Continue to develop Internet Fluency for teachers and students.</li> <li>- Continue to develop Internet Citizenship for students.</li> </ul>	\$1000.00	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	\$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.

We have maintained 1:1 student devices, allowing for teachers to utilize online curricular components, along with their built in supports (such as read aloud or Spanish translation). The tech installation over the summer resulted in each classroom having two dedicated projectors or A/V displays, a swyvl camera, and the ability to host a zoom session through the projector system

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.

With the now frequent use of laptops in the classroom, we must continue to support our staff in developing and maintaining monitoring systems to ensure that students are staying on-task with their devices.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$601,262	N/A

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.67%	N/A	N/A	26.67%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

For the 22-23 school year, we have hired a full-time ELD instructor, as well a purchased all new ELD curriculum. The funding also allows us to hire additional paraprofessionals to support our struggling students and to staff our school library

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:16
Staff-to-student ratio of certificated staff providing direct services to students		1:22.5

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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



**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

## ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).



**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)



- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
 The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

**2022-2023 Total Planned Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 132,549	\$ 32,657	\$ 3,842	\$ 23,052	192,100	\$ -	\$ 192,100

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staff Development & Support	ALL	\$ 27,600	\$ 6,800	\$ 800	\$ 4,800	\$ 40,000
1	2	Teammate Retention	ALL	\$ 3,450	\$ 850	\$ 100	\$ 600	\$ 5,000
1	3	Coaching & Support	ALL	\$ 8,280	\$ 2,040	\$ 240	\$ 1,440	\$ 12,000
1	4	Intervention & Acceleration	ALL	\$ 27,600	\$ 6,800	\$ 800	\$ 4,800	\$ 40,000
1	5	Assessments & Programs	ALL	\$ 2,070	\$ 510	\$ 60	\$ 360	\$ 3,000
1	6	Library	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
1	7	College and Career Planning	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
1	8	Materials for Hybrid Learning	ALL	\$ 3,450	\$ 850	\$ 100	\$ 600	\$ 5,000
2	1	MTSS & PBIS	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
2	2	Assemblies	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
2	3	Team Building	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
2	4	Engagement Activities	ALL	\$ 1,380	\$ 340	\$ 40	\$ 240	\$ 2,000
2	5	Communication	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
2	6	Student Mental Health	ALL	\$ 3,450	\$ 850	\$ 100	\$ 600	\$ 5,000
2	7	Safety Materials	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
2	8	School Themed Materials	ALL	\$ 10,350	\$ 2,550	\$ 300	\$ 1,800	\$ 15,000
2	9	Facility Safety	ALL	\$ 3,450	\$ 850	\$ 100	\$ 600	\$ 5,000
2	10	Wellness Counselor or Behavior Therapist	ALL	\$ 10,350	\$ 2,550	\$ 300	\$ 1,800	\$ 15,000
2	11	Telehealth Wellness Programs	ALL	\$ 69	\$ 17	\$ 2	\$ 12	\$ 100
2	12	SART Training & Support	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
2	13	Safety Material for Hybrid Learning	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
3	1	Parent Workshops	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
3	2	Bilingual Community Coordinator	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
3	3	Community Partnerships	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
3	4	Family Access to Hybrid Instruction	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
4	1	Student Devices	ALL	\$ 10,350	\$ 2,550	\$ 300	\$ 1,800	\$ 15,000
4	2	Software for Students	ALL	\$ 6,900	\$ 1,700	\$ 200	\$ 1,200	\$ 10,000
4	3	Tech Training	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000
4	4	Tech Purchase	ALL	\$ 3,450	\$ 850	\$ 100	\$ 600	\$ 5,000
4	5	Software for Safety Guidelines	ALL	\$ 690	\$ 170	\$ 20	\$ 120	\$ 1,000

## 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,254,747	\$ 601,262	26.67%	0.00%	26.67%	\$ 87,009	0.00%	3.86%	<b>Total:</b>	\$ 87,009
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 87,009

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staff Development & Support	Yes	Schoolwide	All	RCA	\$ 27,600	0.00%
1	2	Teammate Retention	No	Schoolwide		RCA	\$ -	0.00%
1	3	Coaching & Support	Yes	Schoolwide	English Learners and Low-Income	RCA	\$ 8,280	0.00%
1	4	Intervention & Acceleration	Yes	Schoolwide	English Learners and Low-Income	RCA	\$ 27,600	0.00%
1	5	Assessments & Programs	Yes	Schoolwide	All	RCA	\$ 2,070	0.00%
1	6	Library	Yes	Schoolwide	All	RCA	\$ 690	0.00%
1	7	College and Career Planning	Yes	Schoolwide	All	RCA	\$ 690	0.00%
1	8	Materials for Hybrid Learning	Yes	Schoolwide	All	RCA	\$ 3,450	0.00%
2	1	MTSS & PBIS	Yes	Schoolwide	All	RCA	\$ 690	0.00%
2	2	Assemblies	No	Schoolwide		RCA	\$ -	0.00%
2	3	Team Building	No	Schoolwide		RCA	\$ -	0.00%
2	4	Engagement Activities	No	Schoolwide		RCA	\$ -	0.00%
2	5	Communication	No	Schoolwide		RCA	\$ -	0.00%
2	6	Student Mental Health	Yes	Schoolwide	All	RCA	\$ 3,450	0.00%
2	7	Safety Materials	No	Schoolwide		RCA	\$ -	0.00%
2	8	School Themed Materials	No	Schoolwide		RCA	\$ -	0.00%
2	9	Facility Safety	No	Schoolwide		RCA	\$ -	0.00%
2	10	Wellness Counselor or Behavior Therapist	Yes	Schoolwide	All	RCA	\$ 10,350	0.00%
2	11	Telehealth Wellness Programs	Yes	Schoolwide	All	RCA	\$ 69	0.00%
2	12	SART Training & Support	Yes	Schoolwide	All	RCA	\$ 690	0.00%
2	13	Safety Material for Hybrid Learning	No	Schoolwide		RCA	\$ -	0.00%
3	1	Parent Workshops	Yes	Schoolwide	All	RCA	\$ 690	0.00%
3	2	Bilingual Community Coordinator	Yes	Schoolwide	English Learners	RCA	\$ 690	0.00%
3	3	Community Partnerships	No	Schoolwide		RCA	\$ -	0.00%
3	4	Family Access to Hybrid Instruction	No	Schoolwide		RCA	\$ -	0.00%
4	1	Student Devices	No	Schoolwide		RCA	\$ -	0.00%
4	2	Software for Students	No	Schoolwide		RCA	\$ -	0.00%
4	3	Tech Training	No	Schoolwide		RCA	\$ -	0.00%
4	4	Tech Purchase	No	Schoolwide		RCA	\$ -	0.00%
4	5	Software for Safety Guidelines	No	Schoolwide		RCA	\$ -	0.00%

## 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 192,100.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staff Development & Support	Yes	\$ 40,000	\$ -
1	2	Teammate Retention	No	\$ 5,000	\$ -
1	3	Coaching & Support	Yes	\$ 12,000	\$ -
1	4	Intervention & Acceleration	Yes	\$ 40,000	\$ -
1	5	Assessments & Programs	Yes	\$ 3,000	\$ -
1	6	Library	Yes	\$ 1,000	\$ -
1	7	College and Career Planning	Yes	\$ 1,000	\$ -
1	8	Materials for Hybrid Learning	Yes	\$ 5,000	\$ -
2	1	MTSS & PBIS	Yes	\$ 1,000	\$ -
2	2	Assemblies	No	\$ 1,000	\$ -
2	3	Team Building	No	\$ 1,000	\$ -
2	4	Engagement Activities	No	\$ 2,000	\$ -
2	5	Communication	No	\$ 1,000	\$ -
2	6	Student Mental Health	Yes	\$ 5,000	\$ -
2	7	Safety Materials	No	\$ 1,000	\$ -
2	8	School Themed Materials	No	\$ 15,000	\$ -
2	9	Facility Safety	No	\$ 5,000	\$ -
2	10	Wellness Counselor or Behavior Therapist	Yes	\$ 15,000	\$ -
2	11	Telehealth Wellness Programs	Yes	\$ 100	\$ -
2	12	SART Training & Support	Yes	\$ 1,000	\$ -
2	13	Safety Material for Hybrid Learning	No	\$ 1,000	\$ -
3	1	Parent Workshops	Yes	\$ 1,000	\$ -
3	2	Bilingual Community Coordinator	Yes	\$ 1,000	\$ -
3	3	Community Partnerships	No	\$ 1,000	\$ -
3	4	Family Access to Hybrid Instruction	No	\$ 1,000	\$ -
4	1	Student Devices	No	\$ 15,000	\$ -
4	2	Software for Students	No	\$ 10,000	\$ -
4	3	Tech Training	No	\$ 1,000	\$ -
4	4	Tech Purchase	No	\$ 5,000	\$ -
4	5	Software for Safety Guidelines	No	\$ 1,000	\$ -

## 2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 601,262	\$ 87,009	\$ -	\$ 87,009	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staff Development & Support	Yes	\$ 27,600		0.00%	0.00%
1	2	Teammate Retention	No	\$ -	\$ -	0.00%	0.00%
1	3	Coaching & Support	Yes	\$ 8,280		0.00%	0.00%
1	4	Intervention & Acceleration	Yes	\$ 27,600		0.00%	0.00%
1	5	Assessments & Programs	Yes	\$ 2,070		0.00%	0.00%
1	6	Library	Yes	\$ 690		0.00%	0.00%
1	7	College and Career Planning	Yes	\$ 690		0.00%	0.00%
1	8	Materials for Hybrid Learning	Yes	\$ 3,450		0.00%	0.00%
2	1	MTSS & PBIS	Yes	\$ 690		0.00%	0.00%
2	2	Assemblies	No	\$ -	\$ -	0.00%	0.00%
2	3	Team Building	No	\$ -	\$ -	0.00%	0.00%
2	4	Engagement Activities	No	\$ -	\$ -	0.00%	0.00%
2	5	Communication	No	\$ -	\$ -	0.00%	0.00%
2	6	Student Mental Health	Yes	\$ 3,450		0.00%	0.00%
2	7	Safety Materials	No	\$ -	\$ -	0.00%	0.00%
2	8	School Themed Materials	No	\$ -	\$ -	0.00%	0.00%
2	9	Facility Safety	No	\$ -	\$ -	0.00%	0.00%
2	10	Wellness Counselor or Behavior Therapist	Yes	\$ 10,350		0.00%	0.00%
2	11	Telehealth Wellness Programs	Yes	\$ 69		0.00%	0.00%
2	12	SART Training & Support	Yes	\$ 690		0.00%	0.00%
2	13	Safety Material for Hybrid Learning	No	\$ -	\$ -	0.00%	0.00%
3	1	Parent Workshops	Yes	\$ 690		0.00%	0.00%
3	2	Bilingual Community Coordinator	Yes	\$ 690		0.00%	0.00%
3	3	Community Partnerships	No	\$ -	\$ -	0.00%	0.00%
3	4	Family Access to Hybrid Instruction	No	\$ -	\$ -	0.00%	0.00%
4	1	Student Devices	No	\$ -	\$ -	0.00%	0.00%
4	2	Software for Students	No	\$ -	\$ -	0.00%	0.00%
4	3	Tech Training	No	\$ -	\$ -	0.00%	0.00%
4	4	Tech Purchase	No	\$ -	\$ -	0.00%	0.00%
4	5	Software for Safety Guidelines	No	\$ -	\$ -	0.00%	0.00%

## 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,254,747	\$ 601,262	0.00%	26.67%	\$ -	0.00%	0.00%	\$ 601,262.00	26.67%

# 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	<a href="mailto:cllee@amethods.org">cllee@amethods.org</a> (510) 535-1580

## Plan Summary [2022]

### 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 pride ourselves on being a 20-21 California Distinguished School and 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.

