Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on June 7, 2024 at 11:17 AM PDT
Amended on June 10, 2024 at 9:49 AM PDT

Date and Time

Wednesday June 12, 2024 at 6:00 PM PDT

Location

1450 Marina Way South, Richmond, CA 94804

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804.**

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:
https://us02web.zoom.us/j/83187954557

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:
Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601
Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606
Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

Participating by Telephone: 669-900-9128 Meeting ID: 831 8795 4557

Public Comment: Members of the public attending in person who wish to comment on an agenda item please fill out a speaker card and submit it to a staff member. Members of the public who are joining via teleconference, please use raise hand tool in the reactions tab located at the bottom of the zoom screen 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 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.

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) 436-0172. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
	A. Call the Meeting to Order		Gilbert Lopez Jr.	5 m
	B. Record Attendance		Sally Li	2 m
	C. Announcements			2 m
	D. 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.			2 m
II.	**Consent**			**6:11 PM**
	A. Approval of 05/20/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
	B. Approval of Board Meeting Schedule 2024-2025	Vote		2 m
	C. Approval of Education of English Learners Policy 2024	Vote		2 m

		Purpose	Presenter	Time
D.	Approval of Professional Boundaries Policy 2024	Vote		2 m
E.	Approval of Revised Suicide Prevention Policy 2024 (June Updates)	Vote		2 m
F.	Approval of Annual Notice Packet 2024-2025	Vote		2 m
G.	Approval of Family Handbook 2024-2025	Vote		2 m
H.	Approval of AMPS Employee Handbook 2024-2025	Vote		2 m
I.	Approval of Protected Prayer Joint Resolutions Policy	Vote		2 m
J.	Approval of Math Placement Policy 2024- John Henry High School	Vote		2 m
K.	Approval of Math Placement Policy 2024- Oakland Charter High School	Vote		2 m

III. Business — 6:33 PM

A.	Approval of Local Control and Accountability Plan (LCAP) 2024-2025	Vote	Sylvia Flores	10 m
	Public Comment: Members of the public may comment here.			
B.	Approval of Fiscal Year 2024-2025 Budget	Vote	Matt Percin	10 m
	Public Comment: Members of the public may comment here.			
C.	Approval of California Dashboard Local Indicators	Vote	Sylvia Flores	5 m
	Public Comment: Members of the public may comment here.			
D.	Approval of FY24-25 EPA Spending Plans	Vote	Matt Percin	5 m
	Public Comment: Members of the public may comment here.			
E.	Approval of 2024-2025 Consolidated Application for Federal Funding	Vote	Matt Percin	5 m
	Public Comment: Members of the public may comment here.			

		Purpose	Presenter	Time
F.	Approval of 2023-2024 Prop 28 AMS Annual Report Public Comment: Members of the public may comment here.	Vote	Matt Percin	5 m
G.	Approval of ConApp Reporting Public Comment: Members of the public may comment here.	Vote	Matt Percin	2 m
H.	Approval of HVAC Repair Quote- Downtown Charter Academy Public Comment: Members of the public may comment here.	Vote	David Pearson	2 m
I.	Approval of School Outfitters Furniture Quote Public Comment: Members of the public may comment here.	Vote	David Pearson	2 m
J.	Approval of Worthington Direct Furniture Quote- Oakland Charter Academy (ESSER III Funded)	Vote	David Pearson	2 m
K.	Approval of Janitorial Services Contract for 2024-2025 School Year Public Comment: Members of the public may comment here.	Vote	David Pearson	5 m
L.	Approval of Ed Sped Solutions Contract 2024-2025 Public Comment: Members of the public may comment here.	Vote	Mary Busby	5 m
M.	Approval of Ascend HR Consulting Contract 2024-2025 Public Comment: Members of the public may comment here.	Vote	Sylvia Flores	5 m
N.	Approval of Bubbaloo Lease Extension for 2025-2030 Public Comment: Members of the public may comment here.	Vote	Sylvia Flores	2 m
O.	Approval of 2024-2025 Vended Meals Agreement: Revolution Foods Public Comment: Members of the public may comment here.	Vote	Maria Arechiga	2 m
P.	Approval of 2024-2025 Insurance Contract	Vote	Maria Arechiga	2 m

		Purpose	Presenter	Time
	Public Comment: Members of the public may comment here.			
Q.	Approval of Navigator Schools PD Partnership (Funded By ESSER III)	Vote	Maurice Williams	5 m
	Public Comment: Members of the public may comment here.			
R.	Approval of Character Programs (Mental Health / Bullying PDs) (Funded by ESSER III)	Vote	Maurice Williams	5 m
	Public Comment: Members of the public may comment here.			
IV.	**Closed Session**			**7:52 PM**
A.	CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9): One case	Discuss		10 m
B.	CEO Evaluation	Discuss		15 m
C.	Conference with Labor Negotiator Agency Designated Representative: Board Chair Unrepresented Employee: Chief Executive Officer	Discuss		10 m
D.	Conference with Labor Negotiator Agency Designated Representative: Board Chair Unrepresented Employee: Chief Academic Officer	Discuss		5 m
V.	**Open Session Information/Action**			**8:32 PM**
A.	Board Approval/Ratification of Compensation Comparability Study for Chief Executive Officer Position	Vote		2 m
	Public Comment: Members of the public may comment here.			
B.	Board Chair: Required Oral Report Regarding Chief Executive Officer Employment Contract	FYI	Gilbert Lopez Jr.	5 m
	Public Comment: Members of the public may comment here.			

		Purpose	Presenter	Time
C.	Board Ratification/Approval of Chief Executive Officer Employment Contract	Vote		2 m
	Public Comment: Members of the public may comment here.			
D.	Board Approval/Ratification of Compensation Comparability Study for Chief Academic Officer Position	Vote		2 m
	Public Comment: Members of the public may comment here.			
E.	Board Chair: Required Oral Report Regarding Chief Academic Officer Employment Contract	FYI	Gilbert Lopez Jr.	5 m
	Public Comment: Members of the public may comment here.			
F.	Board Ratification/Approval of Chief Academic Officer Employment Contract	Vote		2 m
	Public Comment: Members of the public may comment here.			

VI. Discussion — 8:50 PM

A.	CEO Report	Discuss	Sylvia Flores	10 m
	Topics discussed during this report will include enrollment, staffing, data, and workplace violence prevention plan.			

VII. Closing Items — 9:00 PM

A.	Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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Coversheet

Approval of 05/20/2024 Regular Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 05/20/2024 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on May 20, 2024

DRAFT

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Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Monday May 20, 2024 at 6:30 PM

Location
1450 Marina Way South, Richmond, CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
A. Emmanuelli, E. Gallegos, G. Lopez Jr.

Directors Absent
E. Quiroz

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 Monday May 20, 2024 at 6:30 PM.

B. Record Attendance

C. Announcements

No announcements were made.

D. Public Comments on Non-Agenda Items

No public comments were made.

II. Consent

A. Approval of 05/15/2024 Special Board Meeting Minutes

E. Gallegos made a motion to approve the minutes from Special Board Meeting of the AMPS Board of Directors on 05-15-24.
A. Emmanuelli seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Emmanuelli	Aye
E. Gallegos	Aye
G. Lopez Jr.	Aye
E. Quiroz	Absent

B. Approval of 05/15/2024 Regular Board Meeting Minutes

A. Emmanuelli made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 05-15-24.
E. Gallegos seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Quiroz	Absent
E. Gallegos	Aye
A. Emmanuelli	Aye
G. Lopez Jr.	Aye

III. Closed Session

A. Conference with Labor Negotiator

The Board returns from closed session at 7:11 and there were no reportable actions.

IV. Open Session Information/Action

A. Board Approval/Ratification of Compensation Comparability Study for Chief Operations Officer Position

E. Gallegos made a motion to Approve/Ratify of Compensation Comparability Study for Chief Operations Officer Position.
A. Emmanuelli seconded the motion.
No public comments.
The board **VOTED** to approve the motion.

Roll Call

E. Gallegos	Aye
G. Lopez Jr.	Aye
A. Emmanuelli	Aye
E. Quiroz	Absent

B.

Board Chair: Required Oral Report Regarding Chief Operations Officer Employment Contract

No public comments.

C. Board Ratification/Approval of Chief Operations Officer Employment Contract

Board Chair G. Lopez Jr is reporting regarding approval of the Chief Operations Officer employment agreement, the agreement provides the following:
1. A work schedule of a minimum of 240 days annually;
2. A base annual salary of:
$208,000 for the 2024-2025 school year;
3. Employee shall be entitled to accrue vacation consistent with the current AMPS Employee Handbook and/or policies.
4. Sick leave to accrue consistent with the current AMPS Employee Handbook and/or policies.
5. A $50,000 life insurance policy.
6. At AMPS expense, employee shall be afforded such health and other benefits of employment as shall be granted to other AMPS employees.
7. Participation in a 401k and/or 403b retirement plan, subject to program and eligibility requirements, as applicable.
The annual salary is in keeping with the compensation comparability study the Board has received.
No public comments.

A. Emmanuelli made a motion to Ratify/Approve of Chief Operations Officer Employment Contract.
E. Gallegos seconded the motion.
Adrian is excited to join the team and is ready to hit the ground running.
The Board welcomes Adrian.
The board **VOTED** to approve the motion.

Roll Call

E. Gallegos	Aye
G. Lopez Jr.	Aye
E. Quiroz	Absent
A. Emmanuelli	Aye

V. Discussion

A. 2024-2025 Local Control and Accountability Plan (LCAP) Public Hearing

Sylvia Flores, Interim Chief Executive Officer, states Local Control and Accountability Plan is still in draft mode. It should be finalized this month and will be brought up at June 12th meeting. While still in draft mode, Ms. Flores would like to take this opportunity to gather comments and suggestions from the public or board. There are 3 main goals Ms.

Flores will be discussing today. The goals for each of the school sites were created based off multiple data points. First, quantitative data was gathered from the state website. Survey data was also gathered from students, staff and parents during the Family Staff Team Meetings at schools. Every 3 years a new Local Control and Accountability Plan is created. The 2024-2025 plan will stay in place for the next 3 years. Annual performance for each school site was assessed. John Henry High School was identified as being eligible for comprehensive support and encouragement, due to English learner progress. A root cause analysis was done to support English Learner progress and the school. Amethod will hire an English Learner specialist to support every school site in providing training to teachers to increase our English Learner progress.
The first goal for the Local Control and Accountability Plan is to provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development. Data shows progress is not as strong as we'd hope. This is why the first goal was set in place.
For each goal, several measures were identified; each measure is tied to state priority. There will be several check ins throughout the year to check for progress.
The second goal for the Local Control and Accountability Plan is to create an engaged parent community that is fully engaged in and actively connected to the school community. This is a maintenance goal that was established in the prior Local Control and Accountability Plan. Amethod Public Schools would like to continue the strong parent involvement within the school sites. Constant feedback loops between school sites and parents has been established, and we would like to strengthen that bond through community and family events.
The third goal for the Local Control and Accountability Plan is to create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning. Amethod is doing this by engaging students and improving school climate, created through survey data by parents and students.
An expenditure table was created for each school site. Ms. Flores goes over the total planned expenditure table. The expenditure tables are tied directly to the goals, and are made to ensure so that goals are met.
Ms. Flores asks for questions, or comments from the board.
E. Emmanuelli asks how we can stay accountable to ensure we make these goals realistic.
E. Gallegos, is questioning who keeps track of where we stand on goals?
Ms. Flores states it will be a team effort. Adjustments will be made during the year if necessary. Chief Operations Officer and Chief Academic Officer will also be meeting with site directors and teachers so that they understand where they are with data, and how goals will be reached. Metrics have been crafted to be attainable.
E. Gallegos asks how the grant that was previously awarded intertwines with this Local Control and Accountability Plan.
Ms. Flores says they're interconnected through action tables and expenditure plan.
E. Gallegos asks about the school psychologist and counselor and how many students are being served.

Ms. Flores states it is part of the community grant to establish partnerships to support school site. There is 1 school counselor per school site currently. They provide mental health services through check ins, and school wide culture initiatives to support mental health needs. While the school counselors are not funded by the community school grant, the person that oversees the school counselor is grant funded.
A Emmanuelli is confident that we are able to meet the goals, with Chief Operations Officer, Chief Academic Officer, and Chief Executive Officer on board.
No public comments.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:35 PM.

Respectfully Submitted,
G. Lopez Jr.

Documents used during the meeting

None

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Coversheet

Approval of Board Meeting Schedule 2024-2025

Section: II. Consent
Item: B. Approval of Board Meeting Schedule 2024-2025
Purpose: Vote
Submitted by:
Related Material: AMPS Board Meeting Calendar 2024-2025.pdf

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2024-2025 Board Meeting Calendar

LOCATION: Home Office Board Room
1450 Marina Way South Richmond, CA. 94804

DATE	TIME
August 14, 2024	6:00 P.M.
August 28, 2024	6:00 P.M.
September 11, 2024	6:00 P.M.
October 16, 2024	6:00 P.M.
November 20, 2024	6:00 P.M.
December 11, 2024	6:00 P.M.
January 15, 2025	6:00 P.M.
February 12, 2025	6:00 P.M.
February 26, 2025	6:00 P.M.
March 12, 2025	6:00 P.M.
April 16, 2025	6:00 P.M.
May 21, 2025	6:00 P.M.
June 11, 2025	6:00 P.M.
June 25, 2025 (Retreat)	6:00 P.M.

Note:
- All meetings are held in accordance with the Brown Act
- All meetings are accessible for remote viewing online via our school website
- Meeting times and locations are subject to change - changes will be posted in accordance with the Brown Act
- Board Trainings and Conferences are held throughout the year and are not reflected on this schedule

Coversheet

Approval of Education of English Learners Policy 2024

Section: II. Consent
Item: C. Approval of Education of English Learners Policy 2024
Purpose: Vote
Submitted by:
Related Material:
Education of English Learners Policy 2024 (4877-2073-1834.v1).docx.pdf
REDLINED Education of English Learners Policy 2024 (4877-2073-1834.v1).docx.pdf

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Board Policy #: 5003
Adopted/Ratified: June 12, 2024 (Pending Board Approval)

EDUCATION OF ENGLISH LEARNERS POLICY

The Board of Directors ("Board") of Amethod Public Schools ("AMPS" or the "Charter School")" complies with all applicable state and federal laws and regulations regarding the education of students whose primary language is one other than English, referred to as "English Learners." AMPS adopts this Policy to ensure high-quality language instruction and access to education for all students identified as an English Learner as defined below.

Definitions

"English learner" ("EL") means an individual aged 3 through 21 who is currently enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. This includes an individual who was not born in the United States or whose native language is a language other than English; an individual who is a Native American or Alaska Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

"Designated English Language Development" means instruction during a time set aside in the regular school day for focused instruction on the state-adopted English language development ("ELD") standards to assist English Learners to develop critical English language skills necessary for academic content learning in English.

"Integrated English Language Development" means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

Identification and Assessment

At or before the time of a student's initial California enrollment, the Charter School shall conduct, in writing, a home language survey to identify whether the primary or native language

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of the student is a language other than English. If a parent/guardian's response indicates a primary or native language other than English, and the Charter School determines the student is eligible for initial assessment, the Charter School shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California ("ELPAC") initial assessment.

Within thirty (30) calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the ELPAC.

AMPS shall notify parents/guardians of their child's official results on the Initial ELPAC within thirty (30) calendar days following the AMPS's receipt of the results. This Notice must also include:

(a) The reasons for the identification of their child as an EL and in need of placement in a language instruction educational program.

(b) The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.

(c) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.

(d) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.

(e) How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

(f) The specific exit requirements for the program.

(g) In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

(h) Information pertaining to parental rights that includes written guidance on the following:

i. Detailing the right that parents have to have their child immediately removed from such program upon their request.

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ii. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.

iii. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

For those students who have not been identified as ELs prior to the beginning of the school year, but are identified as ELs during such school year, the Charter School shall notify the parents within the first two (2) weeks of the student's placement in a language instruction educational program. Notice to parents shall meet requirements specified above.

Within ninety (90) days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing when assessment is available. The Chief Academic Officer or designee shall develop criteria for determining student needs on the basis of these assessments.

To oversee test administration, the Chief Academic Officer or designee shall annually designate a Charter School ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR §§ 11518.40-11518.45.

Students with Disabilities

Any student with a disability shall take the ELPAC with the designated supports or accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program ("IEP") or Section 504 plan that are appropriate and necessary to address the student's individual needs. When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the student shall be assessed using the Alternate ELPAC, as specified in the student's IEP.

When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the student shall be assessed in the remaining domains in which it is possible to assess the student.

Additional Assessments

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

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In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR §§ 854.1-854.3. English learners who are in their first twelve (12) months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law.

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Instruction

AMPS intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the Charter School's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

Enhanced instruction must be provided, which may include:

- Identification, development, and acquisition of curricular materials, educational software, and technologies; Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; or
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

The Charter School must ensure that English Learner students in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:

a) Enrollment in the standard instructional program, which, at a minimum, consists of:

   i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),

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ii. Courses required to meet state and local high school graduation requirements as specified in the AMPS Charter, and
iii. Courses required for middle school grade promotion.

b) Enrollment in a full course load of courses that are part of the standard instructional program, and
c) Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than twelve (12) months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

The Charter School must monitor student academic progress and provide additional and appropriate educational services to EL students in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Action to overcome content academic barriers must be taken before the deficits become irreparable.

Language Acquisition Programs

AMPS shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards.

At a minimum, the Charter School shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, “nearly all” means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the Charter School may include, but are not limited to, the following:

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1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

In establishing the Charter School's language acquisition programs, the Chief Academic Officer or designee shall consult with parents/guardians and the community during the LCAP development process. The Chief Academic Officer or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the Charter School. (See Annual Notice below).

Reclassification/Redesignation

AMPS shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have:

(1) Demonstrated English language proficiency comparable to that of the school's average native English language speakers; and

(2) Recouped any academic deficits which may have incurred in other areas of the core curriculum as a result of language barriers.

English language learners shall be redesignated as fluent-English-proficient ("FEP") when they are able to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

The following measures shall be considered to determine whether an English language learner shall be reclassified as fluent-English-proficient:

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(1) Assessment of English language proficiency utilizing the ELPAC as the primary criterion, and objective assessment of the student's English reading, writing, listening and speaking skills. Examples of additional assessment data include, but are not limited to:

(a) Basic performance on the California Standards Test in English Language Arts

(b) Objective data on the student's overall academic performance in English

(2) Recommendations of the student's classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions

(3) Comparison of the performance of the student in basic skills against an observably established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

(4) Parent/guardian participation and consultation.

Parent/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

The Chief Academic Officer or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring for four years the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Chief Academic Officer or designee shall develop a process to monitor the effectiveness of the Charter School's program for English language and academic success for each English language learner.

Documentation and Translation of Documents

AMPS will maintain documentation of all assessments and evaluations, as well as all decisions and participants in those decisions in the student's permanent record.

AMPS will translate certain records for those parents or guardians who speak a language group other than English representing fifteen (15) percent or more of the students enrolled in AMPS, as determined from the CALPADS data for the preceding year. Specifically, AMPS will provide all notices, reports, statements, or records sent to such parents or guardians in the primary language, in addition to being written in English, and parents or guardians may respond to AMPS either in English or the primary language.

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Inclusion in the Local Control Accountability Plan

AMPS shall identify in its local control and accountability plan ("LCAP") goals to improve student outcomes, identified through the needs assessment, including those which address academic and language proficiency needs of EL students. The LCAP must include evidence-based strategies, specific actions or services to reach those goals.

Staff Qualifications and Training

The Chief Academic Officer or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

AMPS shall provide high-quality effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. All professional development shall be based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development and assist parents and families in helping their children to improve their academic achievement and become active participants in their children's education, the Chief Academic Officer or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Outreach

The Chief Academic Officer or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Chief Academic Officer or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

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The Charter School shall implement an effective means of outreach to parents of ELs to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children with the following:

- Attaining English proficiency;
- Achieving at high levels within a well-rounded education; and
- Meeting the challenging state academic standards expected of all students.

Implementing an effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from EL parents.

Program Evaluation

To evaluate the effectiveness of the AMPS's educational program for English learners, the Chief Academic Officer or designee shall report to the Board, at least annually regarding:

1. A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
2. The number and percentage of EL students making progress toward attaining English language proficiency, including EL students with a disability;
3. Progress of English learners towards proficiency in English based on the SBE-approved ELPAC overall score of 4;
4. The number and percentage of English learners reclassified each year;
5. The number and percentage of students reclassified to fluent English proficient ("RFEP") that are meeting state grade-level content standards during each of the four years after reclassification, including EL students with a disability;
6. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1 and their date of first enrollment at the Charter School ;
7. The achievement of English learners on standards-based tests in core curricular areas;
8. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR § 11309;
9. Progress toward any other goals for English learners identified in the Charter School's LCAP;
10. A comparison of current data with data from at least the previous year in regard to items #1-9 above;
11. A comparison of data between the different language acquisition programs offered by the Charter School; and

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Develop the next steps for program improvement based upon an analysis of the findings from items #1-11 above. The Chief Academic Officeror designee also shall provide the Board with regular reports from any Charter School.

Annual Notice

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the Charter School. The annual notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all students enrolling after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:

a. A description of any language acquisition programs provided, including Structured English Immersion;

b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language;

c. The information set forth in section 5 *CCR* Section 11309[c]:

    i. Be designed using evidence-based research and include both Designated and Integrated ELD;

    ii. Be allocated sufficient resources by the Charter School to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and

    iii. Within a reasonable period of time, lead to:

        1. Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and

        2. Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

d. The process to request establishment of a language acquisition program.

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If the Charter School offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

4861-8901-5690, v. 1

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

EDUCATION OF ENGLISH LEARNERS POLICY

The Board of Directors ("Board") of Amethod Public Schools ("AMPS" or the "Charter School")" complies with all applicable state and federal laws and regulations regarding the education of students whose primary language is one other than English, referred to as "English Learners." AMPS adopts this Policy to ensure high-quality language instruction and access to education for all students identified as an English Learner as defined below.