Since our Dashboard data reflects students' performance before the pandemic, this reflection on successes is based on more current data. Regarding academic data reflected in the nationally recognized NWEA Interim assessments, our students scored as follows:

Students scoring above grade level in English: 56% of all students performed above grade level, 62% Asian students, 48% Black or African American, 40% Latinex, 53% socioeconomically disadvantaged, and 25% of students with disabilities.

Students performing above grade level in Math: 63% of all students performed above grade level, 72% Asian, 57% Black or African American, 31% Latinex, 64% socioeconomically disadvantaged and 43% of students with disabilities.

We also count as a great success the high rate of teacher retention and the fact that 100% of our teachers were credentialed. This comes from a strong student centered environment and growth mindset in our school culture due to continuous classroom observations and the teachers coaching program.

One of the biggest successes last year was the attendance record of 99.6% given the Pandemic challenges. This was due to the involvement of 100% of staff members in students' engagement managed by tiers and recorded in our daily engagement tracker. We are also really proud of our students' resilience, our parents' support and the big effort of all school partners to follow up with Independent Students' Plans when needed.

## 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.

From the interim assessments scores, we were able to see that the most vulnerable group in our school are the English Learners. This is due to a large group of newcomers and students coming from schools with no ELD support. We elaborate an Action Plan for our English Learners and continuously work on it to tailor it to meet our students with unfinished learning. This plan includes Goals and Action steps in the 4 domains of Language acquisition as follows:

1. Reading: We want to improve reading scores for English Learners by 2% by:

- Intentional Silent reading for 15 minutes/day where students read appropriate books to their reading levels
- Purchasing new classroom libraries with different lexile and high interest collections
- Cataloging and organizing the school library to make it available to students

## 2. Speaking:

- Recording lessons to collect data on students' engagement
- Analyzing engagement data to create goals and improve instructional practices
- Focusing classroom observations and coaching on students engagement and voices in the classroom
- Providing Professional Development on Academic Discourse Instructional practices

## 3. Writing

- Collecting and analyzing data on writing from the Language NWEA assessments to identify writing concepts and skills that need to be incorporated in Lesson Plans
- Collecting and analyzing data on writing from the Language NWEA assessments to create writing intervention lessons for small groups of students with unfinished learning

- Collecting and Analyzing data from the History Writing Task to identify needs and set up writing goals for the school

#### 1. Listening:

- Coaching teachers on scaffolding students on vocabulary and pronunciation
- Creating word walls in the classrooms for every subject and intentionally teach pronunciation and intonation when use in a sentence
- Requesting teachers to paraphrase students responses when needed to provide correct usage of English
- Provide speech-to-text opportunities for English Learners using the Actively Learn app in all classrooms

#### 2. ELD Designated and Integrated Program:

- Having the ELD teacher co-teach with History teachers in all grades to support ELs during lessons
- Providing small groups support for EL according to their proficiency levels
- Establishing a regular program that includes the ELD concept of the month, skills of the week and requesting that 100% of the teachers follow it consistently
- Having a monthly English competition to promote English Language development among all students
- Providing a workshop for English Learners parents on how to support their students at home
- Begin a lending library initiative for English learners

## LCAP Highlights

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

1. **Fostering High Expectations:** This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
2. **Results Driven (Assessments & Accountability):** Data is about systems with predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
3. **Cultivating Excellent Talent:** Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
4. **Relationships & Partnership:** Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publicly, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted and carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
5. **Building an AMPS Culture:** A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Stars.  
Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:
  - **Health, Safety and Well-being:** Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.

**Adaptability:** This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

## 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.

We have not been identified for comprehensive support and improvement.

### 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

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Our community continuously engaged in a collaborative process in the development of the LCAP. It is essential to involve all members of our learning community to create a culture of achievement. In 2021 educational partners were involved in 2 monthly meetings, weekly updates, and surveys to help develop the LCAP to dialogue and to solicit input and genuine discussion of the needs of the students. Announcements and reminders via telemessaging, our student information systems, notifications via email and text were delivered, announcements via software applications and websites were also posted to invite parents to Educational Partners meetings and town halls. These included SSC, EL Subcommittee Family Staff Team, coffee chats, staff meetings, town hall meetings, board meetings, staff and staff leadership meetings.

A summary of the feedback provided by specific educational partners.

### 2021 Family/Teacher/ Student Surveys indicate:

- of 79% families reporting, 84% of families indicate that their students are receiving high quality education
- of 100% of staff members reporting 84% indicate that students at DCA are getting high quality education
- of 90.4% students reporting, 74% indicate that the school sets high expectations for them
- of 79% families reporting, 86% indicate that the school sets high expectations for their children
- of 100% of staff members reporting, 97% indicate that the school sets high expectations for students
- of 79% of families reporting, 84% indicate that students are getting high quality education
- of 100% of staff reporting, 100% indicate that students are getting high quality education

### Title 1 Effectiveness Evaluation:

- Teacher survey data indicates a need for more PD and planning for ELLs
- paraprofessionals not provided with professional development
- NWEA Data indicates

### Leadership analysis:

- NWEA summative assessment unavailable at this time
- Finding sound and effective Professional Development

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The creation of an Action Plan to support English Learners

Parents' information and workshop to support English Learners at home  
 Parents information on Mental Health support  
 Parent meetings to share mental health resources and connections in the community

## 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%	88.9%			80%

Appropriately assigned instructional staff 100%	100%	100%			100%
Standards -aligned curriculum for all students for all core subjects 100%	100%	100%			100%
Math SBAC % Meeting or Exceeding We expect to keep the percentage of meeting and exceeding in Math SBAC for all subgroups.	Baseline data coming Summer-Fall 2022	Pending			To be completed following 2022 SBAC results
ELA SBAC % Meeting and Exceeding We expect to keep the percentage of meeting and exceeding in ELA SBAC for all subgroups.	Baseline data coming Summer-Fall 2022	Pending			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). Given the effects of the	All Students: 56% FRL: 53% EL: 9% SPED: 25% Asian: 61% Latinx: 38%	All Students: 56% FRL: 53% EL: 12% SPED: 25% Asian: 62% Latinx: 40%			All students 56%, FRL: 55% EL: 11% SPED: 27% Asian: 63% Latinx: 40%



pandemic on the 20 - 21 academic year, we anticipate that our incoming 6th grade will be less prepared for grade level rigor in 21 -22 than they were in 20 -21. With intervention plans to address the most vulnerable students, we hope to support students to maintain the performance metrics we met this year by mitigating some of the effect of the learning loss students have experienced and further reducing the gap over time.					
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students: 63% FRL: 64% EL: 25% SPED: 43% Asian: 71% Latinx: 30%	All Students: 63% FRL: 64% EL: 22% SPED:43 % Asian:72 % Latinx: 31%			All Students: 65% FRL: 66% EL: 27% SPED: 45% Asian: 71% Latinx: 32%
EL Progress % of students moving up at least one level as measured by ELPAC Pandemic shut	18%	Pending Fall 2022			20%

downs and remote learning in 19-20, accompanied by the					
RFEP Rate as a percentage Given the reduction in access to English - immersive environments for most ELs during the pandemic, we anticipate that fewer English Learners will be qualified for reclassification in the coming year, but that targeted interventions will permit us to return to a robust RFEP rate within 3 years	15%	Pending until Fall 2022			17%
Participation rate of teachers and paraprofessionals in professional	100%	100%			100%

development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs) The expectation is that 100% of staff members participate in Professional development offered by the school.					
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. Year 1 outcome corresponds to the 2021 survey: Staff experience positive relationships in school based on care, respect and approachability.	89%	100%			90%

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Staff Development & Support	<ul style="list-style-type: none"> <li>- Provide high quality staff development &amp; support for teachers and paraprofessionals for the development and instructional practices in ELD/ELA, SBE Approved Curriculum, CCSS, BTSA</li> <li>- Continued development and implementation of AMPS Career Path process for staff advancement.</li> <li>- 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.</li> <li>- First year teachers provided CCSS and/or NGSS aligned curriculum training and mentor teacher support through Department Meetings, Grade Level Meetings, and Observations.</li> <li>- Continued bi-weekly Coaching for all instructional staff in particular focusing on supports for ELLs and SED students.</li> </ul>	\$20,000.00	Y
2	Teammate Retention	<ul style="list-style-type: none"> <li>- Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts.</li> <li>- 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.</li> </ul>	\$1,200.00	N
3	Coaching & Support	Provide high quality coaching and support via coaches (CPT/Consultants) utilizing professional growth plans, weekly observations, lesson plans, feedback, and film sessions. Coaching will focus on support for ELLs and SED students.	\$20,000.00	Y
4	Intervention & Acceleration	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Continued implementation of ELD program by a credentialed teacher for students for English Learners in a designated and integrated model.</li> <li>- Continue use of Actively Learn to differentiate instruction and monitor and support students below grade level.</li> </ul>	\$54,000.00	Y

		- Additional paraprofessional staff hired and trained for ELA and Math classrooms, offering support during the regular school schedule and in the after school.		
5	Assessments & Programs	Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data during and through intercessions and after school programs.  Analyze this data through the lens of ELLs, SED, and Foster Youth subgroups if necessary.  All Curriculum will be CCSS and NGSS aligned. aligned (FOSS/Springboard/Illustrative Math)	\$5,000.00	Y
6	Leveled Library	Purchase and develop school library according to model library standards as well as classroom leveled readers for all students including our marginalized subgroups who may be below reading level.	\$1,200.00	Y
7	College and Career Planning	Provide college and career planning and exploration curriculum monthly for all students.	\$12,000.00	N
8	Materials for Hybrid Learning	Provide materials for access to high quality remote/hybrid instruction to support learning for all students especially ELL, SED and Foster Youth students.	\$10,000.00	Y

## Goal Analysis [2022]

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.

Influx from state and federal funds that allowed us to offer additional 1-1 support for our most vulnerable students and students receiving special education services. Increase of students activities to promote student retention and attendance.

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

[Respond here]

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

Our socioeconomically disadvantaged students received 1-1 and small group support throughout the year. English Learners also received support during the integrated and designated times with the ELD teacher, in addition to the scaffolding strategies and classroom support during their core classes. Teachers received professional development to increase students' engagement and participation in the classroom. Students received leveled classroom libraries that contain high interest topics. Truant students and families attended meetings, received Independent Study Plans when needed.

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

WE also used the ESSER and ELOP funds to support our most vulnerable students. We noticed that all implemented activities (see below), help students maintained or improved their academic achievement by subgroups as follows:

Maintained scores: All students in reading and math, FRL in reading and math, SPED in reading and math.

Improved scores: English Learners in Reading, Asian in Reading and Math, and Latinx in reading and math.