Definitions

"English learner" ("EL") means an individual aged 3 through 21 who is currently enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. This includes an individual who was not born in the United States or whose native language is a language other than English; an individual who is a Native American or Alaska Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

"Designated English Language Development" means instruction during a time set aside in the regular school day for focused instruction on the state-adopted English language development ("ELD") standards to assist English Learners to develop critical English language skills necessary for academic content learning in English.

"Integrated English Language Development" means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

Identification and Assessment

At or before the time of a student's initial California enrollment, the Charter School shall conduct, in writing, a home language survey to identify whether the primary or native language

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of the student is a language other than English. If a parent/guardian's response indicates a primary or native language other than English, and the Charter School determines the student is eligible for initial assessment, the Charter School shall promptly notify the parent or guardian, in

writing, prior to the administration of the English Language Proficiency Assessments for California ("ELPAC") initial assessment.

Within thirty (30) calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the ELPAC.

AMPS shall notify parents/guardians of their child's official results on the Initial ELPAC within thirty (30) calendar days following the AMPS's receipt of the results. This Notice must also include:

(a) The reasons for the identification of their child as an EL and in need of placement in a language instruction educational program.

(b) The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.

(c) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.

(d) How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.

(e) How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

(f) The specific exit requirements for the program.

(g) In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

(h) Information pertaining to parental rights that includes written guidance on the following:

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i. Detailing the right that parents have to have their child immediately removed from such program upon their request.

ii. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.

iii. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

For those students who have not been identified as ELs prior to the beginning of the school year, but are identified as ELs during such school year, the Charter School shall notify the parents within the first two (2) weeks of the student's placement in a language instruction educational program. Notice to parents shall meet requirements specified above.

Within ninety (90) days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing when assessment is available. The Executive Director or designee shall develop criteria for determining student needs on the basis of these assessments.

To oversee test administration, the Executive Director or designee shall annually designate a Charter School ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR §§ 11518.40-11518.45.

Students with Disabilities

Any student with a disability shall take the ELPAC with the designated supports or accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program ("IEP") or Section 504 plan that are appropriate and necessary to address the student's individual needs. When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the student shall be assessed using the Alternate ELPAC, as specified in the student's IEP.

When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the student shall be assessed in the remaining domains in which it is possible to assess the student.

Additional Assessments

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Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR §§ 854.1-854.3. English learners who are in their first twelve (12) months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law.

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Instruction

AMPS intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the Charter School's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

Enhanced instruction must be provided, which may include:

- Identification, development, and acquisition of curricular materials, educational software, and technologies; Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; or
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

The Charter School must ensure that English Learner students in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:

a) Enrollment in the standard instructional program, which, at a minimum, consists of:

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i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
ii. Courses required to meet state and local high school graduation requirements as specified in the AMPS Charter, and
iii. Courses required for middle school grade promotion.

b) Enrollment in a full course load of courses that are part of the standard instructional program, and
c) Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than twelve (12) months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

The Charter School must monitor student academic progress and provide additional and appropriate educational services to EL students in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Action to overcome content academic barriers must be taken before the deficits become irreparable.

Language Acquisition Programs

AMPS shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards.

At a minimum, the Charter School shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, “nearly all” means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

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In addition, language acquisition programs offered by the Charter School may include, but are not limited to, the following:

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

In establishing the Charter School's language acquisition programs, the Executive Director or designee shall consult with parents/guardians and the community during the LCAP development process. The Executive Director or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the Charter School. (See Annual Notice below).

Reclassification/Redesignation

AMPS shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have:

(1) Demonstrated English language proficiency comparable to that of the school's average native English language speakers; and

(2) Recouped any academic deficits which may have incurred in other areas of the core curriculum as a result of language barriers.

English language learners shall be redesignated as fluent-English-proficient ("FEP") when they are able to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

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The following measures shall be considered to determine whether an English language learner shall be reclassified as fluent-English-proficient:

(1) Assessment of English language proficiency utilizing the ELPAC as the primary criterion, and objective assessment of the student's English reading, writing, listening and speaking skills. Examples of additional assessment data include, but are not limited to:

(a) Basic performance on the California Standards Test in English Language Arts

(b) Objective data on the student's overall academic performance in English

(2) Recommendations of the student's classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions

(3) Comparison of the performance of the student in basic skills against an observably established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

(4) Parent/guardian participation and consultation.

Parent/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

The Executive Director or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring for four years the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Executive Director or designee shall develop a process to monitor the effectiveness of the Charter School's program for English language and academic success for each English language learner.

Documentation and Translation of Documents

AMPS will maintain documentation of all assessments and evaluations, as well as all decisions and participants in those decisions in the student's permanent record.

AMPS will translate certain records for those parents or guardians who speak a language group other than English representing fifteen (15) percent or more of the students enrolled in AMPS, as determined from the CALPADS data for the preceding year. Specifically, AMPS will provide

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all notices, reports, statements, or records sent to such parents or guardians in the primary language, in addition to being written in English, and parents or guardians may respond to AMPS either in English or the primary language.

Inclusion in the Local Control Accountability Plan

AMPS shall identify in its local control and accountability plan ("LCAP") goals to improve student outcomes, identified through the needs assessment, including those which address academic and language proficiency needs of EL students. The LCAP must include evidence-based strategies, specific actions or services to reach those goals.

Staff Qualifications and Training

The Executive Director or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

AMPS shall provide high-quality effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. All professional development shall be based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development and assist parents and families in helping their children to improve their academic achievement and become active participants in their children's education, the Executive Director or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Outreach

The Executive Director or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Executive Director or

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designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

The Charter School shall implement an effective means of outreach to parents of ELs to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children with the following:

- Attaining English proficiency;
- Achieving at high levels within a well-rounded education; and
- Meeting the challenging state academic standards expected of all students.

Implementing an effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from EL parents.

Advisory Committees

If AMPS enrolls more than twenty (20) English language learners, parents/guardians, advisory committees shall be maintained to serve the advisory functions specified by law.

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage that their children represent of the total number of students in the school. Parent/guardian members are elected by EL parents/guardians.

The Charter School's English Language Advisory Committee ("ELAC") shall annually advise the Board on at least the following tasks:

(1) The development of a Charter School site plan that includes: description of program goals, objectives and services for English learners, taking into consideration the school site needs for English learners;
(2) The Charter School schoolwide needs assessments;
(3) Administration of the annual language census;
(4) Making parents aware of the importance of regular school attendance
(5) Review of and comment on the Charter School's reclassification procedures; and
(6) Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR § 11300-11316.

In order to assist advisory members in carrying out their responsibilities, the Executive Director or designee shall ensure that the committee members receive appropriate training and materials.

Program Evaluation

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To evaluate the effectiveness of the AMPS's educational program for English learners, the Executive Director or designee shall report to the Board, at least annually regarding:

1. A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;
2. The number and percentage of EL students making progress toward attaining English language proficiency, including EL students with a disability;
3. Progress of English learners towards proficiency in English based on the SBE-approved ELPAC overall score of 4;
4. The number and percentage of English learners reclassified each year;
5. The number and percentage of students reclassified to fluent English proficient ("RFEP") that are meeting state grade-level content standards during each of the four years after reclassification, including EL students with a disability;
6. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1 and their date of first enrollment at the Charter School ;
7. The achievement of English learners on standards-based tests in core curricular areas;
8. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR § 11309;
9. Progress toward any other goals for English learners identified in the Charter School's LCAP;
10. A comparison of current data with data from at least the previous year in regard to items #1-9 above;
11. A comparison of data between the different language acquisition programs offered by the Charter School; and

Develop the next steps for program improvement based upon an analysis of the findings from items #1-11 above. The Executive Director or designee also shall provide the Board with regular reports from any Charter School or schoolwide English learner advisory committees.

Annual Notice

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the Charter School. The annual notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all students enrolling after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:

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a. A description of any language acquisition programs provided, including Structured English Immersion;

b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language;

c. The information set forth in section 5 *CCR* Section 11309[c]:

   i. Be designed using evidence-based research and include both Designated and Integrated ELD;

   ii. Be allocated sufficient resources by the Charter School to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and

   iii. Within a reasonable period of time, lead to:

      1. Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and

      2. Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

d. The process to request establishment of a language acquisition program.

If the Charter School offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

4861-8901-5690, v. 1

Coversheet

Approval of Professional Boundaries Policy 2024

Section:	II. Consent
Item:	D. Approval of Professional Boundaries Policy 2024
Purpose:	Vote
Submitted by:	
Related Material:	REDLINED Professional Boundaries Policy (4865-7074-4182.v3).docx.pdf

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

PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY

AMPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.Corporal Punishment

Corporal punishment **shall not be used** as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. **Examples of PERMITTED actions (NOT corporal punishment)**

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. **Examples of PROHIBITED actions (corporal punishment)**

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(p))

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth you rjob and career.

Coversheet

Approval of Revised Suicide Prevention Policy 2024 (June Updates)

Section: II. Consent
Item: E. Approval of Revised Suicide Prevention Policy 2024 (June Updates)
Purpose: Vote
Submitted by:
Related Material:
REDLINED Suicide Prevention Policy 2024 (YMC Edits for 24-25) (4860-2577-6836.v1).docx.pdf
Suicide Prevention Policy 2024 (24-25 Revise)(4860-2577-6836.v1).docx.pdf

AMPS

HONOR HARD WORK

Suicide Prevention Policy

Board Policy #: 5007
Adopted/Ratified: 2017
Revision Date: April 17, 2024

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

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

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

Prevention and Instruction

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

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

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

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of

suicidal intent.

4. Identify trusted adults, Charter School resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

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

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

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

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with Contra Costa County Health, Clinica de la Raza, Asian Health, Native American Health Center, and Lifelong Medical Center to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
4. Charter School shall ensure that training is available for new hires during the school year.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
    d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
    e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
    f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
    g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
        i. Youth affected by suicide.

ii. Youth with a history of suicide ideation or attempts.
iii. Youth with disabilities, mental illness, or substance abuse disorders.
iv. Lesbian, gay, bisexual, transgender, or questioning youth.
v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
vi. Youth who have suffered traumatic experiences.

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

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

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the AMPS Web page and included in the parent handbook.

3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community- based, and crisis resources.

5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

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

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
    d. Charter School's referral processes and how they or their children can reach out for help, etc.

8. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

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

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

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

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.
    b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
    c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
    d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding AMPS's suicide prevention, intervention, and referral procedures. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

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

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular

contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Intervention and Emergency Procedures

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

1. School Psychologist
2. Site Director

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

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

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

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

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

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

parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

4. After a referral is made, AMPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, AMPS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

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

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

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

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like AMPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

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

non-judgmental to students and discuss with the student and the student's parent/guardian about additional resources to support the student.

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

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

   Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
   a. Notification (if not already conducted) to staff about suicide death.
   b. Emotional support and resources available to staff.
   c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).

   Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
   a. Review of protocols for referring students for support/assessment.
   b. Talking points for staff to notify students.

   Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for the family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, Charter School shall use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin

"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

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

Student Identification Cards

Charter School will include the following telephone number on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text **"988"**
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text **"HOME"** to 741741
- Local suicide prevention hotline telephone number

Charter School Employees Acting Within Scope

Charter School shall ensure that employees act only within the authorization and scope of the employee's credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

HONOR HARD WORK

Suicide Prevention Policy

Board Policy #: 5007
Adopted/Ratified: 2017
Revision Date: June 12, 2024

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

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter school-employed mental health professionals, (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating AMPS's strategies for suicide prevention and intervention. AMPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources and address procedures relating to suicide prevention, intervention, and postvention.

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

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AMPS created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

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

1. School Psychologist

2. Executive Director

The functions of the SPCT are to:
- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and

- Collaborate to build community response**.**

Prevention and Instruction

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

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

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

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

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

Staff Development

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

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

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

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with Contra Costa County Health, Clinica de la Raza, Asian Health, Native American Health Center, and Lifelong Medical Center to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with

best practices.

2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
4. Charter School shall ensure that training is available for new hires during the school year.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

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

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

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

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

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the AMPS Web page and included in the parent handbook.

3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community- based, and crisis resources.

5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

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

   a. Suicide risk factors, warning signs, and protective factors.
   b. How to talk with a student about thoughts of suicide.
   c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
   d. Charter School's referral processes and how they or their children can reach out for help, etc.

8. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

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

characterized by caring staff and harmonious interrelationships among students.

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

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

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.
    b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
    c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
    d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding AMPS's suicide prevention, intervention, and referral procedures. Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

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

Charter School maintains a list of current student trainings, which is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of AMPS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the Site Director or designee. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison. The Site Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at Charter School or in the community.

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

parental notification.

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

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:

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

2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, AMPS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, AMPS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

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

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

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

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like AMPS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

1. Coordinate with the Site Director to conduct an initial meeting of the Suicide Crisis team to:
   a. Confirm death and cause.
   b. Identify a staff member to contact the deceased's family (within 24 hours).
   c. Enact the Suicide Postvention Response.
   d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:
   a. Notification (if not already conducted) to staff about suicide death.
   b. Emotional support and resources available to staff.
   c. Notification to students about suicide death and the availability of support services (if this is the protocol

that is decided by administration).
d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:
   a. Review of protocols for referring students for support/assessment.
   b. Talking points for staff to notify students.
   c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for the family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, Charter School shall use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

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

Student Identification Cards

Charter School will include the following telephone number on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text **"988"**
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text **"HOME"** to 741741

- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

Charter School Employees Acting Within Scope of Services

Charter School shall ensure that employees act only within the authorization and scope of the employee’s credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

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Coversheet

Approval of Annual Notice Packet 2024-2025

Section: II. Consent
Item: F. Approval of Annual Notice Packet 2024-2025
Purpose: Vote
Submitted by:
Related Material:
REDLINED Amethod Public Schools Annual Notice Packet 2024-2025 (4877-7400-0323.v1).docx.pdf
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Amethod Public Schools



2023-2024 Annual Notice Packet

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Instructional Program

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
   a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
   c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Chief Executive Officer at evilla@amethodscgools.org to obtain this information.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:

https://www.csac.ca.gov/post/resources-california-dream-act-application

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at

grades five, seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Campus Search and Seizure

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

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

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device.* If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request

from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Eldorado County SELPA services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

School	Name/Title	Email	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	jcrocker@amethodschools.org	510-235-2439
Downtown Charter Academy	Claudia Lee, Site Director	cllee@amethodschools.org	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org	510-436-0101
Oakland Charter Academy	Philip Ellingberg, Site Director	pelllingberg@amethodschools.org	510-532-6751
Richmond Charter Academy	Michelle Coleman, Site Director	mcoleman@amethodschools.org	510-235-2465

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Site Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

Student Policies and Procedures

Involuntary Removal

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Director of Operations
and Compliance
Amethod Public Schools
1450 Marina Way South

Suite 300
Richmond, CA 94804
Telephone: (510) 436-0172

The lack of English language skills will not be a barrier to admission or participation in The Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Uniform Complaint Procedure ("UCP")

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant, Parenting or Lactating Students;
    - Adult Education;
    - After School Education and Safety
    - Career Technical and Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development Programs;
    - Consolidated Categorical Aid;
    - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
    - Every Student Succeeds Act;
    - Migrant Education Programs;

- Regional Occupational Centers and Programs; and/or

- School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

   - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

   - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

   Complaints of noncompliance with laws relating to pupil fees may be filed with the Chief Executive Officer of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer: Director of Operations and Compliance

Amethod Public Schools
1450 Marina Way South

Suite 300
Richmond CA 94804
Telephone: (510) 436-0172

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents

exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Chief Executive Officer.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and high school diploma, if applicable, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts, and high school diploma , if applicable, will be released.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five (5) business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Chief Executive Officer or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Chief Executive Officer or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Chief Executive Officer must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received

14. The most recent educational agency or institution attended

15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Site Director at:

School	Name/Title	Email	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	jcrocker@amethodschools.org	510-235-2439
Downtown Charter Academy	Claudia Lee, Site Director	cllee@amethodschools.org	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org	510-436-0101
Oakland Charter Academy	Philip Ellingberg, Site Director	pelllingberg@amethodschools.org	510-532-6751
Richmond Charter Academy	Michelle Coleman, Site Director	mcoleman@amethodschools.org	510-235-2465

A copy of the complete Policy is available upon request at the main office.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.

5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

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

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
-
- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian."

Foster and Mobile Youth Liaison: The Chief Executive Officer or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Benito Juarez Elementary	**Downtown Charter Academy**	**John Henry High School**
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South, Richmond, CA 94804	2000 Dennison St, Oakland, CA 94606	1402 Marina Way South, Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy
Phillip Ellingberg	Sarah Cardenas	Gabriela Lopez-Reifsnyder
Site Director	Dean of Students	Dean of Students
4215 Foothill Blvd, Oakland, CA 94601	2433 Coolidge Ave, Oakland, CA 94601	1450 Marina Way South, Richmond, CA 94804
510-532-6751	510-436-0101	510-235-2465
pellingberg@amethodschools.org	scardenas@amethodschools.org	glopez@amethodschools.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

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

For students enrolled in high school, the student will be allowed to continue in the school of

origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction

of the student has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a student participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the student from Charter School's graduation requirements and provide student the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The student's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the student transfers between schools, because Charter School makes a finding that the student is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2) Provide written notice to the student, the educational rights holder, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption , based on the course completion status of the student at the time of reevaluation, to determine if the student continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

   If, given their course completion status at that time the reevaluation is conducted, the student is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Charter School shallthe pupil's

   i. provide the student with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
   ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these optionsThe student (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the student's best educational interests.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other

than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of students who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for students graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, student category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "student category" means the categories of students identified in the "Definitions" section of this Policy, above.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Chief Executive Officer or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Benito Juarez Elementary	**Downtown Charter Academy**	**John Henry High School**
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South, Richmond, CA 94804	2000 Dennison St, Oakland, CA 94606	1402 Marina Way South, Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy
Phillip Ellingberg	Sarah Cardenas	Gabriela Lopez-Reifsnyder
Site Director	Dean of Students	Dean of Students
4215 Foothill Blvd, Oakland, CA 94601	2433 Coolidge Ave, Oakland, CA 94601	1450 Marina Way South, Richmond, CA 94804
510-532-6751	510-436-0101	510-235-2465
pellingberg@amethodschools.org	scardenas@amethodschools.org	glopez@amethodschools.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
5. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
7. Charter School personnel providing services receive professional development and other support.
8. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of

identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational

rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.

Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.anshall provide

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

National School Lunch Program: Universal Free Meals

The Charter School participates in the School Breakfast Program and the National School Lunch Program. Commencing in the 2022-2023 school year, the Charter School will provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student of the student's eligibility for a federally funded free or reduce-price meal with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

SA copy of the complete Policy is available upon request at the main office.

All families are also encouraged to complete an "Income Survey" to qualify for other services available to the students and to the school (i.e. discounted internet and bus fares, SAT fee waivers, etc.). Income Surveys are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the survey form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Student Health & Safety

Physical Examinations and Right to Refuse

All students are to have complete d a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Site Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.

2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the student's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.
A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available by request at the Front Office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

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

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not receive classroom-based instruction until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	**List of shots required to attend school**

Entering Kindergarten	Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet At least one dose of pertussis-containing vaccine is required on or after the 7th birthdayall requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider, are voluntary. The counseling office can also be reached at:

School	Phone
Benito Juarez Elementary	510-215-7009
John Henry High School	510-235-2439
Downtown Charter Academy	510-535-1580
Oakland Charter High School	510-436-0101
Oakland Charter Academy	510-532-6751

Richmond Charter Academy	510-235-2465

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Site Director to request an evaluation:

School	Name/Title	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	510-235-2439
Downtown Charter Academy	Claudia Lee, Site Director	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	510-436-0101
Oakland Charter Academy	Philip Ellingberg, Site Director	510-532-6751
Richmond Charter Academy	Michelle Coleman, Site Director	510-235-2465

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact:

School	Name/Title	Phone
Benito Juarez Elementary	Janice Galindo, Dean of Instruction	510-215-7009
John Henry High School	Omar Padilla, Dean of Students	510-235-2439
Downtown Charter Academy	Greg Pentony, Dean of Students	510-535-1580
Oakland Charter High School	Sarah Cardenas, Dean of Students	510-436-0101
Oakland Charter Academy	Phillip Ellingberg	510-532-6751
Richmond Charter Academy	Gabriela Lopez-Reifsnyder, Dean of Students	510-235-2465

.Available in the Community for All School:

- **Call TeenLine Online**: (800) TLC-TEEN from 6pm to 10pm PST

Texting Hotlines:

- Text "safe" to 20121 (Local, between 4pm-11pm)
- Text 741-741 (24 hours)
- Text “TEEN” to 839-863 (Teens helping teens, 6pm-9pm)
- **Seneca Mobile Crisis Response Team: (877) 441-1089** (24 hr phone support) Best to call between 7am-11pm to reach a clinician.

Contra Costa County

- **Adults Crisis Line-----**
  - **Contra Costa Mobile Crisis Line: 833-443-2672**
    Hours of operation are Monday thru Friday: 8:00 am -10:30 pm and Saturday & Sunday: 8:00 am - 5:00 pm

- **STAND! for Families Free of Violence (**Contra Costa County): http://www.standffov.org/ (support related to intimate partner violence)
  24-HOUR TOLL-FREE CRISIS LINES
  STAND!: 1.888.215.5555

- **First Hope: 925-608-6550 (an outpatient treatment program for young people and their families, experiencing early symptoms of psychosis or a recent psychotic episode) https://cchealth.org/firsthope/index.php**

- **Alameda County Adults Crisis Line-----**
  - **County Mobile Crisis Line: 510-891-5600**
    Hours of operation are Monday thru Friday: 8:00am -6:00pm
- **A safe place emergency phone line for domestic violence: 510-536-7233**
- **Alameda County hotline to report child abuse or neglect: 510-259-1800**
- **Crisis Support Services hotline: 800-309-2131**
- **County hotline to report child abuse or neglect: 510-259-1800**
- **Crisis Support Services hotline: 800-309-2131**

Available in the State or Nationally:

- **California Youth Crisis Line**: 800-843-5200 (24 hours)
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.
- **National Domestic Violence Hotline**: 1.800.799.7233
- **Community Violence Solutions:** (support related to sexual assault) NEED HELP? CALL (800) 670-7273 https://cvsolutions.org/

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and

bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Director of Operations
and Compliance
Amethod Public Schools
1450 Marina Way South
Suite 300
Richmond, CA 94804
Telephone: (510) 436-0172

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief Executive Officer.

Opioid Information Sheet

The Charter School annually provides each athlete who participates in Charter School competitive athletics with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:
https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below:
https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

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Amethod Public Schools



2024-2025

Annual Notice Packet

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Instructional Program

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
   a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
   c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Chief Executive Officer at sflores@amethodschools.org to obtain this information.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The

CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Campus Search and Seizure

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

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

Student lockers, including P.E. lockers are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device.* If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

English Learners

The Charter School is committed to the success of its English Learners and support will be

offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

School	Name/Title	Email	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	jcrocker@amethodschools.org	510-235-2439
Downtown Charter Academy	Julia Li, Site Director	jli@amethodschools.org	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org	510-436-0101
Oakland Charter Academy	Stacy Drakeford, Site Director	sdrakeford@amethodschools.org	510-532-6751
Richmond Charter Academy	Jasmine Williams, Site Director	jwilliams@amethodschools.org	510-235-2465

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Site Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g.,

the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

Student Policies and Procedures

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in

responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf.

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Maria Arechiga
Sr. Director of Operations and Compliance
Amethod Public Schools
1450 Marina Way South
Suite 300
Richmond, CA 94804
marechiga@amethodschools.org
Telephone: (510) 436-0172

The lack of English language skills will not be a barrier to admission or participation in The Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Uniform Complaint Procedure ("UCP")

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant, Parenting or Lactating Students;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical and Technical Education;

- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

    - A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
    - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
    - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

7. Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints must be filed in writing with the following Compliance Officer:

Maria Arechiga
Sr. Director of Operations and Compliance
Amethod Public Schools
1450 Marina Way South
Suite 300
Richmond, CA 94804
marechiga@amethodschools.org
Telephone: (510) 436-0172

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the

appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Chief Executive Officer.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and high school diploma, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts, and high school diploma will be released.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five (5) business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Chief Executive Officer or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Chief Executive Officer or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Chief Executive Officer must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the

disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in

electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Site Director at:

School	Name/Title	Email	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	lawalker@amethodschools.org	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	jcrocker@amethodschools.org	510-235-2439
Downtown Charter Academy	Julia Li, Site Director	jli@amethodschools.org	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org	510-436-0101
Oakland Charter Academy	Stacy Drakford, Site Director	sdrakeford@amethodschools.org	510-532-6751
Richmond Charter Academy	Jasmine Williams, Site Director	jwilliams@amethodschools.org	510-235-2465

A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by the Charter School to the California Longitudinal Pupil Achievement Data System (CalPADS[1]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[2]), Pursuant to CA Ed Code section 60900.5, and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

[1] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.
[2] CCGI an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

1. A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code ("WIC").
2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[3]
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

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

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

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

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

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

[3] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

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

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Chief Executive Officer or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Benito Juarez Elementary	**Downtown Charter Academy**	**John Henry High School**
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South, Richmond, CA 94804	2000 Dennison St, Oakland, CA 94606	1402 Marina Way South, Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

Oakland Charter Academy	**Oakland Charter High School**	**Richmond Charter Academy**
Jocelyn Brooks	David Hoopes	Gabriela Lopez-Reifsnyder
Dean of Instruction	Dean of Instruction	Dean of Students
4215 Foothill Blvd, Oakland, CA 94601	2433 Coolidge Ave, Oakland, CA 94601	1450 Marina Way South, Richmond, CA 94804
510-532-6751	510-436-0101	510-235-2465
jbrooks@amethodschools.org	dhoopes@amethodschools.org	glopez@amethodschools.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

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

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in

their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the student has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements

will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the student from Charter School's graduation requirements and provide student the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The student's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to

gain admission to an institution of higher education.
3. Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the student transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the student is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the student, the student's ERH, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption upon reevaluation, based on the course completion status of the student at the time of reevaluation, to determine if the student continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the student is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    a. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    b. Upon agreement with the student's ERH to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The student (if not a minor) or the student's ERH shall have sole discretion whether to accept the exemption, based on the student's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily

completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Chief Executive Officer or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Benito Juarez Elementary	**Downtown Charter Academy**	**John Henry High School**
Janice Galindo	Gregg Pentony	Omar Padilla
Dean of Instruction	Dean of Students	Dean of Students
1450 Marina Way South, Richmond, CA 94804	2000 Dennison St, Oakland, CA 94606	1402 Marina Way South, Richmond, CA 94804
510-215-7009	510-535-1580	510-235-2439
jgalindo@amethodschools.org	gpentony@amethodschools.org	opadilla@amethodschools.org

Oakland Charter Academy	**Oakland Charter High School**	**Richmond Charter Academy**
Jocelyn Brooks	David Hoopes	Gabriela Lopez-Reifsnyder
Dean of Instruction	Dean of Instruction	Dean of Students
4215 Foothill Blvd, Oakland, CA	2433 Coolidge Ave, Oakland, CA	1450 Marina Way South, Richmond,

94601	94601	CA 94804
510-532-6751	510-436-0101	510-235-2465
jbrooks@amethodschools.org	dhoopes@amethodschools.org	glopez@amethodschools.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
5. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
7. Charter School personnel providing services receive professional development and other support.
8. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing

questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

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

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

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

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[4] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School

[4] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment , or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the ERH for the student.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California

Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not

complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

National School Lunch Program: Universal Free Meals

School Meals and Student Wellness

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade twelve (12). This shall apply to all students in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a

refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements and is available upon request in the main office.

All families are also encouraged to complete an "Income Survey" to qualify for other services available to the students and to the school (i.e. discounted internet and bus fares, SAT fee waivers, etc.). Income Surveys are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the survey form in order to include as many eligible students as possible. Completed application forms can be returned to the main office.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights

(ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:
(833) 256-1665 or (202) 690-7442; or

email:
Program.Intake@usda.gov

The Charter School is an equal opportunity provider.

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Student Health & Safety

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Site Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with

type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the student's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH,") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

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

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis, (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary. The counseling office can also be reached at:

School	Phone
Benito Juarez Elementary	510-215-7009
John Henry High School	510-235-2439
Downtown Charter Academy	510-535-1580
Oakland Charter High School	510-436-0101
Oakland Charter Academy	510-532-6751

Richmond Charter Academy	510-235-2465

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Site Director to request an evaluation:

School	Name/Title	Phone
Benito Juarez Elementary	Michelle Walker, Site Director	510-215-7009
John Henry High School	Jennifer Crocker, Site Director	510-235-2439
Downtown Charter Academy	Julia Li, Site Director	510-535-1580
Oakland Charter High School	Jasmine Nash, Site Director	510-436-0101
Oakland Charter Academy	Stacy Drakeford, Site Director	510-532-6751
Richmond Charter Academy	Jasmine Williams, Site Director	510-235-2465

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact:

School	Name/Title	Phone
Benito Juarez Elementary	Janice Galindo, Dean of Instruction	510-215-7009
John Henry High School	Omar Padilla, Dean of Students	510-235-2439
Downtown Charter Academy	Greg Pentony, Dean of Students	510-535-1580
Oakland Charter High School	David Hoopes, Dean of Instruction	510-436-0101
Oakland Charter Academy	Jocelyn Brooks, Dean of Instruction	510-532-6751
Richmond Charter Academy	Gabriela Lopez-Reifsnyder, Dean of Students	510-235-2465

.Available in the Community for All School:

- **Call TeenLine Online**: (800) TLC-TEEN from 6pm to 10pm PST

Texting Hotlines:

- Text "safe" to 20121 (Local, between 4pm-11pm)
- Text 741-741 (24 hours)
- Text “TEEN” to 839-863 (Teens helping teens, 6pm-9pm)
- **Seneca Mobile Crisis Response Team: (877) 441-1089** (24 hr phone support) Best to call between 7am-11pm to reach a clinician.

Contra Costa County

- **Adults Crisis Line-----**
  - **Contra Costa Mobile Crisis Line: 833-443-2672**
    Hours of operation are Monday thru Friday: 8:00 am -10:30 pm and Saturday & Sunday: 8:00 am - 5:00 pm

- **STAND! for Families Free of Violence (**Contra Costa County):

http://www.standffov.org/ (support related to intimate partner violence)
24-HOUR TOLL-FREE CRISIS LINES
STAND!: 1.888.215.5555

- **First Hope: 925-608-6550 (an outpatient treatment program for young people and their families, experiencing early symptoms of psychosis or a recent psychotic episode) https://cchealth.org/firsthope/index.php**

- **Alameda County Adults Crisis Line-----**
  - **County Mobile Crisis Line: 510-891-5600**
    Hours of operation are Monday thru Friday: 8:00am -6:00pm

- **A safe place emergency phone line for domestic violence: 510-536-7233**

- **Alameda County hotline to report child abuse or neglect: 510-259-1800**

- **Crisis Support Services hotline: 800-309-2131**

- **County hotline to report child abuse or neglect: 510-259-1800**

- **Crisis Support Services hotline: 800-309-2131**

Available in the State or Nationally:

- **California Youth Crisis Line**: 800-843-5200 (24 hours)

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**

- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

- **National Domestic Violence Hotline**: 1.800.799.7233

- **Community Violence Solutions:** (support related to sexual assault) NEED HELP? CALL (800) 670-7273 https://cvsolutions.org/

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have

questions about this requirement.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Maria Arechiga
Sr. Director of Operations and Compliance
Amethod Public Schools
1450 Marina Way South
Suite 300
Richmond, CA 94804
marechiga@amethodschools.org
Telephone: (510) 436-0172

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief Executive Officer.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School, must review the information sheet on sudden cardiac arrest via the following link https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any

preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School.

Coversheet

Approval of Family Handbook 2024-2025

Section: II. Consent
Item: G. Approval of Family Handbook 2024-2025
Purpose: Vote
Submitted by:
Related Material:
REDLINED SY24-25 AMPS Family Handbook (4877-1863-9556.v2).docx.pdf
SY24-25 AMPS Family Handbook (4877-1863-9556.v2).docx.pdf

AMETHOD PUBLIC SCHOOLS

Family Handbook
2023-2024

Family Handbook (Rev. 06/2023)

Amethod Public School (AMPS) Campuses

www.amethodschools.org
www.honorhardwork.org

Oakland Charter Academy Middle School (OCA)
4215 Foothill Blvd. Oakland, CA. 94601
(510) 532-6751 Fax (510) 532-6753

Downtown Charter Academy Middle School (DCA)
2000 Dennison Street, Oakland CA 94606
(510) 535-1580 Fax (510) 535-1597

Richmond Charter Academy Middle School (RCA)

1450 Marina Way South Richmond, CA 94804
(510) 235-2465 Fax (510) 235-2487

Oakland Charter High School (OCHS)

2433 Coolidge Ave Oakland, CA 94601

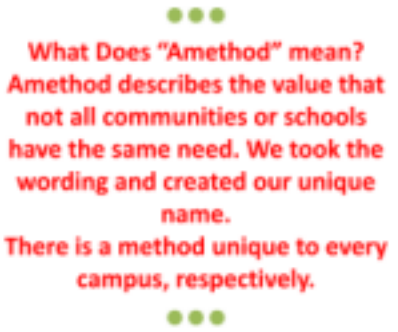
Benito Juarez Elementary School (BJE)

1450 Marina Way South Richmond, CA 94804
(510) 215-7009 Fax: (510) 215- 7016

John Henry High School

1402 Marina Way South Richmond, CA 94804
510-235-2439 Fax:510-235-2487

AMPS: Who We Are



OUR BEGINNING

The Amethod Public Schools (AMPS) organization operates the oldest charter school in the East Bay Area, and one of the oldest in the state. The original "Jingletown" Charter School, later to be named Oakland Charter Academy, opened in 1994 as the 8th charter school established in California. Since then, Oakland Charter Academy has grown from a single middle school site, to the present five campus, multi-city and multi-county charter school system. The AMPS network has continued to deliver a top-notch free public-school education that has produced a National Blue Ribbon Award school, a California Distinguished School, and some of the highest performing middle and high school programs in the state and country.

Every Amethod Public School campus is characterized by a culture that is structured, supportive, and focused on academic work. The ethos of the AMPS community is rooted in offering a vibrant and rigorous school program that intends to prepare students for life beyond the K-12 system. The staff and faculty strive to ensure that the policies, core values, objectives and goals are consistently reinforced throughout the year.

It is our organizational intent to make student achievement our highest priority; and through our different programs, we will offer the needed support for success. It is with the same consideration that we expect that families make the same commitment to their child and school to reach the goal of academic success. Our staff is often available beyond the traditional school calendar and daily hours to assure student academic success, and we therefore ask families to also support the extra efforts of this school system by committing to a different type of public-school program.

AMPS Mission Statement

Amethod Public Schools (AMPS) seeks to prepare students to be driven individuals that take calculated risks for the good of their academic progress, families, and their community. In turn creating young men and women who persevere as they seek knowledge through college, community, and beyond. AMPS seeks to strengthen the character and academic skills needed for underserved students to excel competitively in schools, and colleges in preparation to take up positions of responsibility and distinction in society. Central to the network's mission is the belief that all students can succeed in rigorous college-prep environments when provided with high expectations, capable educators and leaders, a disciplined commitment to academics, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market, and together as a school community we will persist to meet that challenge.

AMPS Vision

Amethod Public Schools foster students' motivation and belief in academic achievement and goals. We are a free and public charter school that believes in the promise of hard-working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than the self, and challenge all families to expect more from their schools, themselves, and their children for a prospective future for the next generation.

AMPS Core Values

The Core Values of the organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world and business, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

Students First
Perseverance
Responsibility
Adaptability
Commitment to Distinction

Attendance Policies

AMPS
HONOR HARD WORK

Our policy states that if a student has more than five (5) unexcused absence days, they may be retained. Perfect or excellent attendance should be a goal for every student.

Absences Procedure

If a student will be absent, parents/guardians are responsible for calling the school on the day of the absence before the school day begins. Our sites use an automated system that will record your message before and after regular office hours, thus parents need to leave a message with the following information:

Children between six and eighteen years of age must attend school. Parents will be held responsible; (Ed. Code 48293)

- Child Name
- Grade level
- Parent name
- Date of Absence
- Reason for Absence
- Date of return
- Phone number where you can be reached

When the student returns, he/she must bring a proof of absence such as a doctor's note, explaining the absence/s. Parents are encouraged to pick-up student's homework when they are absent any time before 4pm. Parents will be called in the morning to ask about their child's absence. Students who are absent may be required to attend Ed Center after school to make up missing work. Students

with more than 3 absences are considered truant.

Sample Non-Excused Absences

- Rain (weather)
- Being tired
- Vacations
- Lack of Transportation
- Child or Parents overslept
- Hates school
- No alarm clocks

Schedule Appointments for After School Hours

Families are encouraged to schedule doctor and dentist appointments outside of school time. The best times are on Friday afternoons after 12:30 p.m., or days when school is not in session. In the rare case when a student has a medical appointment during school hours, it is expected that the student will come to school before the appointment and return to school after the appointment to finish the remainder of the school day. Skipping Class

Any student caught skipping class is subject to immediate consequences ranging from detentions to suspension. Any student that leaves school without permission may forfeit their field trip and activity participation.

Suspensions Are Considered Absences

If students are absent from school due to suspension, these days will be treated as

absences.

Dismissal

Students are expected to stay in school until the very end of the school day. All students will be dismissed by their teachers at the time specific to their school site. Early pickups are disruptive to the learning environment. Our learning environment is extremely important to the success of your student and we strongly discourage any disruption of a class to prepare a student's homework if they need to leave early. Please make sure your child alerts their teachers in the morning of an early leave.

How the School Tracks and Follows Up on Student Absences

The school will keep records of all student absences. If a student misses school repeatedly, school staff will make reasonable efforts to contact the student's parent/guardian and/ or emergency contacts by telephone, writing, or in person.

Absences and Missed Work

When a student is absent, the student must contact the teacher to get the homework assignments

for that day. Homework assigned the day of a student's absence is expected to be turned in on the day the student returns unless s/he has contacted his/her teacher prior to returning and the teacher has agreed that s/he has an extra day to complete the assignment. Homework due the day of absence is to be turned in the day that student returns.

Students are responsible for informing teachers of any expected missed class time and are responsible for completing all homework when absent. Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly late or absent, the director, teacher(s), student and parent or guardian will meet to address the issue.

Tardiness

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of AMPS campuses to have students arrive to class on time.

Each student is expected to be in class each day, on time. Students who arrive after 8:45 AM are considered late, and must adhere to the consequences listed below. If students are tardy, they will receive a Tardy Pass documenting the time of arrival.

The following are excused tardies/absences:

- ❏ Medical, dental, optometric or chiropractic appointments (documentation must be provided)
- ❏ Funeral Service
- ❏ Emergency Situation

Note: All AMPS schools have an "everything earned" culture. Students who are truant may not be allowed to participate in school events, such as field trips and assemblies.

Truancy

Under state law, a pupil who, without a valid medical excuse, is absent from school for three full days in one school year or is tardy or absent for more than 30 minutes during the school day on three occasions in one school year, is considered truant. Once a student is designated a truant, state law requires schools, districts, counties, and courts to intervene to ensure that parents and pupils receive certain services to assist them in complying with attendance laws.

Student Attendance Review Board ("SARB")

AMPS has implemented a Student Attendance Review Board ("SARB") process to address attendance and tardy issues. These panels are designed to meet with parents/guardians of children who have exceeded the allowable amount of unexcused absences. The purpose of the meeting is to discuss the child's attendance record and develop a plan for the child's regular participation in school drawing from community resources where possible. The team shall include representatives of the school, including teachers and directors, as well as community members. The Chief Academic Officer or designee shall chair all SARB panels.

Procedures for Excessive Absences/ Tardies

STEP 1: FORMAL WRITTEN NOTICE

When a student obtains either three (3) unexcused absences or three (3) unexcused tardies, the student will receive a Formal Written Notice sent home to Parents/Guardians alerting them to their child's absence or tardiness.

STEP 2: SECOND FORMAL WRITTEN NOTICE

When a student obtains either four (4) unexcused absences or six (6) unexcused tardies, the student will receive a Formal Written Notice sent home to Parents/Guardians alerting them to their child's absence or tardiness.

STEP 3: FORMAL MEETING NOTICE –MEETING

(Parent/Guardian and Student required attendance)
When a student obtains either five (5) unexcused absence or nine (9) unexcused tardies, the student will be sent in a Formal Meeting Noticeinviting them to a mandatory Student Attendance Review Board meeting.

Potential Disenrollment Action

If the conditions of the Attendance Review Team contract are not met, the student may incur additional administrative action up to and including disenrollment from the school, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, a notification will be sent within thirty (30) days to the student's last known district of residence.

For all communications set forth in this process, the school will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the school with any new contact information.

If the student is absent ten (10) or more consecutive school days without a valid excuse and the parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the school's communication attempts, as set forth above, the student will be in violation of the contract, and the Attendance Review Team will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described belo

Parents and the Student will be required to attend the SARB meeting, during which time the SARB will consider whether it is in the best interest for the pupil to remain enrolled in the charter school. This meeting shall be held as soon as possible. The Parent/Guardian may request one postponement, not to exceed five (5) school days, of the SARB meeting if needed.

At the SARB meeting, the Parent/Guardian and student shall be informed of the reason for the Conference and the evidence of the student's violations of this policy. If the Parent and/or representative do not attend the SARB meeting, the SARB will review the relevant information and make a determination in the parent's absence.

The Parent and/or his/her representative shall be given the opportunity to present information and/or witnesses to the SARB either orally or in writing or both during the meeting. The SARB shall take any information presented by the parent/guardian and student into consideration when determining whether to recommend that the pupil be placed on an attendance contract and subject to dismissal

upon further violation of this policy.

Additional factors to be considered include but are not limited to the following:

- ❏ pupil's grades at the time of the evaluation
- ❏ teacher observation/feedback
- ❏ standardized testing data
- ❏ pupil's progress in the curriculum
- ❏ disruption to other students when student arrives late

The SARB's decision shall be provided in writing to the Parent/Guardian within two (2) days of the meeting. The SARB may:

a. Place the student on probation and require an attendance contract be signed by both the Parent and the Student acknowledging that any further unexcused absences or tardies shall be cause for another hearing in front of the SARB which may result in dismissal from AMPS
b. Place the student on attendance probation to be evaluated again at a later time if the pupil continues to fail to attend school on time
c. Use other alternatives to improve attendance
d. Possible dismissal from AMPS programs (depending on the specifics of the school charter petition); and/or refer parent and pupil to the district attorney

Should a student be dismissed from the school by the SARB recommendation, the student/guardian may appeal the SARB decision to the Chief Executive Officer of AMPS or his designee.

In this case, the Chief Executive Officer shall schedule the appeal to be heard within thirty (30) school days. The Chief Executive Officer shall send a written notice of the date, time and location of the meeting to the parent/guardian.

The appeal shall proceed as follows:

a. The Chief Executive Officer shall review the attendance records and any documents submitted by the Parent. The Chief Executive Officer shall also review all records considered by the SARB.
b. The Pupil/Parent or his/her representative may address the Chief Executive Officer regarding the matter. c. The Site Director or SARB representative may address the Council regarding the Pupil's attendance.

The final decision with regards to county intentions, district attorney notifications, and/or continued enrollment at the Charter School shall be made within ten (10) school days following the conclusion of the hearing. The Parent shall be informed in writing of the Chief Executive Officer's decision. The decision of the Chief Executive Officer is final.

Involuntary Removal Process

No student shall be involuntarily removed by Amethod Public Schools (AMPS) for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action

("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action.