## 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%	3.94%			<4.0%
Suspension rate by subgroup	Schoolwide - .9% Black - 6.5%	0% Overall			Schoolwide - <1% Black - <2.0%

	Hispanic - 1.7% Asians - 0%				Hispanic - <1% Asians - <1%
Expulsion rate	0%	0%			less than 1%
Percentage of Teachers using reward system <b>proficiently</b> to increase positive behaviors (meeting daily reward goal) 20-21	50%	50%			80%
The degree to which students believe that the school fosters a culture of respect and fairness as per the Youth Truth survey of October 2020	61%	3.72/5= ~69%			65%
Number of discipline incident reports with student office referrals and/or discipline log entries	1-4	0			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%	3.94%			<1% (Continue to have a low percentage of chronic absenteeism)
Achieve & Maintain "good" indicator or higher on FIT	poor	Fair			good



(Facilities Inspection Tool) Report					
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, Foster Youths and other marginalized students, we will further develop MTSS, PBIS Activities and provide staff development via analysis of Youth Truth and Dashboard data.  Continue to implement restorative practices, character reflection time, and incentives to promote school values.	\$2,000.00	Y
2	Assemblies	Quarterly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety and programs addressing equity and social justice.	\$2,000.00	N
3	Team Building	Quarterly team building events such as outdoor field days or community clean up days that promote a sense of school community.	\$1,000.00	N
4	Engagement Activities	<ul style="list-style-type: none"> <li>- Provide engagement activities/field trips offering parent education, awareness and purchase materials honoring students, families.</li> <li>- Monthly selection of the Griffins of the Month to celebrate students who distinguished themselves by following school</li> </ul>	\$2,000.00	N

		BRICKS (values): Bravery, Responsibility, Integrity, Compassion and Kindness.		
5	Communication	Provide multiple levels of communication platforms and educational materials for parent awareness, recognition and education.	\$600.00	N
6	Mental Health	Provide Mental Health Curriculum and programs, community resources for families and students to support all students especially our most marginalized and Foster Youth subgroups.	\$2,000.00	Y
7	Safety Materials	Provide safety materials necessary to support hybrid/remote instruction	\$2,000.00	N
8	School Themed Materials	Purchase school themed materials for development of overall engagement/spirit	\$20,000.00	N
9	Facility Safety	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc.	\$5,000.00	N
10	Wellness Counselor or Behavior Therapist	Provide a School Wellness counselor or Behavior Therapist to support overall mental health for students especially our most marginalized subgroups.	\$50,000.00	Y
11	SART Training & Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism especially in our most marginalized subgroups.	\$2,000.00	Y
12	Safety Material for Hybrid Learning	Provide safety materials necessary to support hybrid/remote instruction	\$2,000.00	N

## Goal Analysis 2022

### 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>

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An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which families are engaged in the school and feel empowered to influence decision making as per Youth	66%	77%			68%

Truth survey of October 2020					
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%	85%			88%
Percentage of parents logging on to Parent Portal	48%	~80% of families accessed student data electronically ~36% of Families downloaded ParentSquare to interact with the school			50%
Number of families contributing/ providing parent input on decision making at meetings	20%	20%			25%
Degree to which families believe school shares goals, respect, fairness, and diversity as per Youth Truth survey of October 2020.	83%	3.95/5=			85%

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Parent Engagement	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Continue to offer Workshops for Parents on Sex Education, Internet Safety, and/or other topics that they express interest in.</li> </ul>	\$5,000.00	Y
2	Bilingual Community Coordinator	Maintain Bilingual Community Outreach Coordinator to provide advocacy/home visit and resources for families of students who are multi-language learners.	\$26,000.00	Y
3	Community Partnerships	Partner with local community for educational history and field trips, community service projects	\$2,000.00	N
4	Family Access to Hybrid Instruction	Provide families with materials to access high quality hybrid/remote instruction	\$5,000.00	N

## Goal Analysis 2022

### 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 our 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	N/A			5
Percentage of classrooms with dedicated audio/video equipment	80%	~ 80%, Tech upgrade is underway will be completed July 2022			100%
Percentage of teachers regularly utilizing technology in the classroom	80%	80%			85%
Students' engagement and participation in class by subgroups/discipline, and grades as measured by TechFX	Baseline will be reported in 2022	N/A			2% increase

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Devices	Provide chromebooks/tablets, hotspots, earphones for all students	\$15,000.00	N
2	Software for Students	<ul style="list-style-type: none"> <li>- Purchase appropriate software to increase student access to core curriculum and monitor student usage.</li> <li>- Continue to purchase curriculum with Tech components as a complement of the programs and to facilitate and differentiated instruction and learning.</li> </ul>	\$17,000.00	N
3	Tech Training	<ul style="list-style-type: none"> <li>- Provide staff and students training in the use of technology and different software platforms.</li> <li>- Continue to develop Internet Fluency for teachers and students.</li> <li>- Continue to develop Internet Citizenship for students.</li> </ul>	\$8,000.00	N
4	Tech Purchase	Purchase technology hardware for high quality cutting edge instruction including devices like Swytle Camera and other live streaming equipment.	\$12,000.00	N
5	Software for Safety Guidelines	Provide software platforms to help adhere to C-19 safety guidelines during morning, afternoon formations/dismissal	\$1,000.00	N

## Goal Analysis 2022

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$488,827	\$0

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.91%	20.91%	\$0	0%

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

At Downtown Charter Academy, the needs of foster youth, English Learners, and low income students are considered first because Equity is priority number 1. The needs of our most vulnerable students are at the front of all school efforts. By analyzing academic data, school surveys, and attendance trends, we are able to identify learning and socio-emotional gaps. The actions are effective in meeting the goals for our students because during the first week in August, AMPS Summit and professional Development week, we analyze the data, set up goals depending on needs, and create an Action Plan for each goal. In addition, we revisit priorities and goals in January to adapt and tailor them according to students' present needs.

We were able to implement all actions to support our most vulnerable students.

Action plan to support for our English Learners, Immigrant students, and students with learning disabilities included:

1. Tiered small group instruction and one on one instruction
2. Classroom Libraries
3. Library Staff member and students' club
4. Professional development in use of research based strategies, remote learning, EL/SPED strategies and curriculum provided to instructional staff

Action Plan to support truant students and families:

1. Provide customizable supports for students
1. Meetings with parents
2. Independent Study Plans when as needed

Action Plan to support Socioeconomically disadvantaged students:



1. Free uniforms
2. Free Universal meals
3. Meaningful collaboration time will be provided for planning, staff collaboration, and data analysis.
4. Review of Lesson Plans to include concepts and skills needed for students with unfinished learning
5. Data analysis to create small groups support
6. Referrals and resources from the community
7. Homework support during the After School Program
8. Professional Development to support English Learners and Tier 2 and Tier 3 students

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

#### 1. Free Uniforms and free lunches

1. Hired 1 staff member to provide 1-1 support to students with special needs.
2. Purchased toolkits to provide practice on basic skills in Math and English.
3. Purchased evaluation materials to gather information on needs and academic levels.
4. Provided special programs to build a culture that embraces diversity like the Jazz and Democracy Project
5. Increased affinity clubs like soccer, chess and world languages
6. Increased mindfulness hours, and created yoga, and karate clubs to support social-emotional growth
7. Purchased Professional Development and App to collect data on students' participation in class

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We hired 1 staff member to provide 1-1 support for students receiving Special Education services  
We changed the job description of paraprofessionals' tutors

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	7.8%
Staff-to-student ratio of certificated staff providing direct services to students	N/A	5.6%



# 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 228,750	\$ 51,850	\$ -	\$ 24,400	305,000	\$ -	\$ 305,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staff Development & Support	ALL	\$ 15,000	\$ 3,400	\$ -	\$ 1,600	\$ 20,000
1	2	Teammate Retention	ALL	\$ 900	\$ 204	\$ -	\$ 96	\$ 1,200
1	3	Coaching & Support	ALL	\$ 15,000	\$ 3,400	\$ -	\$ 1,600	\$ 20,000
1	4	Intervention & Acceleration	ALL	\$ 40,500	\$ 9,180	\$ -	\$ 4,320	\$ 54,000
1	5	Assessments & Programs	ALL	\$ 3,750	\$ 850	\$ -	\$ 400	\$ 5,000
1	6	Leveled Library	ALL	\$ 900	\$ 204	\$ -	\$ 96	\$ 1,200
1	7	College and Career Planning	ALL	\$ 9,000	\$ 2,040	\$ -	\$ 960	\$ 12,000
1	8	Materials for Hybrid Learning	ALL	\$ 7,500	\$ 1,700	\$ -	\$ 800	\$ 10,000
2	1	MTSS & PBIS	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
2	2	Assemblies	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
2	3	Team Building	ALL	\$ 750	\$ 170	\$ -	\$ 80	\$ 1,000
2	4	Engagement Activities	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
2	5	Communication	ALL	\$ 450	\$ 102	\$ -	\$ 48	\$ 600
2	6	Mental Health	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
2	7	Safety Materials	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
2	8	School Themed Materials	ALL	\$ 15,000	\$ 3,400	\$ -	\$ 1,600	\$ 20,000
2	9	Facility Safety	ALL	\$ 3,750	\$ 850	\$ -	\$ 400	\$ 5,000
2	10	Wellness Counselor or Behavior Therapist	ALL	\$ 37,500	\$ 8,500	\$ -	\$ 4,000	\$ 50,000
2	11	SART Training & Support	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
2	12	Safety Material for Hybrid Learning	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
3	1	Parent Engagement	ALL	\$ 3,750	\$ 850	\$ -	\$ 400	\$ 5,000
3	2	Bilingual Community Coordinator	ALL	\$ 19,500	\$ 4,420	\$ -	\$ 2,080	\$ 26,000
3	3	Community Partnerships	ALL	\$ 1,500	\$ 340	\$ -	\$ 160	\$ 2,000
3	4	Family Access to Hybrid Instruction	ALL	\$ 3,750	\$ 850	\$ -	\$ 400	\$ 5,000
4	1	Student Devices	ALL	\$ 11,250	\$ 2,550	\$ -	\$ 1,200	\$ 15,000
4	2	Software for Students	ALL	\$ 12,750	\$ 2,890	\$ -	\$ 1,360	\$ 17,000
4	3	Tech Training	ALL	\$ 6,000	\$ 1,360	\$ -	\$ 640	\$ 8,000
4	4	Tech Purchase	ALL	\$ 9,000	\$ 2,040	\$ -	\$ 960	\$ 12,000
4	5	Software for Safety Guidelines	ALL	\$ 750	\$ 170	\$ -	\$ 80	\$ 1,000

## 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,338,216	\$ 488,827	20.91%	0.00%	20.91%	\$ 147,900	0.00%	6.33%	<b>Total:</b>	\$ 147,900
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 147,900

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staff Development & Support	Yes	Schoolwide	All	DCA	\$ 15,000	0.00%
1	2	Teammate Retention	No	Schoolwide		DCA	\$ -	0.00%
1	3	Coaching & Support	Yes	Schoolwide	All	DCA	\$ 15,000	0.00%
1	4	Intervention & Acceleration	Yes	Schoolwide	All	DCA	\$ 40,500	0.00%
1	5	Assessments & Programs	Yes	Schoolwide	All	DCA	\$ 3,750	0.00%
1	6	Leveled Library	Yes	Schoolwide	All	DCA	\$ 900	0.00%
1	7	College and Career Planning	No	Schoolwide		DCA	\$ -	0.00%
1	8	Materials for Hybrid Learning	Yes	Schoolwide	All	DCA	\$ 7,500	0.00%
2	1	MTSS & PBIS	Yes	Schoolwide	All	DCA	\$ 1,500	0.00%
2	2	Assemblies	No	Schoolwide		DCA	\$ -	0.00%
2	3	Team Building	No	Schoolwide		DCA	\$ -	0.00%
2	4	Engagement Activities	No	Schoolwide		DCA	\$ -	0.00%
2	5	Communication	No	Schoolwide		DCA	\$ -	0.00%
2	6	Mental Health	Yes	Schoolwide	All	DCA	\$ 1,500	0.00%
2	7	Safety Materials	No	Schoolwide		DCA	\$ -	0.00%
2	8	School Themed Materials	No	Schoolwide		DCA	\$ -	0.00%
2	9	Facility Safety	No	Schoolwide		DCA	\$ -	0.00%
2	10	Wellness Counselor or Behavior Therapist	Yes	Schoolwide	All	DCA	\$ 37,500	0.00%
2	11	SART Training & Support	Yes	Schoolwide	All	DCA	\$ 1,500	0.00%
2	12	Safety Material for Hybrid Learning	No	Schoolwide		DCA	\$ -	0.00%
3	1	Parent Engagement	Yes	Schoolwide	All	DCA	\$ 3,750	0.00%
3	2	Bilingual Community Coordinator	Yes	Schoolwide	All	DCA	\$ 19,500	0.00%
3	3	Community Partnerships	No	Schoolwide		DCA	\$ -	0.00%
3	4	Family Access to Hybrid Instruction	No	Schoolwide		DCA	\$ -	0.00%
4	1	Student Devices	No	Schoolwide		DCA	\$ -	0.00%
4	2	Software for Students	No	Schoolwide		DCA	\$ -	0.00%
4	3	Tech Training	No	Schoolwide		DCA	\$ -	0.00%
4	4	Tech Purchase	No	Schoolwide		DCA	\$ -	0.00%
4	5	Software for Safety Guidelines	No	Schoolwide		DCA	\$ -	0.00%