The hearing shall be led by the Amethod Public Schools Board of Directors. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Amethod Public Schools issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the AMPS suspension and expulsion policy.

Upon parent/guardian request for a hearing, AMPS will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the AMPS expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent AMPS from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to County District Attorney

If a child’s attendance does not improve after a SARB meeting, or if the parents fail to attend a required SARB meeting, the parents and the child may be referred by AMP Schools to the District Attorney’s office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication. Families need to understand that excessive absences and tardies are counter to a child’s well-being.

Arrival and Drop-offs; Dismissal and Pick-ups

School Hours

Class begins promptly at the designated start time. If your student is not in an after-school program such as tutorial or detention, then they are not allowed on campus due to a lack of supervision and must be picked up by 4:00 pm. See specific bell schedules for designated start and end times.

Students must decide with their parents in advance to be dropped off and picked up at school at the

appropriate time. Students who remain after school must always remain on campus and follow all school rules.

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Carpooling

To reduce traffic flow and parking issues, we highly recommend carpooling.

Morning Drop-Off Procedures:

Please be at school at the designated start time. If arriving after the start time students must go to the main office, sign-in tardy, and get a slip before going to their first period class.

- ● When dropping off your child at school, please make sure you have pulled up to the curb and that your student can safely exit the vehicle and go immediately into the school. ● If dropping off at any location other than the front of our school, students will be responsible for arriving to school on time.
- ● As of this school year, our catering organization (Better 4 You) will be providing breakfast before school starts. Please drop your child off early if they wish to partake in this new program.

Afternoon Pick-Up Procedures

Students are only allowed to stay after school for the following reasons:

- ● They are participating in ASES or a staff sponsored student activity (sports, clubs, student government, etc.).
- ● They have been assigned detention or homework center.
- ● They are receiving tutoring from a staff member.

Students who choose to participate in after school activities, must regularly attend the programs. Students may not leave campus until the program ends or they are released to their parents. Students who cannot abide by this and other school rules, will be removed from their program.

If your child has after school tutoring or detention, they are required to stay for the full duration. You may not pick them up early unless there is an emergency, and you must sign them out at the office in person.

Early Sign-outs

Please do not take your child out of school earlier than the dismissal time. Only early dismissals for doctor's appointments (that cannot be scheduled for Fridays after 12:30), funerals, and illnesses will count as excused absences. All other early pick-ups are considered unexcused.

We will evaluate the early dismissal log on a quarterly basis. If a child has excessive early dismissals, we will start the SARB (Student Attendance Review Board) process, which involves a meeting with the administration, and local community representatives which may include district, county, police, and child welfare representatives, to draft an attendance improvement plan, and strict consequences for not following through with the plan that is created. Since missing class can negatively impact academic achievement, repeated absences and excessive early pick-ups may be reflected in your

student's grades and acquisition of new skills.

In the rare event that a student needs an early dismissal, the following procedures must be followed:

- The student must call his/her legal guardian using the office phone
- The student will remain in class or the main office until an adult arrives to pick him/her up
- An authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is listed on the emergency contact form
- The student must make up all missed work

School Visitor Policy

A notice setting forth visitor registration requirements, will be posted at entry points stating hours during which registration is required, the registration location, that location, and the penalties for violation of registration requirements.

In order to register, visitors shall, upon request, furnish the Director or designee with the following information:

1. His/her name, address and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity

5. Other information consistent with the provisions of law 11

Academic Program

The AMPS mission and values drive all aspects of the academic program including content standards, curriculum, teacher domains, instruction, and assessment. Every aspect of the AMPS culture supports high academic performance, instilling in students the academic and character qualities needed to succeed in school, college, and in life.

Our schools are data driven and as such, every AMPS site will have an assessment calendar and dates that will detail the bimonthly assessment of all students to capture progress and regression in content areas throughout the year. The intent is to restructure needed lessons, tutoring programs, re-teach models, and other programs to assure student progress towards goals.

Classroom Expectations

1. Students are to come to class prepared with completed homework. While the school will provide supplies, is recommended that students bring supplies as well. A recommended list of supplies can be provided by your child's school.

2. Students are to demonstrate respect towards all individuals in the classroom by listening and tracking the speaker and refraining from talking when others are speaking.

3. Students are to stay on task throughout each class period and actively participate in all classroom activities.

4. Students are to ask questions when needing clarification.

5. Students will seek to help each teammate rather than criticize during intense moments of learning.

Grading Policies

Report cards are issued every nine (9) weeks. Parents/guardians may be required to come in for at least one parent-teacher conference during the school year. Report card grades will reflect the effort and work students put forth in these areas. Please note that parents and guardians can access a student's record of attendance and grades at any time through the PowerSchool Portal. If you need assistance with login, please do not hesitate to contact the office.

Homework

Homework is an essential part of the AMPS educational program. The purpose of homework is to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students must begin to develop positive work ethic and habits as they prepare their path towards college, and homework is a large part of that preparation. Part of homework is study time for tests and quizzes that make part of your child's grades. If your child is not submitting assigned homework, then expect this to be reflected in low grades. Over school breaks, holiday and summer packets will be assigned, and a parent/guardian signature is required.

Homework will be assigned daily and on weekends. This means that families must help students with their homework in ways that include:

- ❏ Checking and signing HW Planners
- ❏ Manage time with extracurricular activities
- ❏ Monitoring reading time and reading logs
- ❏ Monitor screen time (TV, cell phone, iPad, video games, etc.)
- ❏ Creating routines at home for students to complete their homework
- ❏ Provide a quiet, organized place to work

Family assistance is encouraged; however, the student must complete his or her homework independently in order to benefit from the additional practice. Please do not do your child's homework for him or her. Adult writing identified in a child's homework will be considered incomplete.

Homework Methods:

- ❏ Follow teacher instructions for assignments
- ❏ Homework must be completed in full and in accordance with high standards for neatness, hard work and professional presentation
- ❏ All students are provided with homework folders. Homework folders are designed to teach students essential organizational skills. All assigned homework must be completed and, in the folder,
- ❏ All homework must be neat, clean, and thorough
- ❏ If the homework is late, missing, incomplete, or of poor quality, or is not completed properly, students will receive an Ed Center. If the problem continues to exist then the parent/guardian will have to attend a meeting with the classroom teacher and school administration ❏ Students with IEP will work with staff accordingly for their modified plans for success.

Special Education

Amethod Public Schools complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA"), and any other applicable civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR"). Furthermore, AMPS will comply with AB 602, El Dorado County Charter SELPA ("SELPA") guidelines, and all California laws pertaining to special education students.

Special Education Students

AMPS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. We operate as its own local educational agency ("LEA") and we are a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). AMPS pledges to work in cooperation with the SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs.

In the event we seek membership in a different state-approved SELPA, AMPS will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Amethod Public Schools
1450 Marina Way South

Richmond, Ca. 94589
(510) 535-1580

Assessments

At AMPS students will have multiple and varied opportunities to demonstrate what they know and what they can do in all your classes. Since the school's mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment. Major quarterly and final exams will be used to evaluate students' mastery of course material at the end of each quarter and semester. Additionally, individual grade levels have specific exam requirements. Information will be sent throughout the year.

Academic Support

All students need extra help at times in order to be successful. We offer several types of academic support to our students. Teachers respond to our students' needs through their curriculum and instructional strategies.

Targeted academic support is also provided for students throughout the day during the Individualized Learning Block, small group instruction, and ELA and Math Intervention.

If you are not enrolled in ASES, Homework assistance can be obtained by reaching out to your subject teachers. At AMPS we understand each student has independent needs, and we are here to help meet those needs.

Teachers and instructional aid staff are also available during school hours and after school to help those who require additional support. Students are explicitly taught and always encouraged to ask questions in class and arrange for tutorials to maximize their understanding.

Student Planners

All grades will be given a school academic planner. The planner is an important tool to assist students with their organization and time management. It is equally important for families as they can see and track all of their child's assignments. It allows students and families to plan proactively for upcoming dates, including due dates for assignments, tests and evaluations, and extracurricular commitments.

Summer School

One of the core concepts of our program is the belief in increased educational time needed in school and offered through an extended school day and school calendar. If necessary, some students will attend our summer program as a commitment to being an Amethod Public School student.

Supplies & Daily Checklist

Teachers will provide a supply list at the beginning of the year. It is recommended that students bring these supplies to school.

Students should come to school every day with the following items:

- ❏ Backpack with black and blue pens, pencils, paper, eraser, pencil sharpener
- ❏ School binder
- ❏ Completed homework
- ❏ Class binders, textbooks, and any other required materials
- ❏ Proper uniform

Students are prohibited from bringing Sharpie markers on campus due to previous defacing of school property. Students who are caught with Sharpie markers on campus will have the Sharpie markers confiscated and not returned along with the possibility of additional consequences.

Acceleration & Retention Policies

The AMPS school standards for progress are high and considerably more demanding than many of the local school districts and schools. The nature of the high stake's certainty of charter schools and the existing achievement gaps among racial and economic subgroups in public education, merit and justify the need for exceeding academic standards and programs. AMPS expects students to progress through each grade within one school year. To accomplish this, instruction will be made to accommodate the varying interests and needs of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

The following criteria will be reviewed in calculating retention or promotion of grade:

- ❏ Grade Point Average (Grades below the mark of C-/2 are considered as failing and receive 0 credits). More than 2 semester grades below a C-/2 may constitute retention
- ❏ PE and language are included in grade calculations

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- ❏ IEP, 504 and other modifications and plans will be reviewed during the retention decision phase
- ❏ Multiple measures assessments (including Standardized Testing and Reporting Program and Interim assessments) * these are not used to retain. May be reviewed in conjunction with other areas
- ❏ Attendance record (More than 5 unexcused absences may constitute a retention)
- ❏ Social Emotional learning & growth (Is their maturity level ready for the next grade)

When academic achievement and content mastery is below established school acceptable standards, as early as possible in the school year, the Site Director shall identify students, including new enrolled incoming students, who should be retained and who are at risk of being retained in accordance with law, Board policy, school regulations and the following criteria:

- ❏ Grade Point Average (Grades below the mark of C-/2 is considered as failing
- ❏ Student's grades (grades below a C-/ 2 may constitute a retention)
- ❏ Multiple measures assessments (including Standardized Testing and Reporting Program and Interim assessments)
- ❏ Attendance record
- ❏ Overall classroom progress
- ❏ Performance, and other indicators of academic achievement such as national, state, and assessments
- ❏ Portfolios of student work
- ❏ Additional factors to be considered shall be academic, social, and emotional readiness for the next grade
- ❏ Decisions about retention of Special Education students will be based on the criteria of the student's IEP and their performance level
- ❏ Students will not be retained more than 3 times during their tenure. Students cannot be retained 2 consecutive years throughout their K-12 experience, but further program restrictions or applications such as mandatory tutor programs and extended times will apply

Parent Notification

When a student is identified as being at risk of retention, the Director or designee shall notify the student's parent/guardian at the earliest time possible. The Director/designee shall also provide a copy of the student's grade and inform the parents of the school's retention policy. Appeal Process for Promoting or Retention Decisions

The Director's decision to promote or retain a student may be appealed consistent with Board policy through the Internal Resolution Service (IRS). The burden shall be on the appealing party to show why the Site Director's decision should be overruled.

School Rules, Expectations, & Policies

Our school is structured to provide a safe and orderly educational experience for our students. A safe and organized setting provides a foundation for effective teaching and learning. Our approach to discipline is two-fold. We believe in practices that are both preventative and restorative.

School rules and policies will apply to ALL students. Rules may be added throughout the year at the discretion of the site administration as needed. Our school's expectations are set high in order for all of our students to be successful.

Behavior Policies

The following are sample situations that school staff will have zero tolerance for: ❏ Drug/alcohol possession

❏ Bullying (this includes Cyberbullying)

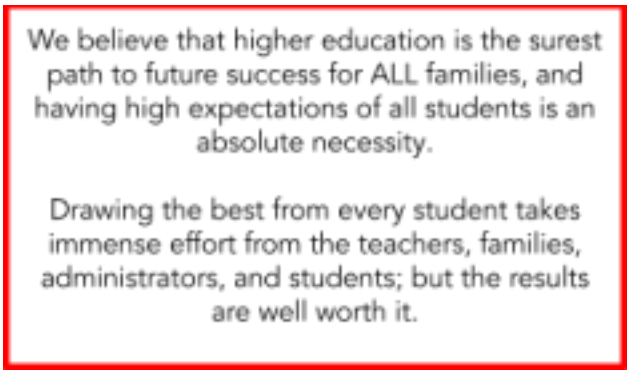
❏ Possessing Weapons

❏ Leaving campus without permission

❏ Gang paraphernalia or graffiti

❏ Fighting

❏ Not following schools' rules & procedures



The AMPS Method: <u>All is Earned Culture</u>

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Families and students need to be aware of the disguised and hidden messages of low expectations widespread in many institutions, including public schools, and the excuses that they spread to inner city families and students of color.

Students will earn and lose the following as appropriate for behavior and work ethic: (A sample list)

1. Time in classrooms
2. Field trips
3. School Events
4. Extracurricular trips
5. Scholarships (CTY, ATDP)

<u>Bullying</u>

There is zero tolerance for bullying. If a student bullies another student, he or she will be warned with a referral and the parents/guardians will receive a phone call and a written notice of the incident. If the student is caught in another bullying incident, then the student may be suspended. In order for the student to return to school, the parent must meet with the Principal, and develop a plan for the bullying to stop. Students can also self-report bullying using the school's self-reporting form for bullying (found in the Dean's office and each classroom).

<u>Cheating and Plagiarism</u>

Cheating/Plagiarism is a serious offense. If a student copies another student's work/homework or if a student gives another student his/her work/homework, it is considered cheating. Unless a staff member has given the student permission to complete assignments with a teammate(s), all assignments must be completed independently. Please communicate with your teacher for help when in doubt. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work. Depending on grade level and the degree of the violation, acts of cheating/plagiarism will result in one of the following consequences: detention, community service, in school suspension, out of school suspension, or Saturday schools.

Classroom Disturbance

The value of "Respect" is of the utmost importance at AMPS, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for students and/or staff will result in penalties ranging from detention to short-term suspension. Consistent disruptions will be dealt with every time in order to keep the class environment safe and conducive to all learning.

Conduct Outside of School Hours

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It is imperative that students recognize that they are representatives of their school at all times as they wear their school uniforms or logoed shirt. Therefore, any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students or staff members may result in a consequence by the school.

Confiscated Items

School staff has the right to confiscate prohibited items, including but not limited to jewelry, phones, and weapons. Confiscated items will be held in a secure place by school staff and may be picked up at the end of the school day. Parents will be notified. Weapons or illegal items may be held indefinitely by the school or turned over to proper authorities where appropriate, followed by necessary consequences. Faculty or staff will NOT be responsible for any lost or stolen items.

Cyberbullying (Bullying)

Bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Bullying may also occur through the Internet or other forms of technology; this is known as cyber bullying.

Cyberbullying is the act of sending or posting hurtful material on internet sites such as social media websites. Cyber bullying is commonly performed in public forums, social media or online information sites and is intended to threaten a victim's earnings, employment, reputation, or safety. Behaviors may include encouraging others to harass the victim and trying to affect a victim's online participation.

Destruction or Theft of Property

Destruction of and/or threats to destroy or damage or deface school, private, or public property will result in immediate disciplinary action ranging from short-term suspension to expulsion. Parents may also be required to pay for damages to school property in accordance with the education code and law. AMPS will contact authorities as needed.

Dress Code

If a student does not wear the required school uniform, they will receive a consequence for the following day and parents may be called. Students will be provided with a Uniform Bundle by the school. This will consist of three collard polos, one crewneck sweatshirt. Students who do not follow the dress code will continue to receive consequences.

A. Make up: The children are asked to come to school free of make-up
B. Hair: Extreme, distracting hair-dos such as Mohawks or spikes are not permitted at school
C. Hair coloring: Hair color must reflect natural color of hair; dyes are not permitted if they do not appear naturally. For example, highlights in blue, red, pink or two different colors together are not permitted

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D. Head Covering: No hats, beanies, or head coverings (including hoods on sweatshirts) are permitted, including scarves or bandanas in the classrooms unless necessary for religious reasons. If worn in the classrooms, it will be taken away from students. In the event this becomes a constant problem, students will lose the privilege of wearing a hat, beanie, or head covering at school. Professional team affiliated hats or beanies are not allowed to be worn on campus at any time. Those who need religious exemptions should notify the school at the beginning of the year.
E. Tattoos: Temporary or stick on tattoos are not permitted
F. Piercings: No body piercings are allowed during school. A student who comes to school with piercings will be asked to remove the piercings. In the event that this occurs more than once, the piercing stud will be confiscated and not returned to the student.

AMPS HONOR HARD WORK

Please note: The Director will always have the discretion to determine the appropriateness of any item of apparel on a case-by-case basis. Students and parents should review the Dress Code Handout detailed by the school site.

Drugs/Illegal Substances

Students found to be in possession of or under the influence of any “drug,” including alcohol, alcoholic beverages, look-alike drugs, inhalants, pills, tablets, or illegal drugs or substances shall be subject to suspension or immediate expulsion. The appropriate law enforcement agency will also be contacted when unlawful substances are found to be in the possession of a student.

Parents of students who are required to take medication while at school must contact the main office immediately before sending medication to school.

Closed Campus

Students are not allowed to leave campus under any circumstances once they have arrived on school

grounds. All students must be signed out by an adult listed on the emergency card, (who must demonstrate a picture ID) filed at the school prior to leaving the campus at any other time other than the student's designated departure time.

Field Trips

Field trips are earned at AMPS. In order for a student to earn trips, students must earn the right to attend by exhibiting proper behavior at school and by having good attendance. Students who demonstrate negative behaviors through the year that result in referrals or suspensions, or students who have more than the accepted absences or tardiness at the time of the field trip may not be allowed to attend. Students who do not attend field trips are required to come to school, or it will count as an absence.

Students are required to be in uniform for field trips, unless otherwise specified by administration. In order for parents to be chaperones, they must fill out a chaperone parent waiver.

General Maintenance

Students and staff are expected to make every effort to keep all school property and facilities neat and clean. By taking part in keeping their school clean, students will take more pride in their school. As a courtesy and respect for the school facility, and environment, students must not throw trash on the ground or leave trash on tables. All students, staff, and faculty are expected to, and will be required to, assist in helping keep our campuses clean.

Harassment

The AMPS Network is committed to providing a learning environment free of harassment based on race, color, gender, gender identity, sexual orientation, religious creed, marital status, age, national origin, ancestry, ability, family care or medical leave status, or any other basis protected by law.

AMPS will not tolerate harassing conduct by teachers, administrative staff, parents/guardians, or students. Similarly, AMPS will not tolerate harassing conduct by non-employees or contractors/vendors with whom AMPS employees have a business, service, or professional relationship.

Personal Belongings and Gadgets

Students are not allowed to have the following items at school, and should they have personal gadgets, it is their responsibility to store them away through the school day.
(The following is not a complete list)):

- Gum
- Toys
- Nail Polish
- Rosaries or chains
- Any illegal substance
- Sharpie Markers
- Electronics of any kind

- Weapons or any toy weapons
- Video games or any other electronic toys

AMPS will not be held liable for any damage or loss of the above-mentioned items, including electronic items. Items brought to school will be confiscated. A parent must come to school and schedule an appointment with the Site Director to have confiscated items returned at the school leader's discretion.

Profanity or Obscenity

Students are expected to always uphold the AMPS value of integrity and refrain from vulgar expression. Such use includes, but is not limited to, profane, vulgar, obscene words or gestures; possession of profane, vulgar, or obscene material; accessing obscene material via the Internet; profane, vulgar, obscene or insulting racial, ethnic, or religious comments or actions. Penalties may range from community service to expulsion, depending upon the severity of the violation.

Public Displays of Affection

The inappropriate public display of affection at school is unprofessional. Students are expected to exercise self-control and respect for the reputation of others. Specifically, any public display of affection (PDA) and or/ inappropriate sexual physical contact, whether affectionate (i.e., hand holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at AMP Schools and will result in disciplinary action.

Rude or Disrespectful Behavior

Students are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or student will result in penalties ranging from detention to short-term suspension. Consistent rude or disrespectful behavior will result in suspensions and may result in dismissal.

Saturday School

Saturday school is assigned to students who do not finish their break packets, or students who receive 3 or more referrals in one quarter. There will be one Saturday school per quarter, and if your child is assigned Saturday School, they are required to attend.

School Disturbance

Any act that may cause disruption of the school environment and/or threaten the safety or well-being of other students is strictly prohibited at all AMPS sites. Such activities may include, but are not limited to; gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from lack of privileges, to suspension.

Search and Seizure

The California Constitution requires that all students and staff of public schools have the right to attend campuses that are safe, secure, and peaceful. Incidents which jeopardize the health, safety and welfare of students and AMP Schools employees may necessitate the search of students and

their property, student use areas, student desks/lockers and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials in the search.

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds based on articulable facts for suspecting that the search will yield evidence that the student has violated or is violating either the law or Amethod Public School rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials.

Students use areas, including, but not limited to, instructional space, recreational space, and lockers are school property and remain at all times under the control of the school. Periodic general

inspections of school property may be conducted by school officials for any reason at any time without notice.

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition. School officials may impose discipline upon the responsible student(s) (including suspension and/or expulsion) in accordance with the school's discipline policies and procedures.

Skipping Class

Any student caught skipping class is subject to immediate consequences ranging from detentions to suspension. Any student that leaves school without permission may forfeit their field trip and activity participation.

Tobacco

All tobacco products, including e-cigarettes, tobacco wraps, leaves, and cigars are prohibited. Penalties for students found with tobacco products range from short-term suspension to dismissal.

Threatening or Violence against Staff

Students shall not threaten, harass, or cause inappropriate bodily contact with and/or cause damage to the property of any school employee. Students found to be in violation of this policy shall be subject to suspensions, and/or expulsion as well as referral to the local law enforcement agency.