## 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 305,000.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staff Development & Support	Yes	\$ 20,000	\$ -
1	2	Teammate Retention	No	\$ 1,200	\$ -
1	3	Coaching & Support	Yes	\$ 20,000	\$ -
1	4	Intervention & Acceleration	Yes	\$ 54,000	\$ -
1	5	Assessments & Programs	Yes	\$ 5,000	\$ -
1	6	Leveled Library	Yes	\$ 1,200	\$ -
1	7	College and Career Planning	No	\$ 12,000	\$ -
1	8	Materials for Hybrid Learning	Yes	\$ 10,000	\$ -
2	1	MTSS & PBIS	Yes	\$ 2,000	\$ -
2	2	Assemblies	No	\$ 2,000	\$ -
2	3	Team Building	No	\$ 1,000	\$ -
2	4	Engagement Activities	No	\$ 2,000	\$ -
2	5	Communication	No	\$ 600	\$ -
2	6	Mental Health	Yes	\$ 2,000	\$ -
2	7	Safety Materials	No	\$ 2,000	\$ -
2	8	School Themed Materials	No	\$ 20,000	\$ -
2	9	Facility Safety	No	\$ 5,000	\$ -
2	10	Wellness Counselor or Behavior Therapist	Yes	\$ 50,000	\$ -
2	11	SART Training & Support	Yes	\$ 2,000	\$ -
2	12	Safety Material for Hybrid Learning	No	\$ 2,000	\$ -
3	1	Parent Engagement	Yes	\$ 5,000	\$ -
3	2	Bilingual Community Coordinator	Yes	\$ 26,000	\$ -
3	3	Community Partnerships	No	\$ 2,000	\$ -
3	4	Family Access to Hybrid Instruction	No	\$ 5,000	\$ -
4	1	Student Devices	No	\$ 15,000	\$ -
4	2	Software for Students	No	\$ 17,000	\$ -
4	3	Tech Training	No	\$ 8,000	\$ -
4	4	Tech Purchase	No	\$ 12,000	\$ -
4	5	Software for Safety Guidelines	No	\$ 1,000	\$ -

## 2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 488,827	\$ 147,900	\$ -	\$ 147,900	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staff Development & Support	Yes	\$ 15,000		0.00%	0.00%
1	2	Teammate Retention	No	\$ -	\$ -	0.00%	0.00%
1	3	Coaching & Support	Yes	\$ 15,000		0.00%	0.00%
1	4	Intervention & Acceleration	Yes	\$ 40,500		0.00%	0.00%
1	5	Assessments & Programs	Yes	\$ 3,750		0.00%	0.00%
1	6	Leveled Library	Yes	\$ 900		0.00%	0.00%
1	7	College and Career Planning	No	\$ -	\$ -	0.00%	0.00%
1	8	Materials for Hybrid Learning	Yes	\$ 7,500		0.00%	0.00%
2	1	MTSS & PBIS	Yes	\$ 1,500		0.00%	0.00%
2	2	Assemblies	No	\$ -	\$ -	0.00%	0.00%
2	3	Team Building	No	\$ -	\$ -	0.00%	0.00%
2	4	Engagement Activities	No	\$ -	\$ -	0.00%	0.00%
2	5	Communication	No	\$ -	\$ -	0.00%	0.00%
2	6	Mental Health	Yes	\$ 1,500		0.00%	0.00%
2	7	Safety Materials	No	\$ -	\$ -	0.00%	0.00%
2	8	School Themed Materials	No	\$ -	\$ -	0.00%	0.00%
2	9	Facility Safety	No	\$ -	\$ -	0.00%	0.00%
2	10	Wellness Counselor or Behavior Therapist	Yes	\$ 37,500		0.00%	0.00%
2	11	SART Training & Support	Yes	\$ 1,500		0.00%	0.00%
2	12	Safety Material for Hybrid Learning	No	\$ -	\$ -	0.00%	0.00%
3	1	Parent Engagement	Yes	\$ 3,750		0.00%	0.00%
3	2	Bilingual Community Coordinator	Yes	\$ 19,500		0.00%	0.00%
3	3	Community Partnerships	No	\$ -	\$ -	0.00%	0.00%
3	4	Family Access to Hybrid Instruction	No	\$ -	\$ -	0.00%	0.00%
4	1	Student Devices	No	\$ -	\$ -	0.00%	0.00%
4	2	Software for Students	No	\$ -	\$ -	0.00%	0.00%
4	3	Tech Training	No	\$ -	\$ -	0.00%	0.00%
4	4	Tech Purchase	No	\$ -	\$ -	0.00%	0.00%
4	5	Software for Safety Guidelines	No	\$ -	\$ -	0.00%	0.00%

## 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,338,216	\$ 488,827	0.00%	20.91%	\$ -	0.00%	0.00%	\$ 488,827.00	20.91%

# 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	Malcolm McArthur, Site Director	<a href="mailto:mmcarthur@amethodschools.org">mmcarthur@amethodschools.org</a> 510-436-0101

## Plan Summary 2022

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Over the past 14 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 are sending our eleventh round of students to college and career opportunities of their choice in the spring of 2022. 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 438 students and our current race/ethnic breakdown is approximately 58% Hispanic, 32% Asian, 5.7% African American, and 2.9% 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 2021-22 school year, OCHS provided in-person instruction to all students. OCHS continued to reflect on the successes and struggles of distance learning program and placed additional priorities within the social emotional learning, literacy and math instruction, and small group and individual learning sessions to meet student needs. We also continued our attendance intervention program to support our students and families that suffered from chronic absenteeism and other barriers that would increase student interest in returning back to in-person instruction. Student engagement, teaching and learning and SEL professional development provided tools to staff and teachers to ensure student needs are being met daily.

Additionally, we continued our block scheduling format to ease the transition from virtual learning to in-person instruction. We provided 240 minutes of daily synchronous instruction and asynchronous instruction for those students with medical reasonings that prevents the students from being on campus. 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. 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 has maintained at positive incline with student attendance for the 2021-2022 academic school year. As the students attend in-person instruction, our master schedule included an advisory and study hall period to assist students needing additional academic and social emotional support

during the school day. To support our English Language learners, we incorporated daily ELD (designated) instruction and campus-wide (integrated) instruction within all classes. Student survey and grade data continue to 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 as we returned to in-person instruction. Finally, OCHS increased course offerings such as 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 provided students with additional intrinsic motivation. 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 2022 is 98%.

## 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.

An explicit focus on social emotional learning and school culture, a strong MTSS process to identify student needs, and strong classroom-based interventions.

Continued use our online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year.

Purchase additional textbooks and workbooks 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 additional staff 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.

The highlights of the 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

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

We were able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of the LCAP. We regularly communicated with our families to gauge their level of satisfaction and obtain data on support learning outcomes.

Throughout our engagement process, we consulted with the following stakeholder groups:

- SSC and ELAC (The OCHS Parent Student Advisory Council & Family Staff Team)
- Admin team
- Teachers
- Parents
- Students

The LCAP engagement process began during the 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. During our meetings we discuss items such as 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. Although, we offer in-person instruction due to COVID, we maintained our monthly meetings via Zoom with limited in-person gatherings. In generally hosting up to 100 parents, students, staff and community members.

A summary of the feedback provided by specific educational partners.

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.
- Creating empowerment groups representing multiple student cultures to provide a apace 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 input from educational partners.

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 #	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	2021-2022	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Aligned Instructional Materials	2020-2021: 100% of applicable courses with CCSS/NGSS aligned Instructional Materials were published within the past 10 years	2021-2022: 100% 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
Percentage of students participating in advanced placement exams achieving a score of “3” or higher	2019-2020 52% of students who took an advanced placement exam received a score of “3” or higher	2020-2021 (TBD) of students who took an advanced placement exam received a score of “3” or higher			60% of students who take an advanced 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	2020-2021 <i>Not calculated</i>			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: 22.3%	2021-2022 Reclassification Rate: TBD			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: 51.9% Reading: 42.3%	2021-2022 Math: TBD Reading: TBD			At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	2019 CA School Dashboard:  All Students: 65% Prepared Hispanic: 50% FRL: 60% Asian: 80% EL: 40%	2020 CCI: <i>Not calculated</i>			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 98% of graduating seniors have met A-G requirements	2020-2021 97% 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	100% of courses are using CCSS/NGSS aligned curriculum			Maintain 100% of courses using CCSS/NGSS aligned curriculum

SBAC ELA	2020-2021 <i>Not calculated</i>	2021-2022 pending			60% or more proficient
SBAC Math	2020-2021 <i>Not calculated</i>	2021-2022 pending			40% or more proficient

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbook and curriculum	<ul style="list-style-type: none"> <li>Purchase of textbooks. Workbooks and supplement materials aligned to the CCSS and NGSS and/or approved by Advanced Placement</li> <li>Math curriculum supplement materials ((licenses and consumables) aligned Illustrative Math</li> <li>Continued use of curriculum to support EL students (licenses and consumables</li> <li>Supplemental materials but not limited to digital/technological materials supporting academic needs of our students</li> </ul>	\$500,000	N
2	CCSS aligned assessments	<ul style="list-style-type: none"> <li>Use of Common Assessments aligned to CCSS in math and ELA given no less than two times per year for grades 9-11.</li> </ul>	\$5,500	N
3	Academic Supports and Interventions	<ul style="list-style-type: none"> <li>After School Paraprofessional &amp; Tutoring Support</li> <li>UPchieve,</li> <li>Code Nation</li> <li>Kahoot</li> <li>Flipgrid</li> <li>Fastbridge</li> <li>TeachFX</li> <li>EdPuzzle</li> <li>IXL</li> <li>Peardeck</li> </ul>	\$275,000	Y
4	Course Offerings	<ul style="list-style-type: none"> <li>SAT preparation curriculum for 11th grade students to support strong academic skills and a college-going culture</li> <li>Use of an online course provider (Edgenuity) to supplement and expand credit recovery courses offered in the summer and during the school year</li> <li>Additional resume building support and interview preparation for post-secondary</li> <li>Maintaining two language course options for each following schoolyear</li> </ul>	\$65,000	N



Action #	Title	Description	Total Funds	Contributing
5	English Language Development	<ul style="list-style-type: none"> <li>English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English.</li> <li>Designated ELD instruction to newcomer students and those scoring a level 1 or 2 on the ELPAC.</li> <li>Continue to offer a small, ELD specific support period within the academic day.</li> </ul>	\$75,000	Y
6	Special Education	<ul style="list-style-type: none"> <li>Special Education service providers, including RSPs, counselors, and related services providers</li> <li>Continue to provide push-in services when appropriate to support students in mainstreamed classes</li> <li>Continue to provide an Academic Support class for students who need the additional intervention</li> </ul>	\$90,000	N
7	Personnel	<ul style="list-style-type: none"> <li>Additional paraprofessional tutorials to support the MTSS academic intervention program and offering intensive support for struggling learners who are behind in math and ELA</li> </ul>	\$125,000	
8	Technology	<ul style="list-style-type: none"> <li>1:1 Technology for students</li> <li>Hotspots for internet accessibility</li> </ul>	\$80,000	

## Goal Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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	95% of teachers retained from 19-20 to 20-21	70% of teachers retained from 20-21 to 21-22			At least 75% retention from the previous year
Quantity and retention of paraprofessionals	Paraprofessionals, 70% retention from previous years	Paraprofessionals, 80% retention from previous year			At least 75% retention from the previous year
Staff expressing satisfaction with professional support and development	2020-2021 98% of staff expressed satisfaction with professional support and development	2021-2022 78% 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	2020-2021 SARC: 90 % Fully credentialed	2021-2022 SARC: 90 % Fully credentialed			100% of teachers considered fully credentialed, as reported on SARC
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021 98% 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	2021-2022 85% of staff report feeling safe from harm while at school and 80% 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 Retention	<ul style="list-style-type: none"> <li>Partner with Recruitment Team to hire and retain highly qualified credentialed teachers and paraprofessionals and further develop retention efforts</li> <li>Talent Manager will execute and participate in teacher recruitment fairs in and around the Bay Area, California, and the West Coast</li> <li>Qualifying teachers will be supported through Induction in order to clear their credentials</li> <li>Continued development and implementation of AMPS Career Path process for staff advancement</li> </ul>	\$25,000	N
2	Professional Development	<ul style="list-style-type: none"> <li>All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans</li> <li>All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the school year</li> <li>All staff teaching AP will be trained in the delivery of AP course content</li> <li>Provide professional development in strategies to support the academic success and social, emotional health of all students.</li> </ul>	\$125,000	N

		<ul style="list-style-type: none"> <li>Support supplemental resources such as, but not limited to digital/technological materials/resources to support the academic needs of our students</li> <li>Provide professional development and support for the use of the interim/SBAC/CAASPP/NWEA assessments</li> </ul>		
3	EL Focus Professional Development	<ul style="list-style-type: none"> <li>At least three professional development workshops relevant to working with English Language Learner.</li> </ul>	\$6,000	Y
4	Staff Workshops	<ul style="list-style-type: none"> <li>At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction</li> <li>Provide professional development in the use of restorative practices.</li> <li>Increase the number of teachers trained to support SEL Learning</li> </ul>	\$3,000	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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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.