Violence

Violence will not be tolerated. Verbal threatening, fighting or intimidating students with or without actual physical contact, an attempt to hurt another or actions which cause reasonable fear of immediate bodily harm is defined as an "assault" and will result in penalties ranging from referrals to expulsion. Fighting or making physical contact of an insulting, offensive, or provoking nature with another student is defined as "simple battery" and will result in penalties ranging from short-term

suspension to dismissals. Students guilty of “aggravated battery” (maliciously causing bodily harm to another) or “aggravated assault” (an assault made with a deadly weapon or with an object or device that is likely to result in serious bodily harm) are subject to immediate expulsion.

Students who participate in a fight by running to an altercation or by encouraging others to participate are also subject to punishment. In addition to school sanctioned disciplinary actions, students may also be referred to the appropriate law enforcement agency.

Weapons and/or Explosive Devices

Weapons and any other tool or instrument capable of inflicting bodily injury as a weapon are absolutely prohibited, and any student found to be in possession of such property shall be expelled. Such items include, but are not limited to: any loaded or unloaded firearm, any knife, any razor, any defensive device (gas repellent, mace, chemical sprays, etc.), any martial arts device, or any tool or instrument which school staff could reasonably conclude as being used to harm someone else (such as a blackjack, chain, club, metal/brass knuckles, nightstick, pipe, rings, ice pick, nails, etc.), and a look-alike firearm. If any of the above items are found on a student, law enforcement will be contacted immediately.

A student shall also not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc., including but not limited to: fireworks of any type or size, smoke bomb, paint bomb, stink bomb, any homemade bomb, or any form of gasoline, kerosene, explosive or corrosive chemicals, poppers, etc. Students found to be in violation of this policy are also subject to immediate expulsion as well as legal action.

Withholding Transcripts/Grades

When school property has been willfully damaged or not returned upon demand, the Site Director, or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due.

This notice shall include a statement that the specific school may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.
If reparation is not made, the school shall afford the student his/her due process rights in conformance school procedures and may withhold the student's grades, diploma or transcripts.

If the student and parent/guardian are unable to pay for the damages or return the property, the Site Director or designee may provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released. (Education Code 48904)

Suspension & Expulsion Policies

The procedures by which Amethod Public School pupils can be suspended or expelled: (California Education Code 47605(b) (5) (J)).

Amethod Public Schools ("AMPS") schools operate under the principle that every student has the right to be safe at school. Furthermore, the Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program. Individual classrooms have rules that are established to support a productive environment of mutual respect. Moreover, each of our school sites have codes of conduct contracts that are specific to the facilities unique details.

SUSPENSION

Structure, personal responsibility, and consequences are embedded into the AMPS methods for instruction. If a student is disrespectful (talking back to an adult, cursing, refusing to follow a 24 directive, etc.) or disrupting the classroom environment, the student will be removed from the classroom to discuss the situation with the school leader and will be given the appropriate consequence be it a detention, Saturday program, suspension, etc. A meeting will be scheduled with the administration /teacher to address the issue.

The consequence may be one or all the following: cleaning of the school, on-campus suspension, weekend school, or staying after school for one hour. A second incident involving the same type of behavior will result in a meeting after school that includes the student, family, teacher, and administrator and again an escalating consequence.

Any student who repeatedly violates school policies must meet with the teacher, administration, and in some cases, the parents. The school will have written documentation outlining a plan of action to improve the student's behavior, which may include an Individual Learning Plan addressed for classroom interventions. Failure to improve or meet these expectations may result in a campus suspension. The administrator will follow the adopted school policies in dealing with such issues as noted above. Those who present an immediate threat to health and safety of others will be suspended.

A student may be subject to suspension when it is determined that he/she:

· Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).

· A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))

· Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

· Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

· Caused or attempted to deface or destruction of school property including facilities interior

and exterior.
· Defiance of specific school, or classroom rules.
· Stole, or attempted to steal school or private property.
· Committed, or attempted to commit robbery or extortion.
· Possessed or used tobacco or any product containing nicotine, or tobacco products.
· Committed an obscene act or engaged in habitual vulgarity.
· Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the

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performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel.
· Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm.
· Committed or attempted to commit a sexual assault or committed sexual battery. · Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings.
· Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis.
· Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5. A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to: (1) while on school grounds (2) while coming or going from school (3) whether on or off the school campus (4) during or while going or coming from a school sponsored activity to hazing, cheating, forgery, gambling, and willful disobedience to school personnel. · Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm.
· Committed or attempted to commit a sexual assault or committed sexual battery. · Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings.
· Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis.
· Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5. A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to: (1) while on school grounds (2) while coming or going from school (3) whether on or off the school campus (4) during or while going or coming from a school sponsored activity to hazing, cheating, forgery, gambling, and willful disobedience to school personnel. · Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm.
· Committed or attempted to commit a sexual assault or committed sexual battery. · Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings.
· Harassment because of sex, race, ancestry, physical or mental disability, age or any other

protected basis.
· Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5.

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to: (1) while on school grounds (2) while coming or going from school (3) whether on or off the school campus (4) during or while going or coming from a school sponsored activity

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EXPULSION

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

AMPS views expulsion as a drastic step and one that may affect a child's future. Every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. The procedures for suspension and expulsion will include appropriate due process, will be specific and clear and will be compliant with federal laws governing discipline of special needs students. The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. AMPS policy will provide all students with the opportunity to due process. These policies will be periodically reviewed and modified each year.

The procedures by which AMPS School pupils can be suspended or expelled.

California Education Code 47605(b)(5)(J).

The procedures for suspension and expulsion will include appropriate due process, will be specific and clear and will be compliant with federal laws governing discipline of special needs students. When the AMPS Board is considering/or discussing a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.

Closed Session Purposes and Agendas

The AMPS Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session; (Education Code 35146, 48912).

Student Due Process

The AMPS Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Governance Board or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law; (Education Code 48911, 48915, 48915.5).

Written notice of an expulsion hearing will be sent to students mailing address at least ten (10) calendar days prior to the start of the hearing. The notice must include:

1. Date and place of hearing

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2. A statement of facts and charges upon which the proposed expulsion is based. 3. A copy of the disciplinary rules of the charter school that relate to the alleged violation. 4. A notice of the parent's obligation to inform the next school the student may attend of the basis of the expulsion.

5. A notice of the student or parent's opportunity to appear in person or be presented by an attorney or non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

A student may be subject to Expulsion for:

· Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).

· A student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))

· Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

· Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

· Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

· Committed, or attempted to commit robbery or extortion.

· Brandishing a knife or any other instrument in an attempt to use as a weapon and injure or cause to injure a person.

· Stole, or attempted to steal school or private property.

· Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm.

· Committed or attempted to commit a sexual assault or committed sexual battery. · Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings.

· Unlawful harassment.

· The AMPS Governance Board must also find either of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or (2) Due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Students with an Individual Education Plan (IEP)

On the recommendation by the Director, hearing officer, or administrative board panel, the AMPS

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Governing Board may order a pupil with previously identified special needs expelled, but only if the board finds, based upon a determination by the IEP team, that the misconduct was not caused by the identified special need or handicap, or by an inappropriate placement.

Technology Program

At AMPS, we hope to engage our students meaningfully with the use of Technology on campus. We will not only instruct students how to properly use computers, but also concepts around Digital Citizenship and safety.

Cell Phones

Upon entry to the school campus, cell phones must be turned off (not on vibrate or silent) and put in their backpack, and/or kept out of plain sight. Students may also leave the cell phone with a teacher in the morning and retrieve it at the end of the school day. It is the responsibility of the parent to hold their students accountable to the policies and procedures of cell phone use.

Cell phones will be confiscated if used or visible during school hours without staff permission and will only be returned to the parent at the end of the day.

Technology Contract

Each student and family will be required to sign a technology contract before that student is allowed on a school computer. If a student is not handling their computer safely and damages incur, families may be liable for up to $500 for broken parts. Also, students must be responsible and only use the websites allowed by their teacher. If caught on a different/inappropriate site, the consequences outlined in the contract will be followed.

Internet Safety Policy

AMPS has an Internet safety policy which includes, but not limited to, the

following: ❏ Access by minors to inappropriate matters on the Internet is

prohibited

- ❏ Procedures have been established to ensure the safety and security of minors when using the Internet. To this end, training and information will be provided to children so that they will refrain from giving out personal details to unknown parties at all times
- ❏ Constant supervision will be maintained to monitor the activities of the vulnerable children and the type of information they access on the computers

- ❏ AMPS will employ the use of technology such as firewalls and filters augment the effort to maintain the integrity of the technology and internet-based programs.

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Internet Safety Policy

It is the policy of AMPS Schools to:

- ❏ Prevent user access and transmission of inappropriate material via the Internet utilizing technology resources
- ❏ Prevent unauthorized access and other unlawful online activity
- ❏ Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and
- ❏ Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

This policy applies to all AMPS community members, including students, teachers, staff, and designated contractual or temporary staff.

Technology Protection Measures

AMPS shall filter all Internet traffic originating from any AMPS location to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. The AMPS Home Office support shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

AMPS shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- ❏ Manual blocking and unblocking of sites based on requests with legitimate educational purpose
- ❏ Application of appropriate licensing information
- ❏ Selection/de-selection of website categories deemed appropriate or inappropriate by the AMPS leadership community
- ❏ Review and analysis of usage and filtering logs
- ❏ Communication with specific Directorship concerning data and reports generated through the content filtering system

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the AMPS Technology Support.

Monitoring and Supervision of Online Activities

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It will be the responsibility of all members of AMPS staff responsible for allocating AMPS technology resources for student use to supervise and monitor appropriate usage of AMPS technology resources, especially Internet access, in accordance with the Children's Internet Protection Act.

This includes, but is not limited to:

- ❏ Logging and reporting of AMPS technology resource usage, especially Internet access
- ❏ In-classroom monitoring of student use of technology resources
- ❏ Follow-up meetings with students and/or parents concerning student use of technology resources

Education of minors

School staff responsible for allocating AMPS technology resources for student use shall be responsible for providing instruction to students concerning appropriate online behavior utilizing AMPS technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of AMPS technology resources while avoiding inappropriate content.

Education of staff

AMPS Support Office staff shall be responsible for training designated staff within individual schools to further train and support school staff on the appropriate use of AMPS technology resources. Said staff will provide guidance and training to other school staff concerning the appropriate use of AMPS technology resources.

Student Health Programs

Physical Education

Physical education is mandated by the California Department of Education and should be encouraged by parents and families to keep kids active and healthy. AMPS adheres to the state standards and acknowledges the importance of regular Moderate to Vigorous Physical Activity (MVPA).

If your child plays sports either in or out of school and sustains an injury, please make sure to alert the school office. We require a doctor's note for prolonged absence from PE.

Peanut Free and Strawberry Free Campus

In order to keep our campus safe for all students, we will have a peanut and strawberry free school. Therefore, students are not allowed to bring snacks on campus that contain peanuts or strawberries.

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Therefore, if students are seen with snacks that contain peanuts or strawberries it will be confiscated. Instead a peanut and strawberry free snack will be given.

Healthy Food Campus

We are also a healthy food campus. We do not allow soda, junk food, cookies or candy on campus. Chips are allowed if they are vegetable based or whole grain. If junk food is seen, it will be confiscated.

Administration of Medicine

Any student requiring medication to be dispensed must provide to the receptionist a note permitting the school to administer the medication and providing explicit instructions. No prescription medication will be dispensed to a student without this documentation present in his or her files. Furthermore, no student may dispense medication to him/ herself or to other students at any time. All medications will be securely stored and administered by the Administrative Assistant. It is the student's responsibility to ask the Administrative Assistant for his/her medication.

Bathroom Policy

Students are encouraged to use the bathroom before school, during transition times between and during lunch and breaks. Students are expected to use the bathroom responsibly and clean up after themselves. Should the bathroom situation become an issue, the Site Directors may implement a self-monitoring class policy.

Lunch Program

All AMPS schools will be providing lunch and breakfast to students.

Parents may pack students a healthy lunch or snack if the child is staying after school or if you wish to opt-out of the lunch program. Students do not have access to a microwave.

As a matter of safety and policy, Parents are not allowed to drop off lunches for students. Students must carry their lunch/snacks with them from the start of the school. All students are to eat in the assigned food court area. No student is to eat outside food in the court area. We will not allow students to call home during lunchtime for food arrangements. Additionally, students are not allowed to use food delivery services to obtain food. This includes but is not limited to Ubereats, Postmates, Doordash or Grubhub.

Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the guardian cannot be contacted.

If a child needs to take prescribed medicine, parents send it to school with a note from the doctor and parent permitting office staff to administer the prescribed medication to their child.

Immunization

All children in California are required to receive certain immunizations in order to attend public and private elementary and secondary schools, childcare centers, family day care homes, nursery schools, day nurseries, and developmental centers (pre-kindergarten facilities). All families must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment at Amethod Public Schools campuses. These requirements can only be waived only if a properly signed health exemption is filed with the school.

Vision and Hearing Screenings

The California State Department of Education mandates vision and hearing screening in schools. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening is not a substitute for regular medical visits to your child's doctor and optometrist.

You will be notified of your child's screening results only if he or she does not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your Director.

Mandated Reporting

All AMPS staff must follow state policies on reporting abuse. In California, all school workers must report abuse or neglect if they "have knowledge of or observe" instances of abuse or neglect, or if they "know or reasonably suspect" abuse or neglect have occurred.

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

Please see the School Director if you have any questions or concerns.

Denial of Registration

The site administration may refuse to register any outsider if he/she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in 33 damage to property; or would result in the distribution or use of a controlled substance. The Director or designee may revoke an outsider's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.

The Director or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the Director or designee shall inform the outsider that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Chief Executive Officer or Site Director by following the school's Internal Resolution Service. This written notice must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the AMPS Ombudsperson will log and address the complaint within the prescribed time and method in adherence to the Internal Resolution Service policy.

Miscellaneous Policies

Freedom of Speech & Personal Expression

The AMP Schools Board of Directors believes that free inquiry and exchange of ideas are essential parts of a comprehensive education and important in the formation of critical thought. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. In accordance with these beliefs, the following policies regarding on-campus and off-campus expression.

- On-Campus Expression
  - Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Education Code 48907)
  - Student expression on school Internet web sites and online media shall generally be afforded the same protections as in print media.
  - Students' freedom of expression shall be limited only as allowed by Education Code 48907, 48950, and other applicable state and federal laws.
  - Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (Education Code 48907)
  - The use of "fighting words" or epithets is prohibited in those instances where the

speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace

- ❏ School officials shall not engage in prior restraint of material prepared for official school publications except insofar as the content of the material violates the law. (Education Code 48907)

- ❏ The Site Director or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected. (Education Code 48950)

❏ Off-Campus Expression

- ❏ A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet websites, and social media when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Chief Executive Officer, Site Director, or designee shall document the impact the expression had or could be expected to have on the school program.

❏ School-Sponsored Publications

- ❏ Students shall have the right to exercise freedom of speech and of the press in official school publications, except for expression that is obscene, libelous, slanderous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (Education Code 48907)

- ❏ Official school publications include material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or free. (Education Code 48907)

- ❏ Each site will have developed a school publications code outlining the responsibility of student journalists, editors, and publication advisors.

- ❏ All student submissions shall be held to professional standards of English and journalism. (Education Code 48907)

- ❏ If the Site Director or designee considers material submitted for publication to violate Education Code 48907, he/she shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published.

- ❏ Absent extraordinary circumstances, such notice should be given in sufficient time to allow the student time to either modify the material or to seek review of the Site Director's determination from the Chief Executive Officer or designee.

- ❏ Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.

- ❏ To the extent that the Site Director or designee believes that the school and AMPS campuses should be disassociated from a particular idea or opinion, the Principal or designee may require student articles to include disclaimers.

❏ Distribution of Printed Materials and Petitions by Students

- ❏ The Site Director or designee may provide bulletin boards on which students and student organizations may post materials of general interest. Students may collect signatures on petitions concerning school or non-school issues.

- ❏ All printed material and petitions distributed, circulated or posted on school property shall bear the name and the address or contact location of the sponsoring organization or individual. If any printed material does not have the contact information of the distributed material, it will not be allowed to circulate in or around school property.

Printed materials or petitions may be distributed only:

1. Before or after school
2. In locations that do not obstruct the normal flow of traffic within the school or at entrances

No student shall use coercion to induce any other student or person to accept printed matter or to sign a petition. This may be constituted as bullying. Also, no funds shall be collected for any material distributed.

❏ Student Conduct

- ❏ Conduct by a student, in class or out of it, which for any reason materially disrupts classwork or involves substantial disorder or invasion of the rights of others, is not immunized by the constitutional guarantee of free speech.

❏ Clothing, Buttons, and Badges

- ❏ Buttons, badges, armbands, and clothing bearing slogans or sayings may be worn unless their message falls into the categories prohibited by law, and Board policy. No school official or employee shall interfere with this practice on the grounds that the message may be controversial or unpopular with students or faculty.

❏ Appeals

- ❏ The following procedures shall be used to address general disputes regarding student freedom of expression. When applied to school-sponsored publications, these procedures are to be supplemental to those outlined in that section:

    - ❏ The student and faculty member shall first attempt to resolve the problem

by themselves.

- ❏ If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the school Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

- ❏ If the school director or designee is unable to resolve the dispute, the student and/or faculty member may bring the matter to the Chief Executive or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

If the Chief Executive Officer or designee is unable to resolve the dispute, the student and/or faculty member may ask for a hearing to determine whether a deprivation of freedom of expression was justified under the above regulations and Board policy. This hearing shall be held before the Board of Directors or impartial person(s) appointed by the Board as soon as possible after it is requested. Both sides shall be given an opportunity to demonstrate that Board policy and administrative regulations were properly applied.

Violation of Policy

Any violation or abuse of this Policy is just-cause for taking disciplinary action, up to and including dismissal, removal of all AMPS network privileges and accounts, and/or legal action. We anticipate that such actions can be avoided since they cause problems for all concerned. To keep the AMPS technology resources and property safe, viable, effective, and user friendly, all AMPS community members must work cooperatively and responsibly using this policy. AMPS reserves the right to update this policy and/or to change the technology protection measure at any time, with or without notice.

Family Involvement Program

Amethod Public Schools believes in the importance of working together to make a positive impact on the academic and social growth of every child. Although the decision regarding the school's new policy belongs to the Board of Governance, Central AMPS Administration, and the Directorship, family involvement is not only welcome, but also critical to the success of the school. While this may be the case, parental involvement is not required for acceptance or continued enrollment to any of our schools.

Family Involvement Opportunities

AMPS family-school relationships are maintained through:

- ❏ FST - Family & Staff Team
- ❏ PLC
- ❏ CTY camp
- ❏ School Carnival

❏ Summer Field Day
❏ School Beautification
❏ Communication Webs (Class/School Snowflake)
❏ Food Drive
❏ Harvest Festival
❏ Sports
❏ Photography
❏ Committee Work (Graduation, Family Staff Team (FST))
❏ Conferences with students, families, and teachers (including two nights per year) ❏ Workshops for students and families
❏ Community-wide events, celebrations and performances

Amethod Public School families are asked to:

❏ Reinforce the academic and behavioral standards at home
❏ Establish a daily routine for students that sets them up for success
❏ Ensure that students are well-rested and receive healthy amounts of rest
❏ Provide a quiet space for students to study
❏ Provide positive reinforcement of student progress and success
❏ Discuss academics and student work among family members
❏ Help students with homework and independent reading
❏ Ensure that students complete all of their homework neatly and read every night ❏ Send their scholar to school in the required uniform
❏ Attend all required parent meetings such as pre-year Orientations and Open House Nights ❏ Maintain constant respectful communication with teachers and administrators ❏ Provide support for summer sessions to avoid summer learning loss
❏ Assist with student recruitment
❏ Support other AMPS families AND, above all…. talk with your child about school and future.

Forms & Applications

All families must fill out mandatory forms in the school registration packet. They include various forms such as permission slips , and contact information.

Changes of Address/Contact Information

Families must provide up–to-date contact information to the school and must notify the school of any changes in phone and/or address as soon as possible. This is essential in case of an emergency.

Emergencies

Meetings

Taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities is of utmost importance. The Chief Executive Officer, School Director, or designee shall require parents/guardians to provide emergency information in order to facilitate immediate contact with parents/guardians if an accident or illness

occurs. The school Director or designee will use best judgment and consider the health, and well-being of the student in a given emergency situation. Parents/guardians will be contacted immediately when a serious accident, injury or other health related concern occurs.

In an emergency where a judgment call is necessary, if parents DO NOT wish for staff discretion to call the services of an ambulance automatically, please make sure to let us know in writing or else we will decide and act to call at our discretion as needed.

In order to facilitate contact in case of an emergency or accident, parents/guardians shall furnish the Director or designee with the information specified below:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of a relative or friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency
6. Health Insurance provider; if applicable

Medication at School

Authority and conditions for administering medication are based upon California Education Code, Section 49423. Designated school personnel may distribute oral medications if the school receives:

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1. A written statement from such physician detailing the method, amount, and time schedule by which such medication is to be taken, and

2. A written statement from the parent or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the physician’s statement,

3. The parent or guardian signs a waiver of release of liability for dispensing the medication.

If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with a teacher, please contact them directly. We document all meetings and appointments.

Providing False Information

Students engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or password, etc. Penalties for such infractions may range from being put on detentions to

suspensions.

Telephone Use

Students are not allowed to use the school phone staff's explicit permission. Students are not allowed to use the office phone during class time without permission from staff or administration. Students will be allowed to use the front office phone in case of emergency at the discretion of the Director.

Textbooks

Student textbooks are considered school property. Students will be issued textbooks/class books throughout the year. They are required to keep their textbooks covered at all times. Students are responsible for the issued textbooks; if lost, stolen, or damaged, the student and parent is responsible for payment to replace the book. Any outstanding balances at the end of the year will affect release of transcripts and report car

Transportation

Amethod Public Schools DOES NOT provide transportation for students. Parents and/or guardians are responsible for providing their children with transportation to and from school. Students must be dropped off and picked up at assigned zones. Directors will attempt to assist students in utilizing transit programs. a

AMPS site Faculty and staff will not be responsible for students beyond the regular and/or after school program hours. We may be required to call police or California

Protective Services (CPS) or police if we cannot contact parents or guardians through the emergency contacts after set hours.

Voluntary Withdrawal

Amethod schools are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Families may withdraw students in person at the site by requesting a transcript beforehand to give school time to prepare, and by returning any school materials. Students who miss five or more consecutive days of school without notifying the school, or do not respond to messages or home visits; will risk an involuntary withdraw. Parents will be notified in writing at least five (5) days before the intended withdrawal date.

Charter Complaint Notice form: https://www.cde.ca.gov/sp/ch/documents/rescscomplaints0323.pdf

APPENDICES

- Uniform Complaint Process: https://bit.ly/AMPSUCP
- Health care coverage options and enrollment assistance: www.coveredca.com
- Mental Health Hotline: 1-800-662-HELP (4357)

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Verification

I have read the student/parent handbook. I have read and understand that families and students must follow the school rules and all policies and procedures that are listed in this handbook. I am aware that I can ask questions and can make an appointment with the school's Director to discuss any items described in the handbook in more detail as needed.

(Please sign, and submit this page to the appropriate school office)

SCHOOL / PARENT HANDBOOK 2023-24

Student Name: Grade:

School Name:

Parent Name:

Phone Number:

Parent Email:

Mailing Address:

Parent Signature Date

AMETHOD PUBLIC SCHOOLS

Family Handbook
2024-2025

Family Handbook (Rev. 06/2024)

Amethod Public School (AMPS) Campuses

www.amethodschools.org

Oakland Charter Academy Middle School (OCA)

4215 Foothill Blvd. Oakland, CA. 94601
(510) 532-6751 Fax (510) 532-6753

Downtown Charter Academy Middle School (DCA)

2000 Dennison Street, Oakland CA 94606
(510) 535-1580 Fax (510) 535-1597

Richmond Charter Academy Middle School (RCA)

1450 Marina Way South Richmond, CA 94804
(510) 235-2465 Fax (510) 235-2487

Oakland Charter High School (OCHS)

2433 Coolidge Ave Oakland, CA 94601

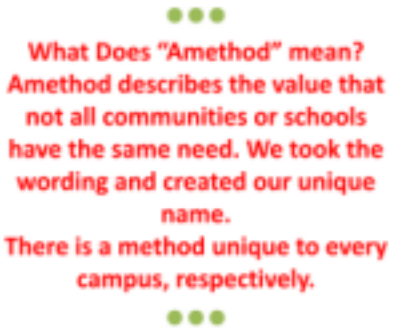
Benito Juarez Elementary School (BJE)

1450 Marina Way South Richmond, CA 94804
(510) 215-7009 Fax: (510) 215- 7016

John Henry High School

1402 Marina Way South Richmond, CA 94804
510-235-2439 Fax:510-235-2487

AMPS: Who We Are



OUR BEGINNING

The Amethod Public Schools (AMPS) organization operates the oldest charter school in the East Bay Area, and one of the oldest in the state. The original "Jingletown" Charter School, later to be named Oakland Charter Academy, opened in 1994 as the 8th charter school established in California. Since then, Oakland Charter Academy has grown from a single middle school site, to the present five campus, multi-city and multi-county charter school system. The AMPS network has continued to deliver a top-notch free public-school education that has produced a National Blue Ribbon Award school, a California Distinguished School, and some of the highest performing middle and high school programs in the state and country.

Every Amethod Public School campus is characterized by a culture that is structured, supportive, and focused on academic work. The ethos of the AMPS community is rooted in offering a vibrant and rigorous school program that intends to prepare students for life beyond the K-12 system. The staff and faculty strive to ensure that the policies, core values, objectives and goals are consistently reinforced throughout the year.

It is our organizational intent to make student achievement our highest priority; and through our different programs, we will offer the needed support for success. It is with the same consideration that we expect that families make the same commitment to their child and school to reach the goal of academic success. Our staff is often available beyond the traditional school calendar and daily hours to assure student academic success, and we therefore ask families to also support the extra efforts of this school system by committing to a different type of public-school program.

AMPS Mission Statement

Amethod Public Schools (AMPS) seeks to prepare students to be driven individuals that take calculated risks for the good of their academic progress, families, and their community. In turn creating young men and women who persevere as they seek knowledge through college, community, and beyond. AMPS seeks to strengthen the character and academic skills needed for underserved students to excel competitively in schools, and colleges in preparation to take up positions of responsibility and distinction in society. Central to the network's mission is the belief that all students can succeed in rigorous college-prep environments when provided with high expectations, capable educators and leaders, a disciplined commitment to academics, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market, and together as a school community we will persist to meet that challenge.

AMPS Vision

Amethod Public Schools foster students' motivation and belief in academic achievement and goals. We are a free and public charter school that believes in the promise of hard-working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than themselves, and challenge all families to expect more from their schools, themselves, and their children for a prospective future for the next generation.

AMPS Core Values

The Core Values of the organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world and business, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use (or should be using) every day in everything we do.

Students First
Perseverance
Responsibility
Adaptability
Commitment to Distinction

Attendance Policies

Our policy states that if a student has more than five (5) unexcused absence days, they may be retained. Perfect or excellent attendance should be a goal for every student.

Absences Procedure

If a student will be absent, parents/guardians are responsible for calling the school on the day of the absence before the school day begins. Our sites use an automated system that will record your message before and after regular office hours, thus parents need to leave a message with the following information:

Children between six and eighteen years of age must attend school. Parents will be held responsible; (Ed. Code 48293)

- Child Name
- Grade level
- Parent name
- Date of Absence
- Reason for Absence
- Date of return
- Phone number where you can be reached

When the student returns, the student must bring a proof of absence such as a doctor's note, explaining the absence/s. Parents are encouraged to pick-up student's homework when they are

absent any time before 4pm. Parents will be called in the morning to ask about their child's absence. Students who are absent may be required to attend Ed Center after school to make up missing work. Students with more than three (3) absences are considered truant.

Sample Non-Excused Absences

- Rain (weather)
- Being tired
- Vacations
- Lack of Transportation
- Child or Parents overslept
- Hates school
- No alarm clocks

Schedule Appointments for After School Hours

Families are encouraged to schedule doctor and dentist appointments outside of school time. The best times are on Friday afternoons after 12:30 p.m., or days when school is not in session. In the rare case when a student has a medical appointment during school hours, it is expected that the student will come to school before the appointment and return to school after the appointment to finish the remainder of the school day.

Skipping Class

Any student caught skipping class will receive an unexcused absence, which may lead to being truant. Consequences for skipping also include detention and may result in an involuntary removal from the Charter School. Any student that leaves school without permission may forfeit their field trip and/ or activity participation.

Suspensions Are Considered Absences

If students are absent from school due to suspension, these days will be treated as absences.

Dismissal

Students are expected to stay in school until the very end of the school day. All students will be dismissed by their teachers at the time specific to their school site. Early pickups are disruptive to the learning environment. Our learning environment is extremely important to the success of your student and we strongly discourage any disruption of a class to prepare a student's homework if they need to leave early. Please make sure your child alerts their teachers in the morning of an early leave.

How the School Tracks and Follows Up on Student Absences

The Charter School will keep records of all student absences. If a student misses school repeatedly, Charter School staff will make reasonable efforts to contact the student's parent/guardian and/ or emergency contacts by telephone, writing, or in person.

Absences and Missed Work

When a student is absent, the student must contact the teacher to get the homework assignments for that day. Homework assigned the day of a student's absence is expected to be turned in on the day the student returns unless the student has contacted their teacher prior to returning and the teacher has agreed that the student has an extra day to complete the assignment. Homework due the day of absence is to be turned in the day that student returns.

Students are responsible for informing teachers of any expected missed class time and are responsible for completing all homework when absent. Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly late or absent, the director, teacher(s), student and parent or guardian will meet to address the issue.

Tardiness

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of AMPS campuses to have students arrive to class on time.

Each student is expected to be in class each day, on time. Students who arrive after 8:45 AM are considered late, and must adhere to the consequences listed below. If students are tardy, they will receive a Tardy Pass documenting the time of arrival.

The following are excused tardies/absences:

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health

2. Quarantine under the direction of a county or city health officer.

3. Medical, dental, optometric, or chiropractic appointments:

    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

5. For any of the following reasons, if an immediate family member of the pupil, or a person that is

determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

a. To access services from a victim services organization or agency.

b. To access grief support services.

c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows:

   a. The student shall be excused for this purpose on no more than four (4) school days per month.

7. For the purposes of jury duty in the manner provided for by law.

8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).

9. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

10. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.

11. Attendance at the student's naturalization ceremony to become a United States citizen.

12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

13. Authorization at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that

the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

16. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

17. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

    a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.

    b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

18. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:

    a. Appearance in court.

    b. Observance of a holiday or ceremony of the pupil's religion.

    c. Attendance at religious retreats (not to exceed one school day per semester).

    d. Attendance at an employment conference.

    e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Note: All AMPS schools have an "everything earned" culture. Students who are truant may not be allowed to participate in school events, such as field trips and assemblies.

Truancy

Under state law, a pupil who, without a valid medical excuse, is absent from school for three full days

in one school year or is tardy or absent for more than thirty (30) minutes during the school day on three (3) occasions in one school year, is considered truant. Once a student is designated a truant, state law requires schools, districts, counties, and courts to intervene to ensure that parents and pupils receive certain services to assist them in complying with attendance laws.

Student Attendance Review Board ("SART")

AMPS has implemented a Student Attendance Review Team ("SART") process to address attendance and tardy issues. These panels are designed to meet with parents/guardians of children who have exceeded the allowable amount of unexcused absences. The purpose of the meeting is to discuss the child's attendance record and develop a plan for the child's regular participation in school drawing from community resources where possible. The team shall include representatives of the school, including teachers and directors, as well as community members, which may include district, county, police, and child welfare representatives. The Chief Academic Officer or designee shall chair all SARB panels.

Procedures for Excessive Absences/ Tardies

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Executive Director or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1 – Truancy Classification Notice" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.

4. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "Truancy Letter #3 – Referral to SART Meeting" and the student will be referred to a Student Success Team (SST) and the SART.

5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below.

6. If a student is absent ten (10) or more consecutive school days without valid excuse and

the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

8. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

Involuntary Removal Process

No student shall be involuntarily removed by Amethod Public Schools (AMPS) for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action, and the CDE Enrollment Complaint Notice and Form.

The hearing shall be led by the Amethod Public Schools Board of Directors. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Amethod Public Schools issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the AMPS suspension and expulsion policy.

Upon parent/guardian request for a hearing, AMPS will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the AMPS expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the

parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent AMPS from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to County District Attorney

If a child's attendance does not improve after a SARB meeting, or if the parents fail to attend a required SARB meeting, the parents and the child may be referred by AMP Schools to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication. Families need to understand that excessive absences and tardies are counter to a child's well-being.

Please see the Attendance Policy for more information, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Arrival and Drop-offs; Dismissal and Pick-ups

School Hours

Class begins promptly at the designated start time. If your student is not in an after-school program such as tutorial or detention, then they are not allowed on campus due to a lack of supervision and must be picked up by 4:00 pm. See specific bell schedules for designated start and end times.

Students must decide with their parents in advance to be dropped off and picked up at school at the appropriate time. Students who remain after school must always remain on campus and follow all school rules.

Carpooling

To reduce traffic flow and parking issues, we highly recommend carpooling.

Morning Drop-Off Procedures:

Please be at school at the designated start time. If arriving after the start time students must go to the main office, sign-in tardy, and get a slip before going to their first period class.

- When dropping off your child at school, please make sure you have pulled up to the curb and that your student can safely exit the vehicle and go immediately into the school.
- If dropping off at any location other than the front of our school, students will be responsible for arriving at school on time.
- As of this school year, our catering organization (Better 4 You) will be providing breakfast before school starts. Please drop your child off early if they wish to partake in this new program.

Afternoon Pick-Up Procedures

Students are only allowed to stay after school for the following reasons:

- They are participating in ASES or a staff sponsored student activity (sports, clubs, student government, etc.).
- They have been assigned detention or homework center.
- They are receiving tutoring from a staff member.

Students who choose to participate in after school activities, must regularly attend the programs. Students may not leave campus until the program ends or they are released to their parents. Students who cannot abide by this and other school rules, will be removed from their program.

If your child has after school tutoring or detention, they are required to stay for the full duration. You may not pick them up early unless there is an emergency, and you must sign them out at the office in person.

Early Sign-outs

Please do not take your child out of school earlier than the dismissal time. Only early dismissals for doctor's appointments (that cannot be scheduled for Fridays after 12:30), funerals, and illnesses will count as excused absences. All other early pick-ups are considered unexcused.

We will evaluate the early dismissal log on a quarterly basis. If a child has excessive early dismissals, we will start the SARB (Student Attendance Review Board) process, which involves a meeting with the administration, and local community representatives which may include district, county, police, and child welfare representatives, to draft an attendance improvement plan, and strict consequences for not following through with the plan that is created. Since missing class can negatively impact academic achievement, repeated absences and excessive early pick-ups may be reflected in your student's grades and acquisition of new skills.

- In the rare event that a student needs an early dismissal, the following procedures must be followed: The student must call their legal guardian using the office phone
- The student will remain in class or the main office until an adult arrives to pick them up
- An authorized adult must come in to sign the student out – we will only release students to an adult over the age of 18 who is listed on the emergency contact form
- The student must make up all missed work

School Visitor Policy

A notice setting forth visitor registration requirements, will be posted at entry points stating hours during which registration is required, the registration location, that location, and the penalties for violation of registration requirements.

In order to register, visitors shall, upon request, furnish the Director or designee with the following information:

1. Their name, address and occupation

2. Their age, if less than 21

3. The purpose for entering school grounds

4. Proof of identity

5. Other information consistent with the provisions of law

Please see the Visitation and Volunteer Policy for more information. It can be as a file attached to our website under the AMPS Family Handbook tab.

Academic Program

The AMPS mission and values drive all aspects of the academic program including content standards, curriculum, teacher domains, instruction, and assessment. Every aspect of the AMPS culture supports high academic performance, instilling in students the academic and character qualities needed to succeed in school, college, and in life.

Our schools are data driven and as such, every AMPS site will have an assessment calendar and dates that will detail the bimonthly assessment of all students to capture progress and regression in content areas throughout the year. The intent is to restructure needed lessons, tutoring programs, re-teach models, and other programs to assure student progress towards goals.

Classroom Expectations

1. Students are to come to class prepared with completed homework. While the school will provide supplies, it is recommended that students bring supplies as well. A recommended list of supplies can be provided by your child's school.

2. Students are to demonstrate respect towards all individuals in the classroom by listening and tracking the speaker and refraining from talking when others are speaking.

3. Students are to stay on task throughout each class period and actively participate in all classroom activities.

4. Students are to ask questions when needing clarification.

5. Students will seek to help each teammate rather than criticize during intense moments of learning.

Grading Policies

Report cards are issued every nine (9) weeks. Parents/guardians may be required to come in for at least one (1) parent-teacher conference during the school year. Report card grades will reflect the effort and work students put forth in these areas. Please note that parents and guardians can access a student's record of attendance and grades at any time through the PowerSchool Portal. If you need assistance with login, please do not hesitate to contact the office.

Homework

Homework is an essential part of the AMPS educational program. The purpose of homework is to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students must begin to develop positive work ethic and habits as they prepare their path towards college, and homework is a large part of that preparation. Part of homework is study time for tests and quizzes that make part of your child's grades. If your child is not submitting assigned homework, then expect this to be reflected in low grades. Over school breaks, holiday and summer packets will be assigned, and a parent/guardian signature is required.

Homework will be assigned daily and on weekends. This means that families must help students with their homework in ways that include:

- ❏ Checking and signing HW Planners
- ❏ Manage time with extracurricular activities
- ❏ Monitoring reading time and reading logs
- ❏ Monitor screen time (TV, cell phone, iPad, video games, etc.)
- ❏ Creating routines at home for students to complete their homework
- ❏ Provide a quiet, organized place to work

Family assistance is encouraged; however, the student must complete their homework independently in order to benefit from the additional practice. Please do not do your child's homework for them. Adult writing identified in a child's homework will be considered incomplete.

Homework Methods:

- ❏ Follow teacher instructions for assignments
- ❏ Homework must be completed in full and in accordance with high standards for neatness, hard work and professional presentation
- ❏ All students are provided with homework folders. Homework folders are designed to teach students essential organizational skills. All assigned homework must be completed and, in the folder,
- ❏ All homework must be neat, clean, and thorough
- ❏ If the homework is late, missing, incomplete, or of poor quality, or is not completed properly, students will receive an Ed Center. If the problem continues to exist then the parent/guardian will have to attend a meeting with the classroom teacher and school administration
- ❏ Students with IEP will work with staff accordingly for their modified plans for success.

Assessments

At AMPS students will have multiple and varied opportunities to demonstrate what they know and what they can do in all your classes. Since the school's mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment. Major quarterly and final exams will be used to evaluate students' mastery of course material at the end of each quarter and semester. Additionally, individual grade levels have specific exam requirements. Information will be sent throughout the year.

Academic Support

All students need extra help at times in order to be successful. We offer several types of academic support to our students. Teachers respond to our students' needs through their curriculum and instructional strategies.

Targeted academic support is also provided for students throughout the day during the Individualized Learning Block, small group instruction, and English Language Arts ("ELA") and Math Intervention.

If you are not enrolled in ASES, homework assistance can be obtained by reaching out to your subject teachers. At AMPS we understand each student has independent needs, and we are here to help meet those needs.

Teachers and instructional aid staff are also available during school hours and after school to help those who require additional support. Students are explicitly taught and always encouraged to ask questions in class and arrange for tutorials to maximize their understanding.

Student Planners

All grade levels will be given a school academic planner. The planner is an important tool to assist students with their organization and time management. It is equally important for families as they can see and track all of their child's assignments. It allows students and families to plan proactively for upcoming dates, including due dates for assignments, tests and evaluations, and extracurricular commitments.

Summer School

One of the core concepts of our program is the belief in increased educational time needed in school and offered through an extended school day and school calendar. If necessary, some students will attend our summer program as a commitment to being an Amethod Public School student.

Supplies & Daily Checklist

Teachers will provide a supply list at the beginning of the year. It is recommended that students bring these supplies to school. If any student cannot provide them, then the school will provide them for the student.

Students should come to school every day with the following items:

- ❏ Backpack with black and blue pens, pencils, paper, eraser, pencil sharpener
- ❏ School binder
- ❏ Completed homework
- ❏ Class binders, textbooks, and any other required materials
- ❏ Proper uniform

AMPS HONOR HARD WORK

Students are prohibited from bringing Sharpie markers on campus due to previous

defacing of school property. Students who are caught with Sharpie markers on campus will have the Sharpie markers confiscated and not returned along with the possibility of additional consequences.

Promotion & Retention Overview

The AMPS school standards for progress are high and considerably more demanding than many of the local school districts and schools. The nature of the high stake's certainty of charter schools and the existing achievement gaps among racial and economic subgroups in public education, merit and justify the need for exceeding academic standards and programs. AMPS expects students to progress through each grade within one school year. To accomplish this, instruction will be made to accommodate the varying interests and needs of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

The following criteria will be reviewed in calculating retention of a student

- ❏ Grade Point Average (Grades below the mark of C-/2 are considered as failing and receive 0 credits). More than 2 semester grades below a C-/2 may constitute retention
- ❏ PE and language are included in grade calculations
- ❏ IEP, 504 and other modifications and plans will be reviewed during the retention decision phase
- ❏ Multiple measures assessments (including Standardized Testing and Reporting Program and Interim assessments) * these are not used to retain. May be reviewed in conjunction with other areas
- ❏ Attendance record (More than 5 unexcused absences may constitute a retention)
- ❏ Social Emotional learning & growth (Is their maturity level ready for the next grade)

Parent Notification

When a student is identified as being at risk of retention, the Director or designee shall notify the student's parent/guardian at the earliest time possible. The Director/designee shall also provide a copy of the student's grade and inform the parents of the school's retention policy. Appeal Process for Promoting or Retention Decisions

School Rules, Expectations, & Policies

Our school is structured to provide a safe and orderly educational experience for our students. A safe and organized setting provides a foundation for effective teaching and learning. Our approach to discipline is two-fold. We believe in practices that are both preventative and restorative.

School rules and policies will apply to ALL students. Rules may be added throughout the year at the discretion of the site administration as needed. Our school's expectations are set high in order for all of our students to be successful.

Behavior Policies

The following are sample situations that school staff will have zero tolerance for:

- ❏ Drug/alcohol possession
- ❏ Bullying (this includes Cyberbullying)
- ❏ Possessing Weapons
- ❏ Leaving campus without permission
- ❏ Gang paraphernalia or graffiti
- ❏ Fighting
- ❏ Not following schools' rules & procedures

We believe that higher education is the surest path to future success for ALL families, and having high expectations of all students is an absolute necessity.

Drawing the best from every student takes immense effort from the teachers, families, administrators, and students; but the results are well worth it.

The AMPS Method: All is Earned Culture
Families and students need to be aware of the disguised and hidden messages of low expectations widespread in many institutions, including public schools, and the excuses that they spread to inner city families and students of color.

Students will earn and lose the following as appropriate for behavior and work ethic: (A sample list)

1. Time in classrooms
2. Field trips
3. School Events
4. Extracurricular trips
5. Scholarships (CTY, ATDP)

Bullying

There is zero tolerance for bullying. If a student bullies another student, the student will be warned with a referral and the parents/guardians will receive a phone call and a written notice of the incident. If the student is caught in another bullying incident, then the student may be suspended. In order for the student to return to school, the parent must meet with the Principal, and develop a

plan for the bullying to stop. Students can also self-report bullying using the school's self-reporting form for bullying (found in the Dean's office and each classroom). Please see the Suspension and Expulsion Policy and Procedures, the Uniform Complaint Policy and Procedures, and the Harassment, Discrimination, Intimidation and Bullying Policy which are available www.amethodschools.org to file a complaint of bullying.