Although the pandemic has created barriers between families and schools, efforts of our administration and teachers to build a sense of community is prioritize with the actions and services to increase parent involvement. OCHS continues to double down on our engagement of parents in order to provide academic support, outreach and health and wellness to students and families.

## 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 85% of families have participated in an event and/or meeting at least once this year	2021-2022 70% 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 60% of parents responded to annual YouthTruth survey	2021-2022 40% 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 85% of families who responded to survey reported that they feel valued by the school	2021-2022 74% 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 feel empowered to play a role in decision-making at the school	<p>2020-2021</p> <p>82% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school</p>	<p>2021-2022</p> <p>71% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school</p>			80% of parents reporting that they 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	<p>2020-2021</p> <p>85% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees</p>	<p>2021-2022</p> <p>74% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees</p>			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	<p>2020-2021</p> <p>82% of families who responded to survey said that their child's learning environment is safe</p> <p>75% of parents who responded to survey reported that they feel engaged with the school</p>	<p>2021-2022</p> <p>71% of families who responded to survey said that their child's learning environment is safe</p> <p>62% of parents who responded to survey reported that they feel engaged with the school</p>			<p>95% of families responding that their child's learning environment is safe</p> <p>90% of parents responding that they feel engaged with the school</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Post-Secondary Parent Engagement	<ul style="list-style-type: none"> <li>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</li> </ul>	\$5,000	N
2	Parent Survey	<ul style="list-style-type: none"> <li>Develop a mid-year and an end-of-year parent survey to provide more avenues for families to express their opinions and concerns</li> </ul>	\$2,000	N
3	Parent Orientations	<ul style="list-style-type: none"> <li>Hold an open-house in the Fall for families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms</li> <li>Hold at least 2 orientations in the summer and early fall for new, incoming families to give an overview of high school programs</li> <li>Hold at least 2 technology specific parent sessions to support access to progress monitoring tools such as PowerSchool, Naviance, and Kickboard</li> </ul>	\$5,000	N
4	Outreach Coordinator	<ul style="list-style-type: none"> <li>Continue to leverage our Outreach Coordinator to support families and increase parent voice and involvement.</li> <li>Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators.</li> <li>Parent Teacher Home Visits (Community Walks)</li> <li>Translation and Interpretation Services</li> </ul>	\$30,000	N
6	EL and SPED Parent Engagement	<ul style="list-style-type: none"> <li>Maintain ELPAC participation in school advisory council meetings and community nights.</li> <li>Increased communication between ELD teacher and families</li> <li>Maintain strong parent to resource and administration team connection through regular meetings and progress monitoring of students.</li> </ul>	\$3,000	Y



## Goal Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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 support at the school	<p>2020-2021</p> <p>96% of students who responded to annual survey reported that they feel part of the school's community</p> <p>80% of students who responded to annual survey reported that teachers are willing to give extra help on schoolwork if they need it</p>	<p>2021-2022</p> <p>76% of students who responded to annual survey reported that they feel part of the school's community</p> <p>74% of students who responded to annual survey reported that teachers are willing to give extra help on schoolwork if they need it</p>			<p>80% of students reporting that they feel part of the school's community</p> <p>90% of students reporting that teachers are willing to give extra help on schoolwork if they need it</p>

Students expressing a belief that respect is commonplace at the school	<p>2020-2021</p> <p>92% of students who responded to annual survey reported that adults in the school treat students with respect</p> <p>86% of students who responded to annual survey reported that most students at the school are friendly</p>	<p>2021-2022</p> <p>76% of students who responded to annual survey reported that adults in the school treat students with respect</p> <p>74% of students who responded to annual survey reported that most students at the school are friendly</p>			<p>90% of students reporting that adults in the school treat students with respect</p> <p>80% of students reporting that most students at the school are friendly</p>
Students expressing that they enjoy coming to school on a regular basis	<p>2020-2021</p> <p>90% of students who responded to annual survey reported that they enjoy school most of the time</p>	<p>2021-2022</p> <p>88% of students who responded to annual survey reported that they enjoy school most of the time</p>			<p>70% of students reporting that they enjoy school most of the time</p>
Percent of students responding to YouthTruth survey	<p>2020-2021</p> <p>94% of students submitted responses to YouthTruth survey</p>	<p>2021-2022</p> <p>90% of students submitted responses to YouthTruth survey</p>			<p>98% of students submitting responses to YouthTruth survey</p>
Percent of students reporting they feel safe at school	<p>2020-2021</p> <p>94% of students who responded to annual survey reported feeling safe during school</p>	<p>2021-2022</p> <p>86% of students who responded to annual survey reported feeling safe during school</p>			<p>90% of students reporting feeling safe during school</p>
Suspension rate as a percentage	<p>2019-2020</p> <p>Suspension Rate: 3.2%</p>	<p>2020-2021</p> <p>Suspension Rate: 0.2%</p>			<p>Maintain below 3%</p>

Expulsion rate as a percentage	2019-2020 Expulsion rate: 0.0%	2020-2021 Expulsion rate: 0.0%			Maintain less than 1%
Attendance Rate as a percentage	2019-2020 98% attendance rate as measured by annual report	2020-2021 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 92.7% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (94.5% 5-year Cohort Graduation Rate)	2020-2021 92.6% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (96.3% 5-year Cohort Graduation Rate)			90% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest
Graduation Rate as a percentage	2020-2021: 99%	2021-2022: 97%			Maintain 96% or above
Graduating seniors accepted into a 4-year college/ university as a percentage	2019-2020 96.4% of graduating seniors admitted to a 4-year college/ university	2020-2021 97 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 5 total dropouts	2020-2021 7 total dropouts			Maintain less than 5
Chronic Absenteeism Rate as a percentage	2019-2020 <i>Not calculated</i> by CA Dataquest	2020-2021 3.1% Chronic Absenteeism Rate as measured by CA Dataquest			Less than 10% Chronic Absenteeism Rate as measured by CA Dataquest
Facilities in good repair	2020 SARC: Good Status	2021 SARC: Good Status			Maintain Good Status or above as reported on SARC

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Counselor	<ul style="list-style-type: none"> <li>School psychologist/wellness counselor to meet with students experiencing non- academic problems</li> <li>Social Emotional Learning (SEL) programs</li> </ul>	\$90,000	Y
2	Assemblies	<ul style="list-style-type: none"> <li>Hold at least one assembly that focuses on student achievement</li> <li>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.)</li> </ul>	\$3,000	N
3	School Supplies	<ul style="list-style-type: none"> <li>Purchase school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, yearbooks etc.)</li> </ul>	\$30,000	N
4	College Advisors	<ul style="list-style-type: none"> <li>Provide a college-readiness advisory class to 12th grade students to teach and help seniors through the college and financial aid application process</li> <li>Purchase and maintain a SEL and College Advising curriculum to be implemented during the Advisory period</li> </ul>	\$160,000	N
5	Youth Truth Survey	<ul style="list-style-type: none"> <li>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.</li> </ul>	\$5,000	N
6	Field Trips & college and career readiness student activities.	<ul style="list-style-type: none"> <li>Provide opportunities for students to attend colleges in California</li> <li>Providing field trips and other activities related to promoting a college going culture</li> <li>Provide field trips to visit industry related experiences and work-based learning for pathway students</li> </ul>	\$27,000	N

## Goal Analysis for 2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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 for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,884,956	N/A

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.43%	0%	\$0	32.43%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	1:16
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:29

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students

- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

## ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.



- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year:*** Specify the estimated 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).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

### ***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of

credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)



Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### *Contributing Actions Table*

- 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

## 2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,253,775	\$ 274,800	\$ 17,175	\$ 171,750	1,717,500	-	\$ 1,717,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Textbook and curriculum	All	\$ 365,000	\$ 80,000	\$ 5,000	\$ 50,000	\$ 500,000
1	2	CCSS aligned assessments	All	\$ 4,015	\$ 880	\$ 55	\$ 550	\$ 5,500
1	3	Academic Supports and Interventions	All	\$ 200,750	\$ 44,000	\$ 2,750	\$ 27,500	\$ 275,000
1	4	Course Offerings	All	\$ 47,450	\$ 10,400	\$ 650	\$ 6,500	\$ 65,000
1	5	English Language Development	EL	\$ 54,750	\$ 12,000	\$ 750	\$ 7,500	\$ 75,000
1	6	Special Education	SPED	\$ 65,700	\$ 14,400	\$ 900	\$ 9,000	\$ 90,000
1	7	Personnel	All	\$ 91,250	\$ 20,000	\$ 1,250	\$ 12,500	\$ 125,000
1	8	Technology	All	\$ 58,400	\$ 12,800	\$ 800	\$ 8,000	\$ 80,000
2	1	Teacher Retention	All	\$ 7,300	\$ 1,600	\$ 100	\$ 1,000	\$ 10,000
2	2	Professional Development	All	\$ 91,250	\$ 20,000	\$ 1,250	\$ 12,500	\$ 125,000
2	3	EL Focus Professional Development	EL	\$ 4,380	\$ 960	\$ 60	\$ 600	\$ 6,000
2	4	Staff Workshops	All	\$ 2,190	\$ 480	\$ 30	\$ 300	\$ 3,000
3	1	Post Secondary Parent Engagement	All	\$ 3,650	\$ 800	\$ 50	\$ 500	\$ 5,000
3	2	Parent Survey	All	\$ 1,460	\$ 320	\$ 20	\$ 200	\$ 2,000
3	3	Parent Orientations	All	\$ 2,190	\$ 480	\$ 30	\$ 300	\$ 3,000
3	4	Outreach Coordinator	All	\$ 21,900	\$ 4,800	\$ 300	\$ 3,000	\$ 30,000
3	6	EL and SPED Parent Engagement	EL, SPED	\$ 2,190	\$ 480	\$ 30	\$ 300	\$ 3,000
4	1	Wellness Counselor	EL, FRL	\$ 65,700	\$ 14,400	\$ 900	\$ 9,000	\$ 90,000
4	2	Assemblies	All	\$ 2,190	\$ 480	\$ 30	\$ 300	\$ 3,000
4	3	School Supplies	All	\$ 21,900	\$ 4,800	\$ 300	\$ 3,000	\$ 30,000
4	4	2 College Advisors	All	\$ 116,800	\$ 25,600	\$ 1,600	\$ 16,000	\$ 160,000
4	5	Youth Truth Survey	All	\$ 3,650	\$ 800	\$ 50	\$ 500	\$ 5,000
4	6	Field Trips & college and career readiness student activities	All	\$ 19,710	\$ 4,320	\$ 270	\$ 2,700	\$ 27,000

## 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,317,807	\$ 1,400,356	32.43%	0.00%	32.43%	\$ 535,820	0.00%	12.41%	<b>Total:</b>	\$ 535,820
								<b>LEA-wide Total:</b>	\$ 535,820
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Textbook and curriculum	No	LEA-wide		High School	\$ -	0.00%
1	2	CCSS aligned assessments	No	LEA-wide		High School	\$ -	0.00%
1	3	Academic Supports and Interventions	Yes	LEA-wide	EL, FRL	High School	\$ 200,750	0.00%
1	4	Course Offerings	No	LEA-wide		High School	\$ -	0.00%
1	5	English Language Development	Yes	LEA-wide	EL	High School	\$ 54,750	0.00%
1	6	Special Education	No	LEA-wide		High School	\$ -	0.00%
1	7	Personnel	Yes	LEA-wide	EL, FRL	High School	\$ 91,250	0.00%
1	8	Technology	No	LEA-wide		High School	\$ -	0.00%
2	1	Teacher Retention	No	LEA-wide		High School	\$ -	0.00%
2	2	Professional Development	No	LEA-wide		High School	\$ -	0.00%
2	3	EL Focus Professional Development	Yes	LEA-wide	EL	High School	\$ 4,380	0.00%
2	4	Staff Workshops	No	LEA-wide		High School	\$ -	0.00%
3	1	Post Secondary Parent Engagement	No	LEA-wide		High School	\$ -	0.00%
3	2	Parent Survey	No	LEA-wide		High School	\$ -	0.00%
3	3	Parent Orientations	No	LEA-wide		High School	\$ -	0.00%
3	4	Outreach Coordinator	No	LEA-wide		High School	\$ -	0.00%
3	6	EL and SPED Parent Engagement	Yes	LEA-wide	EL	High School	\$ 2,190	0.00%
4	1	Wellness Counselor	Yes	LEA-wide	EL, FRL	High School	\$ 65,700	0.00%
4	2	Assemblies	No	LEA-wide		High School	\$ -	0.00%
4	3	School Supplies	No	LEA-wide		High School	\$ -	0.00%
4	4	2 College Advisors	Yes	LEA-wide	EL, FRL	High School	\$ 116,800	0.00%
4	5	Youth Truth Survey	No	LEA-wide		High School	\$ -	0.00%
4	6	Field Trips & college and career readiness :	No	LEA-wide		High School	\$ -	0.00%



## 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,717,500.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Textbook and curriculum	No	\$ 500,000	\$ -
1	2	CCSS aligned assessments	No	\$ 5,500	\$ -
1	3	Academic Supports and Interventions	Yes	\$ 275,000	\$ -
1	4	Course Offerings	No	\$ 65,000	\$ -
1	5	English Language Development	Yes	\$ 75,000	\$ -
1	6	Special Education	No	\$ 90,000	\$ -
1	7	Personnel	Yes	\$ 125,000	\$ -
1	8	Technology	No	\$ 80,000	\$ -
2	1	Teacher Retention	No	\$ 10,000	\$ -
2	2	Professional Development	No	\$ 125,000	\$ -
2	3	EL Focus Professional Development	Yes	\$ 6,000	\$ -
2	4	Staff Workshops	No	\$ 3,000	\$ -
3	1	Post Secondary Parent Engagement	No	\$ 5,000	\$ -
3	2	Parent Survey	No	\$ 2,000	\$ -
3	3	Parent Orientations	No	\$ 3,000	\$ -
3	4	Outreach Coordinator	No	\$ 30,000	\$ -
3	6	EL and SPED Parent Engagement	Yes	\$ 3,000	\$ -
4	1	Wellness Counselor	Yes	\$ 90,000	\$ -
4	2	Assemblies	No	\$ 3,000	\$ -
4	3	School Supplies	No	\$ 30,000	\$ -
4	4	2 College Advisors	Yes	\$ 160,000	\$ -
4	5	Youth Truth Survey	No	\$ 5,000	\$ -
4	6	Field Trips & college and career readiness student activities	No	\$ 27,000	\$ -

## 2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,400,356	\$ 535,820	\$ -	\$ 535,820	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Textbook and curriculum	No	\$ -	\$ -	0.00%	0.00%
1	2	CCSS aligned assessments	No	\$ -	\$ -	0.00%	0.00%
1	3	Academic Supports and Interventions	Yes	\$ 200,750		0.00%	0.00%
1	4	Course Offerings	No	\$ -	\$ -	0.00%	0.00%
1	5	English Language Development	Yes	\$ 54,750		0.00%	0.00%
1	6	Special Education	No	\$ -	\$ -	0.00%	0.00%
1	7	Personnel	Yes	\$ 91,250		0.00%	0.00%
1	8	Technology	No	\$ -	\$ -	0.00%	0.00%
2	1	Teacher Retention	No	\$ -	\$ -	0.00%	0.00%
2	2	Professional Development	No	\$ -	\$ -	0.00%	0.00%
2	3	EL Focus Professional Development	Yes	\$ 4,380		0.00%	0.00%
2	4	Staff Workshops	No	\$ -	\$ -	0.00%	0.00%
3	1	Post Secondary Parent Engagement	No	\$ -	\$ -	0.00%	0.00%
3	2	Parent Survey	No	\$ -	\$ -	0.00%	0.00%
3	3	Parent Orientations	No	\$ -	\$ -	0.00%	0.00%
3	4	Outreach Coordinator	No	\$ -	\$ -	0.00%	0.00%
3	6	EL and SPED Parent Engagement	Yes	\$ 2,190		0.00%	0.00%
4	1	Wellness Counselor	Yes	\$ 65,700		0.00%	0.00%
4	2	Assemblies	No	\$ -	\$ -	0.00%	0.00%
4	3	School Supplies	No	\$ -	\$ -	0.00%	0.00%
4	4	2 College Advisors	Yes	\$ 116,800		0.00%	0.00%
4	5	Youth Truth Survey	No	\$ -	\$ -	0.00%	0.00%
4	6	Field Trips & College and Career Readiness Student Activities	No	\$ -	\$ -	0.00%	0.00%

## 2022-2023 LCFF Carryover Table

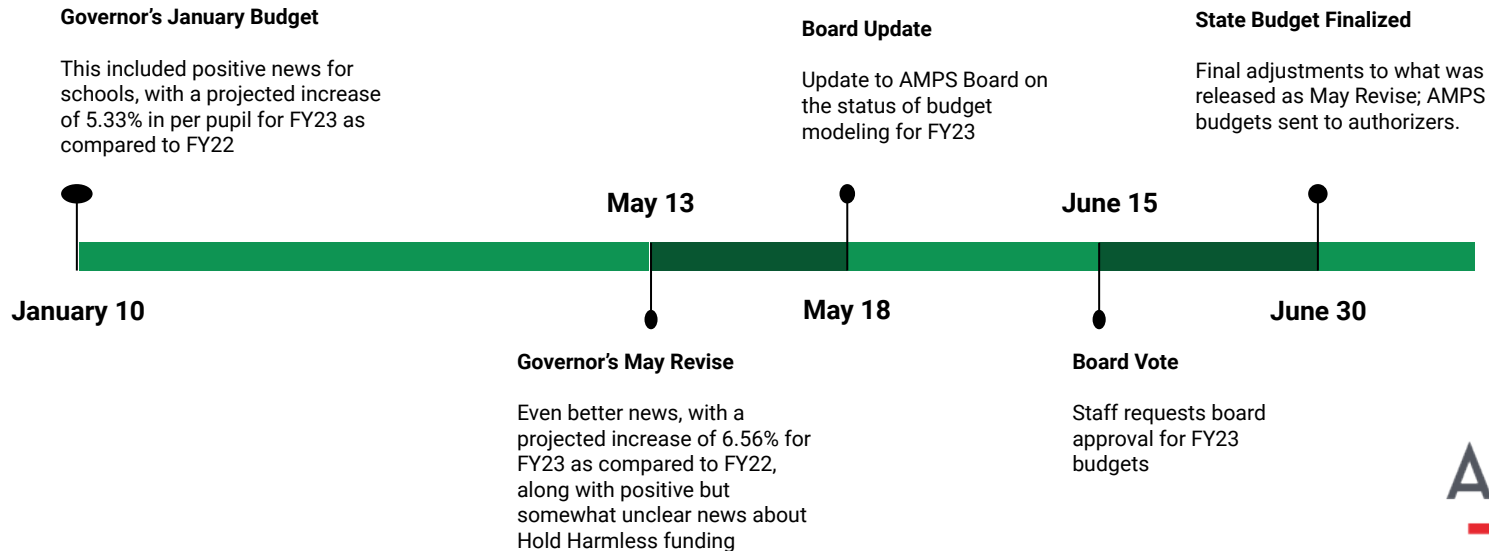
9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,317,807	\$ 1,400,356	0.00%	32.43%	\$ -	0.00%	0.00%	\$ 1,400,356.00	32.43%

# Coversheet

## Approval of 2023 Fiscal Year Budget

<b>Section:</b>	V. Business II
<b>Item:</b>	D. Approval of 2023 Fiscal Year Budget
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	FY23 Budget Approval.pptx

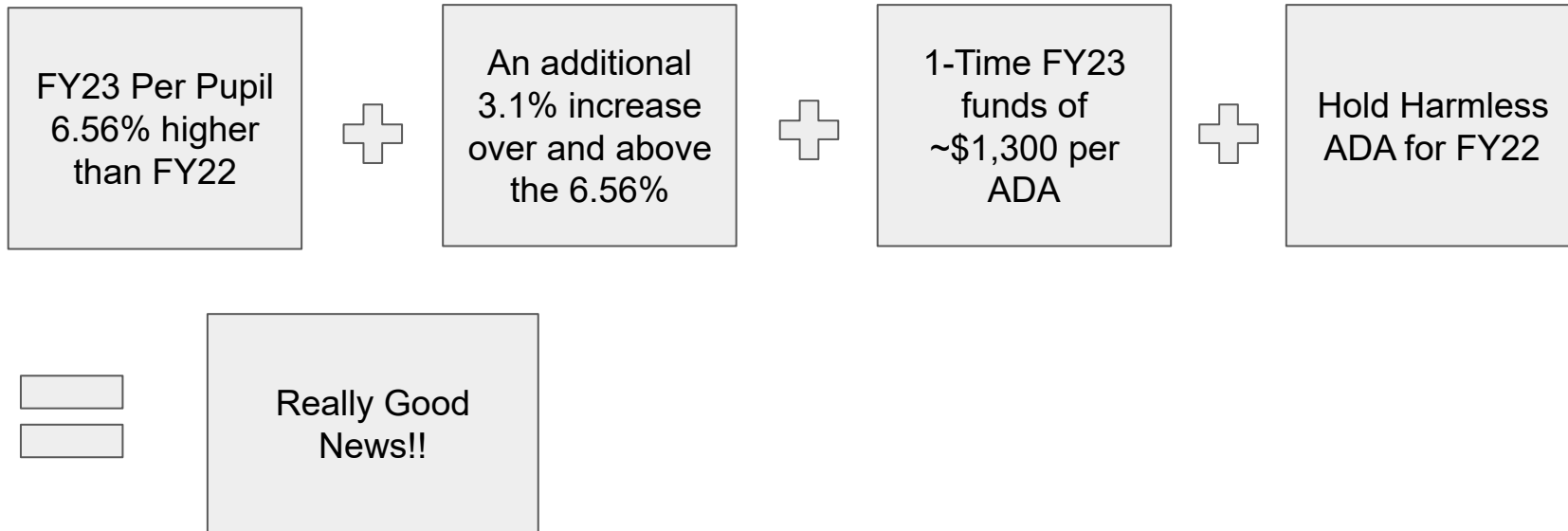
# Budget Timeline - FY23



# FY22 Update

- There have been a number of moving parts with FY22's financials, but we currently project that **all sites will be at least break even**
- Key Downsides:
  - Lower enrollment and ADA
  - Settlement of legal matter
- Key Upsides:
  - PPP Forgiveness
  - We were able to mitigate much of the ADA shortfall with expense cuts
- Key Unknown:
  - We may still receive Hold Harmless in FY22, which would yield ~\$900k more in Revenue

# FY23 Budget - Governor's May Revise



## FY23 Budget - Legislative Response

- The Legislature has passed a placeholder budget that appears to do the following:
  - Takes the per pupil spending increase up to ~16%
  - Takes away Hold Harmless in FY22
  - Makes some reductions in funding programs such as SB740
- HOWEVER...
  - There is still negotiation happening and we do not yet know what the final budget and trailer bills will mean for us, and therefore...