Cheating and Plagiarism

Cheating/Plagiarism is a serious offense. If a student copies another student's work/homework or if a student gives another student their work/homework, it is considered cheating. Unless a staff member has given the student permission to complete assignments with a teammate(s), all assignments must be completed independently. Please communicate with your teacher for help when in doubt. Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work, or the use of artificial intelligence[1] or chatbots without giving credit. Depending on grade level and the degree of the violation, acts of cheating/plagiarism will result in one of the following consequences: detention, community service, in school suspension, out of school suspension, or Saturday schools.

Classroom Disturbance

The value of "Respect" is of the utmost importance at AMPS, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for students and/or staff will result in consequences, such as detention. Consistent disruptions will be dealt with every time in order to keep the class environment safe and conducive to all learning.

Conduct Outside of School Hours

It is imperative that students recognize that they are representatives of their school at all times as they wear their school uniforms or logoed shirt. Therefore, any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students or staff members may result in a consequence by the school.

Dress Code

[1]
- *"Artificial Intelligence":* Artificial Intelligence ("AI") is a computer, robot, or other programmed mechanical device having the humanlike capacity to perform operations and tasks analogous to learning and decision making in humans, or question answering. Examples of AI include the following:
    - *"Chatbot"*: a computer program in the form of a virtual e-mail correspondent that can reply to messages from computer users.
    - "*ChatGPT*": ChatGPT is a generative AI chatbot. It is a natural language processing tool driven by AI technology that allows human-like conversations and much more with a chatbot. The language model can answer questions and assist with tasks, such as composing emails, essays, music, images, and code.

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

The following guidelines shall apply to all regular school activities:

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

2. Accessories: The following are not permitted: wallet chains, facial piercings, or spiked bracelets.

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

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

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

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

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

<u>Dress Code Violations</u>

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

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

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

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

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

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

For more information, please see the Dress Code Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Closed Campus

Students are not allowed to leave campus under any circumstances once they have arrived on school grounds. All students must be signed out by an adult listed on the emergency card, (who must demonstrate a picture ID) filed at the school prior to leaving the campus at any other time other than the student's designated departure time.

Field Trips

AMPS recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill AMPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all AMPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

For more information, please see the Field trip Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

General Maintenance

Students and staff are expected to make every effort to keep all school property and facilities neat and clean. By taking part in keeping their school clean, students will take more pride in their school. As a courtesy and respect for the school facility, and environment, students must not throw trash on the ground or leave trash on tables. All students, staff, and faculty are expected to, and will be required to, assist in helping keep our campuses clean.

Personal Belongings and Gadgets

Students are not allowed to have the following items at school, and should they have personal gadgets, it is their responsibility to store them away through the school day.
(The following is not a complete list)

- Gum
- Toys
- Nail Polish
- Chains
- Any illegal substance
- Sharpie Markers
- Electronics of any kind
- Weapons or any toy weapons
- Video games or any other electronic toys

AMPS will not be held liable for any damage or loss of the above-mentioned items, including electronic items. Items brought to school will be confiscated. A parent must come to school and schedule an appointment with the Site Director to have confiscated items returned at the school leader's discretion.

Public Displays of Affection

The inappropriate public display of affection at school is unprofessional. Students are expected to exercise self-control and respect for the reputation of others. Specifically, any public display of affection (PDA) and or/ inappropriate sexual physical contact, whether affectionate (i.e., hand holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at AMP Schools and will result in disciplinary action.

Rude or Disrespectful Behavior

Students are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or student will result in penalties ranging from detention to short-term suspension.

Saturday School

Saturday school is assigned to students who do not finish their break packets, or students who receive three (3) or more referrals in one quarter. There will be one (1) Saturday school per quarter, and if your child is assigned Saturday School, they are required to attend.

School Disturbance

Any act that may cause disruption of the school environment and/or threaten the safety or well-being of other students is strictly prohibited at all AMPS sites. Such activities may include, but are not limited to; gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from lack of privileges, to suspension.

Technology Program

At AMPS, we hope to engage our students meaningfully with the use of Technology on campus. We will not only instruct students how to properly use computers, but also concepts around Digital Citizenship and safety.

Cell Phones

Upon entry to the school campus, cell phones must be turned off (not on vibrate or silent) and put in their backpack, and/or kept out of plain sight. Students may also leave the cell phone with a teacher in the morning and retrieve it at the end of the school day. It is the responsibility of the parent to hold their students accountable to the policies and procedures of cell phone use.

Cell phones will be confiscated if used or visible during school hours without staff permission and will only be returned to the parent at the end of the day.

Please see the Cellphone, Smartphones & Other Electronic Devices Policy, which can be found at www.amethodschools.org

Technology Contract

Each student and family will be required to sign a technology contract before that student is allowed on a school computer. students must be responsible and only use the websites allowed by their teacher. If caught on a different/inappropriate site, the consequences outlined in the contract will be followed.

Students are responsible for loss or damage to AMPS computers. Please see the Annual Notification Guide for the Lost or Damaged Property notice for more information.

Overview of Internet Safety

AMPS has an Internet safety policy which includes, but not limited to, the following:

- ❏ Access by minors to inappropriate matters on the Internet is prohibited
- ❏ Procedures have been established to ensure the safety and security of minors when using the Internet. To this end, training and information will be provided to children so that they will refrain from giving out personal details to unknown parties at all times
- ❏ Constant supervision will be maintained to monitor the activities of the vulnerable children and the type of information they access on the computers
- ❏ AMPS will employ the use of technology such as firewalls and filters augment the effort to maintain the integrity of the technology and internet-based programs.

It is the policy of AMPS Schools to:

- ❏ Prevent user access and transmission of inappropriate material via the Internet utilizing technology resources
- ❏ Prevent unauthorized access and other unlawful online activity
- ❏ Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors, and
- ❏ Comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

The policy applies to all AMPS community members, including students, teachers, staff, and designated contractual or temporary staff.

Technology Protection Measures

AMPS shall filter all Internet traffic originating from any AMPS location to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. The AMPS Home Office support shall maintain the necessary licensing annually to ensure all applicable categories of harmful Internet content is blocked and inaccessible by community members.

AMPS shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- ❏ Manual blocking and unblocking of sites based on requests with legitimate educational purpose
- ❏ Application of appropriate licensing information
- ❏ Selection/de-selection of website categories deemed appropriate or inappropriate by the AMPS leadership community

- ❏ Review and analysis of usage and filtering logs
- ❏ Communication with specific Directorship concerning data and reports generated through the content filtering system

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the AMPS Technology Support.

Monitoring and Supervision of Online Activities

It will be the responsibility of all members of AMPS staff responsible for allocating AMPS technology resources for student use to supervise and monitor appropriate usage of AMPS technology resources, especially Internet access, in accordance with the Children's Internet Protection Act.

This includes, but is not limited to:

- ❏ Logging and reporting of AMPS technology resource usage, especially Internet access
- ❏ In-classroom monitoring of student use of technology resources
- ❏ Follow-up meetings with students and/or parents concerning student use of technology resources

For more information, please see the Student Use of Technology and Acceptable Use Agreement, which can be found at www.amethodschools.org.

Education of minors

School staff responsible for allocating AMPS technology resources for student use shall be responsible for providing instruction to students concerning appropriate online behavior utilizing AMPS technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of AMPS technology resources while avoiding inappropriate content.

Education of staff

AMPS Support Office staff shall be responsible for training designated staff within individual schools to further train and support school staff on the appropriate use of AMPS technology resources. Said staff will provide guidance and training to other school staff concerning the appropriate use of AMPS technology resources.

Student Health Programs

Physical Education

Physical education is mandated by the California Department of Education and should be encouraged by parents and families to keep kids active and healthy. AMPS adheres to the state standards and acknowledges the importance of regular Moderate to Vigorous Physical Activity (MVPA).

If your child plays sports either in or out of school and sustains an injury, please make sure to alert the school office. We require a doctor's note for prolonged absence from PE.

Peanut Free and Strawberry Free Campus

In order to keep our campus safe for all students, we will have a peanut and strawberry free school. Therefore, students are not allowed to bring snacks on campus that contain peanuts or strawberries. Therefore, if students are seen with snacks that contain peanuts or strawberries it will be confiscated and a peanut and strawberry free snack will be given.

Healthy Food Campus

We are also a healthy food campus. We do not allow soda, junk food, cookies or candy on campus. Chips are allowed if they are vegetable based or whole grain. If junk food is seen, it will be confiscated.

Please see the Universal Meals Notice in the Annual Notification Guide for more information about the option to have breakfast and lunch.

Administration of Medicine

Any student requiring medication to be dispensed must provide to the receptionist a note permitting the school to administer the medication and providing explicit instructions. No prescription medication will be dispensed to a student without this documentation present in their file. Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if the appropriate authorizations have been provided to the Charter School. All other medications will be securely stored and administered by the Administrative Assistant.

Bathroom Policy

Students are encouraged to use the bathroom before school, during transition times between and during lunch and breaks. Students are expected to use the bathroom responsibly and clean up after themselves. Should the bathroom situation become an issue, the Site Directors may implement a self-monitoring class policy.

Breakfast and Lunch Program

All AMPS schools will be providing lunch and breakfast to students. Please see the Annual

Notification Guide for the Universal Meals notice.

Parents may pack students a healthy lunch or snack if the child is staying after school or if you wish to opt-out of the lunch program. Students do not have access to a microwave.

As a matter of safety and policy, Parents are not allowed to drop off lunches for students. Students must carry their lunch/snacks with them from the start of the school. All students are to eat in the assigned food court area. No student is to eat outside food in the court area. We will not allow students to call home during lunchtime for food arrangements. Additionally, students are not allowed to use food delivery services to obtain food. This includes but is not limited to Ubereats, Postmates, Doordash or Grubhub.

Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the guardian cannot be contacted.

Vision and Hearing Screenings

The California State Department of Education mandates vision and hearing screening in schools. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening is not a substitute for regular medical visits to your child's doctor and optometrist.

You will be notified of your child's screening results only if they do not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your Director.

Mandated Reporting

All AMPS staff must follow state policies on reporting abuse. In California, all school workers must report abuse or neglect if they "have knowledge of or observe" instances of abuse or neglect, or if they "know or reasonably suspect" abuse or neglect have occurred.

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.

Please see the School Director if you have any questions or concerns.

Visitor Code of Conduct

The site administration may refuse to register any outsider if the administration reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in
damage to property; or would result in the distribution or use of a controlled substance. The Director or designee may revoke a visitor's registration if they have a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the Director or designee shall inform the visitor that if they reenter the school within seven days the visitor will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

The Site Director or designee may withdraw consent to be on campus for up to fourteen (14) days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt AMPS's orderly operation. Consent may be reinstated at the discretion of the Executive Director prior to the expiration of the fourteen (14) calendar day timeline whenever the Site Director has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the School campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Executive Director shall grant such a hearing not later than seven (7) days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

For more information, please see the Visitation and Volunteer Policy, which can be found as a file attached to our website under the AMPS Family Handbook tab.

Miscellaneous Policies

Freedom of Speech & Personal Expression

The Board of Directors of AMPS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

For more information about the Student's Freedom of Speech and Expression Policy, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Family Involvement Program

Amethod Public Schools believes in the importance of working together to make a positive impact on the academic and social growth of every child. Although the decision regarding the school's new policy belongs to the Board of Governance, Central AMPS Administration, and the Directorship, family involvement is not only welcome, but also critical to the success of the school. While this may be the case, parental involvement is not required for acceptance or continued enrollment to any of our schools. Please see the Parent and Family Engagement Policy for more information, it can be found as a file attached to our website under the AMPS Family Handbook tab.

Family Involvement Opportunities

AMPS family-school relationships are maintained through:

- ❏ FST - Family & Staff Team
- ❏ PLC
- ❏ CTY camp
- ❏ School Carnival
- ❏ Summer Field Day
- ❏ School Beautification
- ❏ Communication Webs (Class/School Snowflake)
- ❏ Food Drive
- ❏ Harvest Festival
- ❏ Sports
- ❏ Photography
- ❏ Committee Work (Graduation, Family Staff Team (FST))
- ❏ Conferences with students, families, and teachers (including two nights per year) ❏ Workshops for students and families
- ❏ Community-wide events, celebrations and performances

Amethod Public School families are asked to:

- ❏ Reinforce the academic and behavioral standards at home
- ❏ Establish a daily routine for students that sets them up for success
- ❏ Ensure that students are well-rested and receive healthy amounts of rest
- ❏ Provide a quiet space for students to study
- ❏ Provide positive reinforcement of student progress and success
- ❏ Discuss academics and student work among family members
- ❏ Help students with homework and independent reading
- ❏ Ensure that students complete all of their homework neatly and read every night
- ❏ Send their scholar to school in the required uniform
- ❏ Attend all required parent meetings such as pre-year Orientations and Open House Nights
- ❏ Maintain constant respectful communication with teachers and administrators
- ❏ Provide support for summer sessions to avoid summer learning loss

- ❏ Assist with student recruitment
- ❏ Support other AMPS families AND, above all…. talk with your child about school and future.

Forms & Applications

All families must fill out mandatory forms in the school registration packet. They include various forms such as permission slips and contact information.

Changes of Address/Contact Information

Families must provide up–to-date contact information to the school and must notify the school of any changes in phone and/or address as soon as possible. This is essential in case of an emergency.

Emergencies

Taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities is of utmost importance. The Chief Executive Officer, Charter School Director, or designee shall require parents/guardians to provide emergency information in order to facilitate immediate contact with parents/guardians if an accident or illness occurs. The Charter School Director or designee will use their best judgment and consider the health, and well-being of the student in a given emergency situation. Parents/guardians will be contacted immediately when a serious accident, injury or other health related concern occurs.

In order to facilitate contact in case of an emergency or accident, parents/guardians shall furnish the Director or designee with the information specified below:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of a relative or friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency
6. Health Insurance provider; if applicable

Scheduling Meetings

If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to schedule a meeting with a teacher or administration, please contact them directly. We document all meetings and appointments.

Providing False Information

Students engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or

password, etc. Penalties for such infractions may range from being put on detentions to suspensions.

Telephone Use

Students are not permitted to use the school phone without staff's explicit permission. Students will be allowed to use the front office phone in case of emergency at the discretion of the Director.

Transportation

Amethod Public Schools DOES NOT provide transportation for students. Parents and/or guardians are responsible for providing their children with transportation to and from school. Students must be dropped off and picked up at assigned zones. Directors will attempt to assist students in utilizing transit programs. If a student with disabilities requires transportation, the IEP team will discuss it within an IEP team meeting.

AMPS site Faculty and staff will not be responsible for students beyond the regular and/or after school program hours. We may be required to call police or California

Protective Services (CPS) or police if we cannot contact parents or guardians through the emergency contacts after set hours.

Voluntary Withdrawal

Amethod schools are schools of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Families may withdraw students in person at the site by requesting a transcript beforehand to give school time to prepare, and by returning any school materials. Students who miss five or more consecutive days of school without notifying the school, or do not respond to messages or home visits; will risk an involuntary removal. Please see the Attendance Policy for more information.

Charter Complaint Notice form: https://www.cde.ca.gov/sp/ch/documents/rescscomplaints0323.pdf

- Health care coverage options and enrollment assistance: www.coveredca.com

Verification

I have read the student/parent handbook. I have read and understand that families and students must follow the school rules and all policies and procedures that are listed in this handbook. I am aware that I can ask questions and can make an appointment with the school's Director to discuss any items described in the handbook in more detail as needed.

(Please sign, and submit this page to the appropriate school office)

SCHOOL / PARENT HANDBOOK 2024-2025

Student Name: Grade:

School Name:

Parent Name:

Phone Number:

Parent Email:

Mailing Address:

Parent Signature:
_____

Date: _____

4877-1863-9556, v. 2

Coversheet

Approval of Protected Prayer Joint Resolutions Policy

Section: II. Consent
Item: I. Approval of Protected Prayer Joint Resolutions Policy
Purpose: Vote
Submitted by:
Related Material: AMPS Protected Prayer Resolution.docx.pdf

AMPS

HONOR HARD WORK

AMPS School Board Resolution

2024-25 Protected Prayer Resolution for Benito Juarez Elementary

IT IS RESOLVED BY THE AMPS BOARD OF DIRECTORS that the Benito Juarez Elementary LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

Adopted June 12, 2024

Director Gilbert "Gil" Lopez, Jr., Board Chair

Director Edgar Quiroz, Board Vice Chair

Director Fr. Andres Emmanuelli, Board Member

Director Elisa Gallegos, Board Member

AMPS

HONOR HARD WORK

AMPS School Board Resolution

2024-25 Protected Prayer Resolution for Richmond Charter Academy

IT IS RESOLVED BY THE AMPS BOARD OF DIRECTORS that the Richmond Charter Academy LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

Adopted June 12, 2024

Director Gilbert "Gil" Lopez, Jr., Board Chair

Director Edgar Quiroz, Board Vice Chair

Director Fr. Andres Emmanuelli, Board Member

Director Elisa Gallegos, Board Member

AMPS

HONOR HARD WORK

AMPS School Board Resolution

2024-25 Protected Prayer Resolution for Oakland Charter Academy

IT IS RESOLVED BY THE AMPS BOARD OF DIRECTORS that the Oakland Charter Academy LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

Adopted June 12, 2024

Director Gilbert "Gil" Lopez, Jr., Board Chair

Director Edgar Quiroz, Board Vice Chair

Director Fr. Andres Emmanuelli, Board Member

Director Elisa Gallegos, Board Member

AMPS

HONOR HARD WORK

AMPS School Board Resolution

2024-25 Protected Prayer Resolution for Downtown Charter Academy

IT IS RESOLVED BY THE AMPS BOARD OF DIRECTORS that the Downtown Charter Academy LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

Adopted June 12, 2024

Director Gilbert "Gil" Lopez, Jr., Board Chair

Director Edgar Quiroz, Board Vice Chair

Director Fr. Andres Emmanuelli, Board Member

Director Elisa Gallegos, Board Member

AMPS

HONOR HARD WORK

AMPS School Board Resolution

2024-25 Protected Prayer Resolution for Oakland Charter High School

IT IS RESOLVED BY THE AMPS BOARD OF DIRECTORS that the Oakland Charter High School LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

Adopted June 12, 2024

Director Gilbert "Gil" Lopez, Jr., Board Chair

Director Edgar Quiroz, Board Vice Chair

Director Fr. Andres Emmanuelli, Board Member

Director Elisa Gallegos, Board Member

AMPS

HONOR HARD WORK

AMPS School Board Resolution

2024-25 Protected Prayer Resolution for John Henry High School

IT IS RESOLVED BY THE AMPS BOARD OF DIRECTORS that the John Henry High School LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

Adopted June 12, 2024

Director Gilbert "Gil" Lopez, Jr., Board Chair

Director Edgar Quiroz, Board Vice Chair

Director Fr. Andres Emmanuelli, Board Member

Director Elisa Gallegos, Board Member

Coversheet

Approval of Local Control and Accountability Plan (LCAP) 2024-2025

Section:	III. Business
Item:	A. Approval of Local Control and Accountability Plan (LCAP) 2024-2025
Purpose:	Vote
Submitted by:	
Related Material:	2024 Board Hearing & Approval LCAP _ AMPS.pptx LCAP Centralized Data Spreadsheet 2024 _ AMPS.xlsx Benito-Juarez Elementary LCAP 2024.pdf Richmond Charter Academy LCAP 2024.pdf John Henry High School LCAP 2024.pdf Downtown Charter Academy LCAP 2024.pdf Oakland Charter Academy LCAP 2024.pdf Oakland Charter High School LCAP 2024.pdf

AMPS

AMETHOD PUBLIC SCHOOLS

6/12/2024

Local Control & Accountability Plan

LCAP Overview

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics.

We are required to approve an LCAP annually each June.

This year, we are also approving the development of a New 3-Year Plan, meaning we have set the goals, metrics, actions, and expenditures for the next three years of the LCAP.

LCAP Overview

Our goals for today are:

1. Review this year's LCAP
2. Approve the LCAP

2024 LCAP Improvements

Demonstrated **need for improved alignment in goals and metrics across Amethod schools,** as well as a need for better process **documentation to ensure efficiency & consistency** across the network.

We made the following improvements for the **new 3-year LCAP**:

1. Document how each metric is being measured and what year of data it is referencing.
2. Align data reporting to state and authorizer frameworks by utilizing official, publicly available data (which is primarily from the prior school year).
3. Simplify and reduce the total number of metrics to prioritize the most important data and make LCAP reporting more efficient in future years.
4. Align the goals and metrics language across schools, while still allowing for individualized school data, analysis, and narratives.
5. Establish centralized systems for defining and reporting on metrics.
6. Improve financial documentation to ensure consistent reporting on fiscal components.

2024 LCAP: Goal 1 Metrics

Goal 1: Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential
Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100% of students have access to standards-aligned instructional materials
School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	School facilities are in good or exemplar repair
Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	The Annual Summit is Offered
English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100% of EL students are enrolled in ELD courses.
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.

2024 LCAP: Goal 1 Metrics (cont'd)

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%
Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.
Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Students have access to a broad course of study - Local Indicator "Standard Met"
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD

2024 LCAP: Goal 1 Metrics (cont'd)

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	NWEA Map: 41st+ Median Growth Percentile
Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	NWEA Map: 41st+ Median Growth Percentile
Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2)* Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.
Increase the CTE Completion rate. (SP 4.3)*	N/A - School offers CTE courses, but not a complete CTE program
Increase the A-G & CTE Completion rate. (SP 4.4)*	N/A - School offers CTE courses, but not a complete CTE program
Of students participating in advanced placement exams, increase the percentage achieving a score of "3" or higher, or meet 60% (SP 4.7)* Source: College Board AP chart	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%
Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8)* Source: CA Dashboard	Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.