# FY23 Budget - Our Assumption

**Assume Yes**

FY23 Per Pupil  
6.56% higher  
than FY22



**Assume No**

An additional  
3.1% increase  
over and above  
the 6.56%



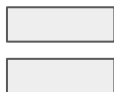
**Assume No**

1-Time FY23  
funds of  
~\$1,300 per  
ADA



**Assume No**

Hold Harmless  
ADA for FY22



Really Good  
News!!

*In building the FY23 budget, we have  
only assumed the 6.56% happens. We  
will revisit once the new becomes more  
clear.*

**AMPS**

HONOR HARD WORK

# FY23 - Possible Upsides

	With 6.56%	With 9.6%	Increase
BJE	5,640,432	5,799,638	159,206
DCA	2,957,256	3,041,628	84,372
JHHS	4,951,061	5,091,966	140,905
OCA	2,737,488	2,815,581	78,093
OCHS	5,647,373	5,808,095	160,722
RCA	3,275,075	3,368,509	93,434
	<b>25,208,685</b>	<b>25,925,417</b>	<b>716,732</b>

	Additional \$1,300 per ADA
BJE	629,200
DCA	334,100
JHHS	477,100
OCA	301,600
OCHS	556,400
RCA	393,900
	<b>2,692,300</b>

*Note that the Home Office charge to the sites would increase by 10% for each of these revenue streams*

# FY23 Budgets - Sites

- A recap our conversations with the Site Directors assume:
  - Enrollment trending upward, but in most cases not quite back to pre-COVID levels
  - Attendance rising from this year
  - A large proportion of ESSER and other 1-time federal funds comes in the form of new expense
  - 5% increase in our salary ranges for teachers
  - 3% salary increase for non-teachers
  - 5% increase in most other expenses
  - No COLA increase on many funding streams (Title funds, school lunch, and parcel taxes); this is conservative

# FY23 Budget - Home Office

- There are some key changes to staffing assumed in the FY23 Budget

<i><b>New Instructional Investments</b></i>
Chief Academic Officer
Director of Leadership Development

<i><b>Formerly Outsourced</b></i>
Budget Analyst
Compliance Manager
Facilities Manager
Director of SpEd

- In addition, we are reinstating our org-wide summer Summit and assuming a partial sub-lease of our former Home Office

# FY23 Budget - Swing Factors

<b><i>Possible Upsides</i></b>	<b><i>Possible Downsides</i></b>
Additional 3.1% funding increase*	SpEd Count could increase
1-Time \$1,300 per ADA*	SB740 funding may be impacted
Insurance renewal quote may be lower	Attendance may fall short of budget
COLA increases in smaller funding streams for which have assumed none	Benefits renewal may be higher than budgeted

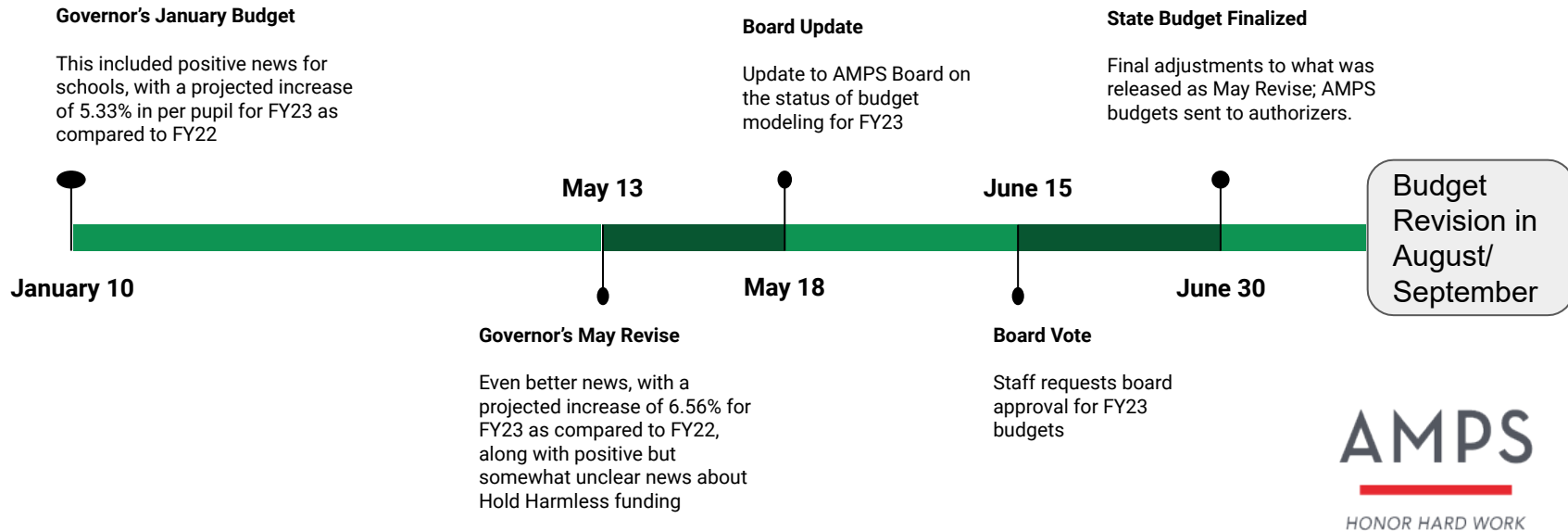
*\*See previous slides*

# FY23 Budget

- We respectfully request the Board's approval of the FY23 budget shown below (all figures in \$000s)

<b><u>Revenue</u></b>	<b>BJE</b>	<b>DCA</b>	<b>JHHS</b>	<b>OCA</b>	<b>OCHS</b>	<b>RCA</b>	<b>HOME</b>	<b>Total</b>
LCFF Entitlement	5,640	2,957	4,951	2,737	5,975	3,389	0	<b>25,651</b>
Federal Revenue	952	640	672	788	894	601	0	<b>4,548</b>
Other State Revenues	1,842	1,050	1,135	797	1,037	1,149	0	<b>7,011</b>
Local Revenues	139	163	110	141	20	93	3,923	<b>4,589</b>
	<b>8,574</b>	<b>4,810</b>	<b>6,868</b>	<b>4,464</b>	<b>7,927</b>	<b>5,232</b>	<b>3,923</b>	<b>41,798</b>
<b><u>Expenses</u></b>								
Comp & Benefits	3,882	2,766	3,352	1,934	4,270	2,192	2,823	<b>21,219</b>
Books & Supplies	378	170	328	218	381	299	39	<b>1,812</b>
Services & Other Ops	3,946	1,839	2,998	2,086	3,191	2,646	1,275	<b>17,982</b>
Depreciation	173	17	63	52	25	50	0	<b>381</b>
	<b>8,379</b>	<b>4,792</b>	<b>6,741</b>	<b>4,291</b>	<b>7,866</b>	<b>5,187</b>	<b>4,137</b>	<b>41,393</b>
<b>Surplus/(Deficit)</b>	<b>195</b>	<b>18</b>	<b>128</b>	<b>174</b>	<b>60</b>	<b>45</b>	<b>(214)</b>	<b>406</b>

# What's Next?



## Coversheet

### Approval of Charter School Facility Grant Program (Senate Bill 740 Program)

<b>Section:</b>	V. Business II
<b>Item:</b>	E. Approval of Charter School Facility Grant Program (Senate Bill 740 Program)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	AppPrint - CSFA OCA.pdf AppPrint - CSFA JHHS.pdf AppPrint - CSFA- OCHS.pdf AppPrint - CSFA DCA.pdf AppPrint - CSFA- BJE.pdf AppPrint - CSFA- RCA.pdf





# California School Finance Authority

## Charter School Facility Grant Program Application

### Applicant: Oakland Charter Academy

Application ID:	2932	Submitted:	5/25/2022
Charter Number:	0014	CDS Code:	01612596111660

### Contact Information

Contact Info:	Marie Arce	(510) 220-5473	marce@amethodschools.org
Mailing Address:	1450 Marina Way South, Suite 300 Richmond, CA 94804		

### Facility Information

		Site	Expiration Date	Base Rent
Facility 1:		4215 Foothill Blvd.	11/30/2023	28450.00
Facility 2:				
Facility 3:				
Other Costs	Yes			

### Eligibility

Charter Site FRPM at least 55%	Yes
Preference in admissions to local Elementary	Yes
Charter to occupy District/COE Facility	No
Lease or Purchase	No
Applying for Incentive Grant	No

### Related Parties

Owner:		Sings Development LLC
Related Party	No	N/A
Formed to support charter		N/A
5) a.		N/A
5) b.		N/A
5) c.		N/A
5) d.		N/A

Charter Agreement	On file	
Authorizer Board Adoption	On file	

Current Board Members	New
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# California School Finance Authority

## Charter School Facility Grant Program Application

### Applicant: John Henry High

Application ID:	2966	Submitted:	5/25/2022
Charter Number:	1741	CDS Code:	07773540132233

### Contact Information

Contact Info:	Marie Arce	(510) 220-5473	marce@amethodschools.org
Mailing Address:	1450 Marina Way South, Ste 300 Richmond, CA 94804		

### Facility Information

		Site	Expiration Date	Base Rent
Facility 1:		1402 Marina Way South	4/30/2035	74098.36
Facility 2:				
Facility 3:				
Other Costs	Yes			

### Eligibility

Charter Site FRPM at least 55%	Yes
Preference in admissions to local Elementary	Yes
Charter to occupy District/COE Facility	No
Lease or Purchase	No
Applying for Incentive Grant	No

### Related Parties

Owner:		WFCS Holdings II, LLC
Related Party	No	
Formed to support charter		N/A
5) a.		N/A
5) b.		N/A
5) c.		N/A
5) d.		N/A

Charter Agreement	On file	
Authorizer Board Adoption	On file	

Current Board Members	New
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# California School Finance Authority

## Charter School Facility Grant Program Application

### Applicant: Oakland Charter High

Application ID:	2963	Submitted:	5/25/2022
Charter Number:	0883	CDS Code:	01612590114868

### Contact Information

Contact Info:	Marie Arce	(510) 220-5473	marce@amethodschools.org
Mailing Address:	1450 Marina Way South Richmond, CA 94804		

### Facility Information

		Site	Expiration Date	Base Rent
Facility 1:		2433 Coolidge Ave	6/30/2025	60736.00
Facility 2:				
Facility 3:				
Other Costs	Yes			

### Eligibility

Charter Site FRPM at least 55%	Yes
Preference in admissions to local Elementary	Yes
Charter to occupy District/COE Facility	No
Lease or Purchase	No
Applying for Incentive Grant	No

### Related Parties

Owner:		Christian Evangelical Churches of America, Inc.
Related Party	No	
Formed to support charter		N/A
5) a.		N/A
5) b.		N/A
5) c.		N/A
5) d.		N/A

Charter Agreement	On file	
Authorizer Board Adoption	On file	

Current Board Members	New
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# California School Finance Authority

## Charter School Facility Grant Program Application

### Applicant: Downtown Charter Academy

Application ID:	2961	Submitted:	5/25/2022
Charter Number:	1661	CDS Code:	01612590129635

### Contact Information

Contact Info:	Marie Arce	(510) 220-5473	marce@amethodschools.org
Mailing Address:	1450 Marina Way South, Ste 300 Richmond, CA 94804		

### Facility Information

		Site	Expiration Date	Base Rent
Facility 1:		2000 Dennison Street	7/31/2026	41922.00
Facility 2:				
Facility 3:				
Other Costs	Yes			

### Eligibility

Charter Site FRPM at least 55%	Yes
Preference in admissions to local Elementary	Yes
Charter to occupy District/COE Facility	No
Lease or Purchase	No
Applying for Incentive Grant	No

### Related Parties

Owner:		Conley Family Limited Partnership
Related Party	No	
Formed to support charter		N/A
5) a.		N/A
5) b.		N/A
5) c.		N/A
5) d.		N/A

Charter Agreement	On file	
Authorizer Board Adoption	On file	

Current Board Members	New
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# California School Finance Authority

## Charter School Facility Grant Program Application

### Applicant: Richmond Charter Elementary-Benito Juarez

Application ID:	2786	Submitted:	5/24/2022
Charter Number:	1660	CDS Code:	07617960129643

### Contact Information

Contact Info:	Marie Arce	(510) 220-5473	marce@amethodschools.org
Mailing Address:	1450 Marina Way South Suite Richmond, CA 94804-1534		

### Facility Information

		Site	Expiration Date	Base Rent
Facility 1:		1450 Marina Way South	4/30/2035	88311.42
Facility 2:				
Facility 3:				
Other Costs	Yes			

### Eligibility

Charter Site FRPM at least 55%	Yes
Preference in admissions to local Elementary	Yes
Charter to occupy District/COE Facility	No
Lease or Purchase	No
Applying for Incentive Grant	No

### Related Parties

Owner:		Wonderful Foundations
Related Party	No	N/A
Formed to support charter		N/A
5) a.		N/A
5) b.		N/A
5) c.		N/A
5) d.		N/A

Charter Agreement	On file	
Authorizer Board Adoption	On file	

Current Board Members	New
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# California School Finance Authority

## Charter School Facility Grant Program Application

### Applicant: Richmond Charter Academy

Application ID:	2931	Submitted:	5/24/2022
Charter Number:	1441	CDS Code:	07617960126805

### Contact Information

Contact Info:	Marie Arce	(510) 220-5473	MARCE@AMETHODSCHOOLS.ORG
Mailing Address:	1450 Marina Way South Suite 300 Richmond, CA 94804		

### Facility Information

		Site	Expiration Date	Base Rent
Facility 1:		1450 Marina Way South	4/30/2035	92421.92
Facility 2:				
Facility 3:				
Other Costs	Yes			

### Eligibility

Charter Site FRPM at least 55%	Yes
Preference in admissions to local Elementary	Yes
Charter to occupy District/COE Facility	No
Lease or Purchase	No
Applying for Incentive Grant	No

### Related Parties

Owner:		Wonderful Foundations
Related Party	No	N/A
Formed to support charter		N/A
5) a.		N/A
5) b.		N/A
5) c.		N/A
5) d.		N/A

Charter Agreement	On file	
Authorizer Board Adoption	On file	

Current Board Members	New
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# Coversheet

## Approval of Ed. Sped Solutions Contract

<b>Section:</b>	V. Business II
<b>Item:</b>	G. Approval of Ed. Sped Solutions Contract
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2022-2023-Amethod-Master-Contract (6).pdf

NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

*2022-2023*

# MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA Amethod Public Schools

Contract Year 2022-2023

       Nonpublic School

  X   Nonpublic Agency

## **Type of Contract:**

       Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

       Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

       Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:                     

***When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.***

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**2022-2023****CONTRACT NUMBER:****LOCAL EDUCATION AGENCY:** Amethod Public Schools**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:** Ed Sped Solutions, Inc.

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS****1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on July 1, 2022, between Amethod Public Schools, hereinafter referred to as the local educational agency (“LEA”), a member of the El Dorado SELPA and Ed Sped Solutions, Inc. (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2022 to June 30, 2023 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2022. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICES AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
  - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,

- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## ADMINISTRATION OF CONTRACT

### 8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### 9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.



CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

#### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

#### **14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

#### **15. INSURANCE**

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

## **PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES**

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence  
 \$ 500,000 fire damage  
 \$ 5,000 medical expenses  
 \$1,000,000 personal & adv. Injury  
 \$3,000,000 general aggregate  
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence  
 \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole



cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## **16. INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

## **17. INDEPENDENT CONTRACTOR**

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## **18. SUBCONTRACTING**

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind

coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

## **19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or

expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*.

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

## **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

## **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school,



the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## 25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## 26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract,

including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized

testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

### 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the Individualized Education Program (“IEP”) team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies *require* a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student’s IEP does not contain a Behavior Intervention Plan (“BIP”) or Positive Behavior Intervention Plan (“PBIP”), an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual. (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities. (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma. (5) Restrictive



interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention. (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room. (7) An intervention that precludes adequate supervision of the individual. (8) An intervention that deprives the individual of one or more of his or her senses. (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team

meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### **33. SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### **34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### **35. COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and

Accountability Act (“HIPAA”). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### **36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR’s place of business and shall be submitted to the LEA and LEA student’s parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student’s annual or triennial review IEP team meeting for the purpose of reporting the student’s present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA’s sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional’s license, certification, or credential.

CONTRACTOR shall not charge the student’s parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil’s record and shall be made available to the LEA upon written request.

### **37. TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student’s school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a NPS/RTC.

### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code

section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs. CONTRACTOR shall meet all monitoring requirements as noted in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

#### **42. STATE MEAL MANDATE**

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

#### **43. MONITORING**

When CONTRACTOR is a NPS, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching



staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

## **PERSONNEL**

### **44. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each

profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5))

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR.

CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **47. STAFF ABSENCE**

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

#### **48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

### **HEALTH AND SAFETY MANDATES**

#### **49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual



volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

## **50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

## **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

## **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

## **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

### **FINANCIAL**

#### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a NPS, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days

that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a NPA and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a NPA, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure- On days the LEA is funded, CONTRACTOR shall receive payment consistent with the signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.



CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## **63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1<sup>st</sup> day of July, 2022 and terminates at 5:00 P.M. on June 30, 2023, unless sooner terminated as provided herein.

**CONTRACTOR**

**LEA**

Ed Sped Solution, Inc.  
Nonpublic School/Agency

Amethod Public Schools  
LEA Name

By: Shalini Verma 05/17/2022  
Signature Date

By: \_\_\_\_\_  
Signature Date

Shalini Verma/ Service Coordinator  
Name and Title of Authorized  
Representative

Evelia Villa/Interim CEO  
Name and Title of Authorized  
Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

<b>Name and Title</b> <u>Shalini Verma/ Service Coordinator</u>	<b>Name and Title</b> <u>Evelia Villa/Interim CEO</u>
<b>Nonpublic School/Agency/Related Service Provider</b> <u>Ed Sped Solution, Inc.</u>	<b>LEA</b> Amethod Public Schools
<b>Address</b> 39159 Paseo Padre Pkwy Suite 205	<b>Address</b> 2101 Livingston St.
<b>City</b> Fremont. <b>State</b> CA <b>Zip</b> 94538	<b>City</b> Oakland <b>State</b> CA <b>Zip</b> 94606
<b>Phone</b> 408-372-8280 <b>Fax</b> 408-608-2203	<b>Phone</b> (510) 434-7020 <b>Fax</b>
<b>Email</b> <a href="mailto:services@edsped.com">services@edsped.com</a> , shalini@edsped.com	<b>Email</b>

**Additional LEA Notification  
(Required if completed)**

\_\_\_\_\_  
**Name and Title**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**City** **State** **Zip**

\_\_\_\_\_  
**Phone** **Fax**

\_\_\_\_\_  
**Email**



EXHIBIT A: 2022-2023 RATES4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR:

Ed Sped Solutions, Inc.

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
- 2) Inclusive Education Program  
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_
- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	<u>\$55</u>	<u>per hour</u>
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	<u>\$90</u>	<u>per hour</u>
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	<u>\$110</u>	<u>RN</u>
<u>Health and Nursing: Other Services (436)</u>	<u>\$90</u>	<u>LVN</u>
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	<u>\$110</u>	<u>per hour</u>
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	<u>\$115</u>	<u>per hour</u>
<u>Counseling and Guidance (515)</u>	<u>\$115</u>	<u>per hour</u>
<u>Parent Counseling (520)</u>	<u>\$115</u>	<u>per hour</u>
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535) BCBA</u>	<u>\$115</u>	<u>per hour</u>
<u>Behavior Intervention Services (535) BT</u>	<u>\$55</u>	<u>per hour</u>

<u>Specialized Services for Low Incidence Disabilities (610)</u>		
<u>Specialized Deaf and Hard of Hearing (710)</u>		
<u>Interpreter Services (715)</u>		
<u>Audiological Services (720)</u>		
<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
Other (900) <u>Psychoeducational Evaluation</u>	<u>\$2750</u>	<u>per eval</u>
Other (900) <u>Academic Assessments</u>	<u>\$1200</u>	<u>per evaluation</u>
Other (900) <u>Speech Evaluation (Bilingual)</u>	<u>\$2350</u>	<u>per evaluation</u>
Other (900) <u>Adaptive Physical Education Evals</u>	<u>\$2350</u>	<u>per evaluation</u>
Other (900) <u>FBA/BIP Evaluations</u>	<u>\$2500</u>	<u>per evaluation</u>
Other (900) <u>Health Plan</u>	<u>\$2350</u>	<u>per health plan</u>
Other (900) <u>Staff Health Trainings</u>	<u>\$2500</u>	<u>per training</u>
Other (900) <u>Ed Specialist</u>	<u>\$95</u>	<u>per hour</u>
Other (900) <u>Paraeducator</u>	<u>\$45</u>	<u>per hour</u>
Other (900) <u>Document Translation</u>	<u>\$20</u>	<u>per page</u>

# EXHIBIT B: 2022-2023 ISA

## INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on \_\_\_\_\_ or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 201\_\_\_\_, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency \_\_\_\_\_ Nonpublic School \_\_\_\_\_

LEA Case Manager: Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Pupil Name \_\_\_\_\_ Sex: ☐ M ☐ F Grade: \_\_\_\_\_

(Last) (First) (M.I.)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

DOB \_\_\_\_\_ Residential Setting: ☐ Home ☐ Foster ☐ LCI # \_\_\_\_\_ ☐ OTHER \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

(Residence) (Business)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

(If different from student)

### AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: \_\_\_\_\_ during the regular school year

\_\_\_\_\_ during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: \_\_\_\_\_ during the regular school year

\_\_\_\_\_ during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* \_\_\_\_\_ Daily Rate: \_\_\_\_\_

Estimated Number of Days \_\_\_\_\_ x Daily Rate \_\_\_\_\_ = PROJECTED BASIC EDUCATION COSTS

### B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415)							
a. Individual							
b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \_\_\_\_\_

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ \_\_\_\_\_

4. Other Provisions/Attachments:

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5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_

6. Progress Reporting                      Quarterly      Monthly      Other  
Requirements:                      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_ (Specify)      \_\_\_\_\_

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

\_\_\_\_\_  
(Name of Nonpublic School/Agency)\_\_\_\_\_  
(Name of LEA/SELPA)\_\_\_\_\_  
(Signature)\_\_\_\_\_  
(Date)\_\_\_\_\_  
(Signature)\_\_\_\_\_  
(Date)\_\_\_\_\_  
(Name and Title)\_\_\_\_\_  
(Name of Superintendent or Authorized Designee)