*for high schools only

2024 LCAP: Goal 1 Actions

#	***Complete language is available in the full LCAP. Expenditures vary by school; see full LCAPs for amounts.***	Contributing?★
1.1	Academic Assessment and Progress Monitoring	Yes
1.2	Academic Supports	Yes
1.3	Materials, Curriculum, & Supplies	No
1.4	Professional Development to Promote Academic Excellence	Yes
1.5	Safe and Secure Facilities	No
1.6	Supports for English Learners	Yes
1.7	Additional Supports for Long-term English Learners	Yes
1.8	Supports for Students with Disabilities	No
1.9	Supports for Homeless and/or Foster Youth	Yes
1.10	College & Career Readiness*	Yes

★*(Principally directed towards meeting the needs of unduplicated pupils)*
**for high schools only*

2024 LCAP: Goal 2 Metrics

Goal 2: Create an engaged parent community that is fully invested in and actively connected to the school community and academic program.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.
Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events

2024 LCAP: Goal 2 Actions

#	***Complete language is available in the full LCAP. Expenditures vary by school; see full LCAPs for amounts.***	Contributing?★
2.1	Parent Engagement Activities	Yes
2.2	Parent Communication Activities	Yes

★*(Principally directed towards meeting the needs of unduplicated pupils)*

2024 LCAP: Goal 3 Metrics

Goal 3: 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.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
90% or greater Average Daily Attendance ("ADA") (SP 5.1) Source: CALPADS 14.1	Each student subgroup will achieve 90% or greater ADA.
Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.
Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%
Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	Each student subgroup will have 0.5% or lower expulsion rate

2024 LCAP: Goal 3 Metrics

Goal 3: 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.

Annual Measurable Outcome ("AMO")	Desired 3-Year Outcome
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"
Decrease the middle school dropout rate or maintain a rate below 3.5% (SP 5.3)** Source: CALPADS Exit codes	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%
Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5)* Source: CA Dashboard	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%

*for high schools only
**for middle schools only

2024 LCAP: Goal 3 Actions

#	***Complete language is available in the full LCAP. Expenditures vary by school; see full LCAPs for amounts.***	Contributing?★
3.1	Community Engagement	Yes
3.2	School Culture Activities	Yes
3.3	Supports for Student Attendance and Engagement	Yes
3.4	Supports for Student Behavior and Wellbeing	Yes
3.5	Supports for Graduation*	Yes

★*(Principally directed towards meeting the needs of unduplicated pupils)*
**for high schools only*

2024-25 Planned Expenditures (JHHS)

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 3,691,776	$ 991,391	26.854%	0.00%	26.854%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 1,414,615	$ 686,608	$ 105,055	$ 58,240	$ 2,264,518.33

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide	$ 86,365	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	$ 402,000	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	$ 86,863	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide	$ 128,493	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	$ 32,721	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide	$ 561,460	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	$ 19,330	0.000%
1	1.10	College & Career Readiness	All students	Yes	LEA-wide	$ 50,729	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide	$ 28,787	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide	$ 42,390	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	$ 76,235	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide	$ 129,216	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	$ 38,692	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	$ 120,768	0.000%
3	3.5	Supports for Graduation	All students	Yes	LEA-wide	$ 46,209	0.000%

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2024-25 Planned Expenditures (OCHS)

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 4,037,880	$ 1,353,854	33.529%	7.201%	40.730%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 1,873,304	$ 643,162	$ -	$ 103,840	$ 2,704,886.53

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide	$ 100,740	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	$ 453,775	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	$ 118,697	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide	$ 211,475	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	$ 39,908	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide	$ 563,614	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	$ 19,330	0.000%
1	1.10	College & Career Readiness	All students	Yes	LEA-wide	$ 121,202	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide	$ 30,940	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide	$ 45,801	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	$ 78,387	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide	$ 148,747	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	$ 42,124	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	$ 225,505	0.000%
3	3.5	Supports for Graduation	All students	Yes	LEA-wide	$ 90,381	0.000%

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2024-25 Planned Expenditures (BJE)

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 4,615,708	$ 1,332,057	28.859%	2.377%	31.237%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 1,791,697	$ 880,281	$ 125,037	$ 103,840	$ 2,900,854.90

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide	$ 96,912	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	$ 917,463	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide	$ 316,116	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	$ 117,603	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide	$ 190,475	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	$ 37,994	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide	$ 563,614	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	$ 20,201	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide	$ 31,134	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide	$ 43,772	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	$ 78,581	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide	$ 148,712	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	$ 41,119	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	$ 162,515	0.000%

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2024-25 Planned Expenditures (RCA)

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 2,957,635	$ 757,184	25.601%	20.462%	46.063%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 1,426,844	$ 1,033,536	$ 10,000	$ -	$ 2,470,379.21

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide	$ 87,431	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	$ 909,579	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	$ 92,020	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide	$ 159,690	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	$ 33,253	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide	$ 279,849	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	$ 19,201	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide	$ 28,789	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide	$ 42,244	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	$ 25,489	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide	$ 187,293	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	$ 38,576	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	$ 152,704	0.000%

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2024-25 Planned Expenditures (DCA)

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 2,957,635	$ 965,032	32.629%	4.187%	36.815%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 1,526,026	$ 420,032	$ 10,000	$ -	$ 1,956,058.67

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide	$ 86,528	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	$ 563,722	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	$ 97,719	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide	$ 99,711	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	$ 136,508	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	$ 32,802	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide	$ 187,072	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	$ 20,247	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide	$ 29,401	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide	$ 41,455	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	$ 76,848	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide	$ 126,903	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	$ 38,353	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	$ 139,174	0.000%

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2024-25 Planned Expenditures (OCA)

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 2,221,086	$ 758,867	34.166%	14.169%	48.335%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 1,392,199	$ 225,524	$ 10,000	$ 278,062	$ 1,905,784.68

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide	$ 86,365	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	$ 470,610	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide	$ 280,116	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	$ 87,941	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide	$ 119,334	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	$ 134,361	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	$ 32,721	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide	$ 220,105	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	$ 17,768	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide	$ 28,835	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide	$ 41,875	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	$ 80,040	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide	$ 120,817	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	$ 36,111	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	$ 148,787	0.000%

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LCAP APPROVAL

- Questions from the AMPS Board of Directors
- Public Comment
- Approval Vote

AMPS
AMETHOD PUBLIC SCHOOLS

6/12/2024

Local Indicators

What are Local Indicators?

Local Indicators are part of **California's school accountability system** and are published annually as part of the California School Dashboard. They are founded on the **Local Control Funding Formula (LCFF) priorities** as well as the **requirements under Every Student Succeeds Act (ESSA)**.

Local Indicators are the measures for which no state-level data is collected. They are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

In addition to being a public record of progress on the Dashboard, the local indicators serve to **inform process and planning within the Local Control and Accountability Plan (LCAP)**.

What are our Local Indicator scores for this year?

School	# of students without access to standards- aligned instructional materials	# of instances where facilities do not meet "good repair" standard	Basic Services and Conditions (Priority 1)	Implementation of State Academic Standards (Priority 2)	Parental Involvement and Family Engagement (Priority 3)	School Climate (Priority 6)	Access to a Broad Course of Study (Priority 7)
JHHS	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
OCHS	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
BJE	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
RCA	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
DCA	0	1	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
OCA	0	1	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

LCAP Centralized Data Spreadsheet 2024 _ AMPS.xlsx

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Benito Juarez Elementary

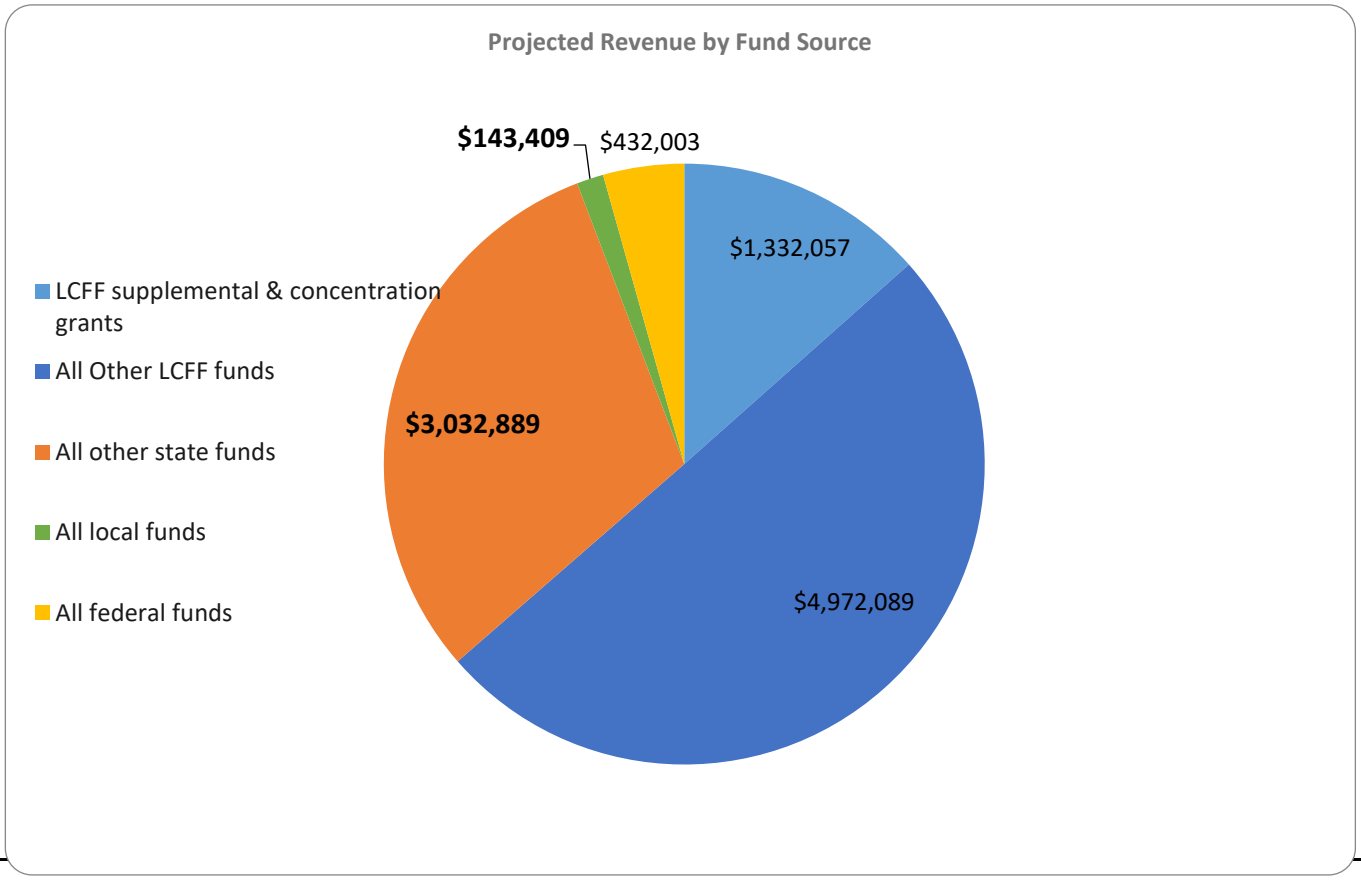
CDS Code: 07-61796-0129643

School Year: 2024-2025

LEA contact information: Dr. LaSonya Michelle Walker, lawalker@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

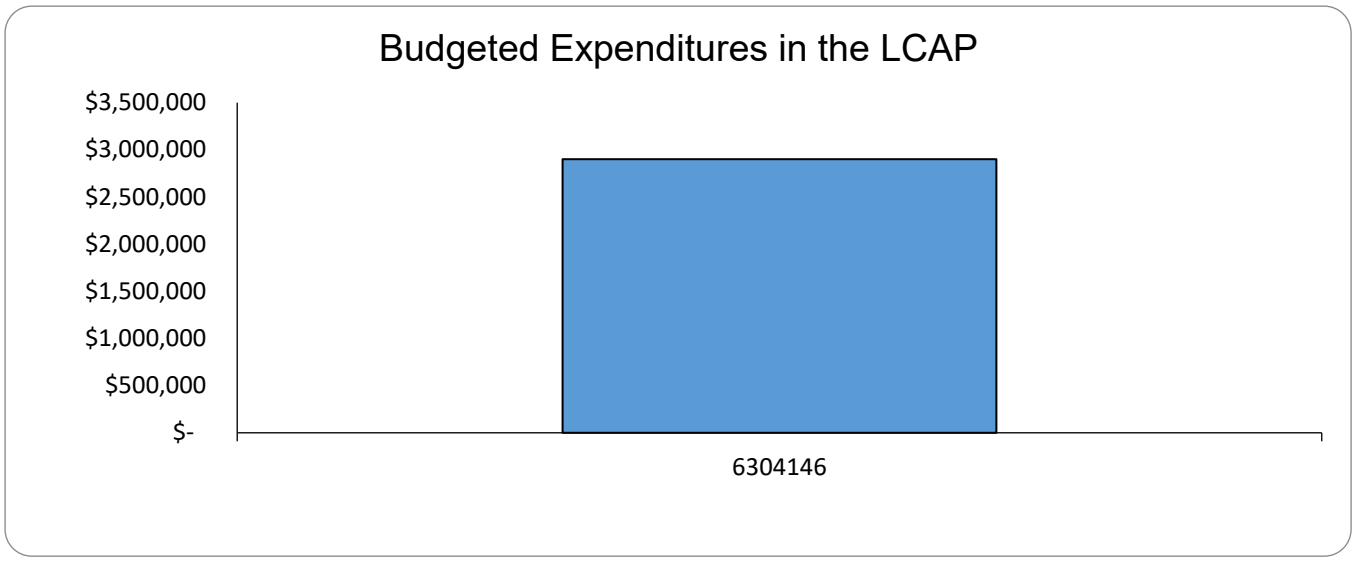
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Benito Juarez Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Benito Juarez Elementary is $9,912,447.00, of which $6,304,146.00 is Local Control Funding Formula (LCFF), $3,032,889.00 is other state funds, $143,409.00 is local funds, and $432,003.00 is federal funds. Of the $6,304,146.00 in LCFF Funds, $1,332,057.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Benito Juarez Elementary plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Benito Juarez Elementary plans to spend $6,304,146.00 for the 2024-2025 school year. Of that amount, $2,900,854.90 is tied to actions/services in the LCAP and $3,403,291.10 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

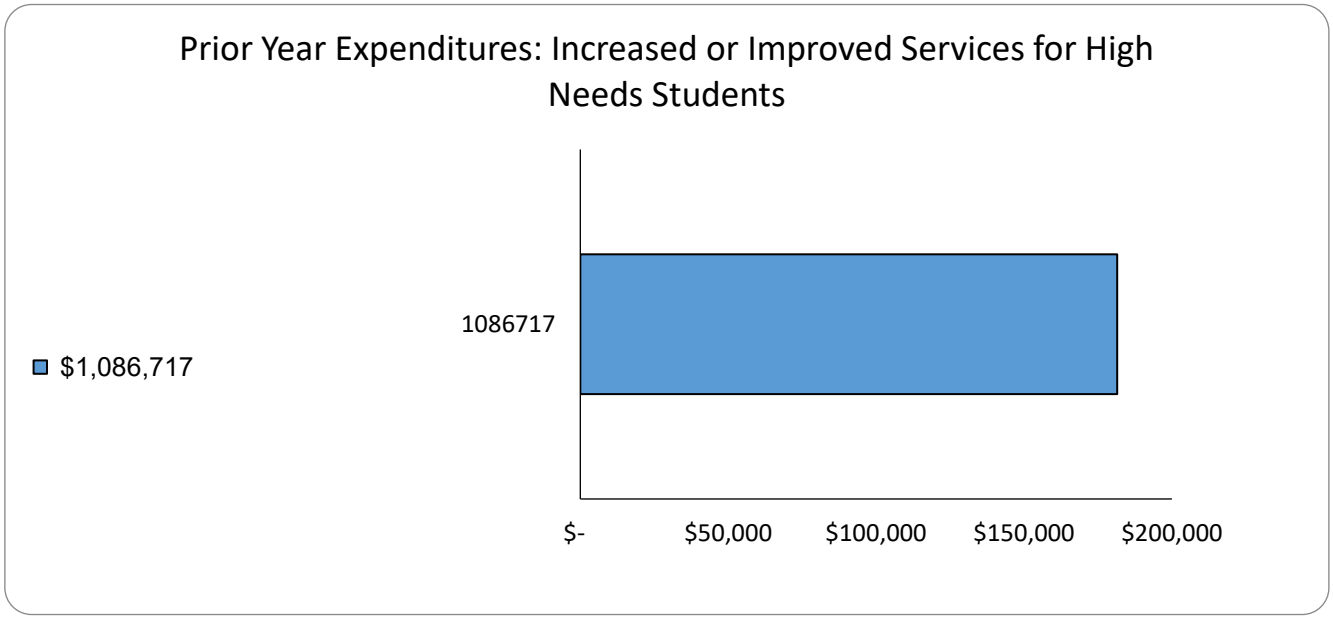
Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Benito Juarez Elementary is projecting it will receive $1,332,057.00 based on the enrollment of foster youth, English learner, and low-income students. Benito Juarez Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Benito Juarez Elementary plans to spend $1,410,143.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024

This chart compares what Benito Juarez Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Benito Juarez Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Benito Juarez Elementary's LCAP budgeted $181,500.00 for planned actions to increase or improve services for high needs students. Benito Juarez Elementary actually spent $1,086,717.00 for actions to increase or improve services for high needs students in 2023-2024.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Elementary - Benito Juarez Elementary	Dr. LaSonya Michelle Walker, Site Director	lawalker@amethodschools.org 510-722-1179

Goals and Actions

Goal 1

Goal 1	Description
1	**College and Career Readiness for All: Provide an academically rigorous, Common Core-aligned college preparatory program with academic support and interventions for students' academic development.**

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	62% of teachers retained from 19-20 to 20-21	63% of teachers retained from 20-21 to 21-22	60% of teachers retained from 21-22 to 22-23	37% of teachers retained from 2022-23 to 23-24	At least 80% retention from the previous year
Quantity and retention of paraprofessionals	Paraprofessionals, 100% retention from previous years	Paraprofessionals, 100% retention from previous year	Paraprofessionals, 100% retention from previous year	Paraprofessionals, 33% retention from the previous year	At least 75% retention from the previous year
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	2022-2023: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2023–2024 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
SBAC Math (3-8) Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021	2021-2022 15% Meeting or Exceeding the State Standard	2022-2023 21.43% Meeting or Exceeding the State Standard	40% or more proficient
SBAC ELA (3-8) Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021	2021-2022 28% Meeting or Exceeding the State Standard	2022-2023 21.6% Meeting or Exceeding the State Standard	60% or more proficient
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP Reading	2020-2021 Reading: 20%	2021-2022 Reading: 20%	2022-2023 Reading: 17%	2023–2024 TBD Summer 2024	At least 70% for each subject
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA's MAP Math	2020-2021 Reading: 17%	2021-2022 Reading: 13%	2022-2023 Math: 18%	2023–2024 TBD Summer 2024	At least 50% for each subject

Percent of EL students making progress toward proficiency as measured by the CA School Dashboard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard	2020-2021 There is no data available for this report per 2022 CA School Dashboard	2021-2022 46.3% (High ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	2022-23 34.4% (Low ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	Increase to 60% (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: -10%	2021-2022 Reclassification Rate: N/A	2022-2023 Reclassification Rate: 7.3%	2023–2024 TBD Summer 2025	At least 25% reclassification rate
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	2020-2021 80%	2021-2022 80%	2022-2023 *Data not available for this year.*	2023–2024 TBD Summer 2024	100% proficient
Teachers and paraprofessionals reporting favorable site level support as measured by end of year survey based on a 1 - 4 scale.	2020-2021 2.8% Teachers and paraprofessionals reporting favorable site level support as measured by end of year survey based on a 1 - 4 scale	2021-2022 3.0% Teachers and paraprofessionals reporting favorable site level support as measured by end of year survey based on a 1 - 4 scale	2022-2023 *Data not available for this year.*	2023–2024 TBD Summer 2024	3.5% proficient

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Goal 1 Analysis

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.

Predominantly, the Actions (1.1 - 1.6) of Goal 1 commenced as planned. The faculty engaged in comprehensive professional development by faculty and staff for curriculum design, data collection and analysis via deep data dives relative to common summative and formative assessments, student and parent engagement, as well as technological resources. The Site Director established and implemented Professional Learning Communities, thus meeting with teachers, paraprofessionals, and TAs each Tuesday to discuss instruction and interventions in reading and math.

The Site Director negotiated terms with I-Ready to Pilot I-Ready Reading to better assist students with ELA academic performance. AMPS Board and district leaders already had the I-Ready math component available for use. I-Ready Consultants met with the administration team collaboratively and periodically to implement the program with fidelity as Curriculum Associates (I-Ready) had a proven track record of performance relative to SBAC scores as illustrated on their website that details scholarly research with results that reveal the program as leveling the playing field relative to academics for our scholars' demographics. Benito-Juarez Elementary (BJE) administrators perform fidelity checks relative to teacher usage of the program in the classroom.

Additionally, the Site Director developed a Response to Intervention (RTI) process that encompassed a designated intervention time via the schedule. The designated intervention time consisted of leveling students into tiers (i.e., Tier I, Tier II, & Tier III), as well as a process for intervention. Teachers, specifically, provided intense intervention to students two or more grade levels (i.e., Tier III students). The remainder of the students engaged in I-Ready path, which is an adaptive program that meets students needs at their grade level. Moreover, it provides enrichment opportunities for students to grow beyond their grade level if advanced.

The Administration team transformed the ASES after school/enrichment program to a comprehensive tutoring program that enhances performance in the classroom through a teacher/tutor partnership effort. The program is as follows: (1) tutors push-in to classrooms to better assist students with current homework assignments (2) teachers welcome and collaborate w/tutors (3) tutors incorporate reading, math, and science concepts into STEM activities (4) teachers joined the program to assist with tutoring students, as well. The ASES program encompassed the following enrichment partnerships including 1:1 enrichment activities:

1. The Lawrence Hall of Science, University of California, Berkeley

2. Tomo Club, Game Based - Social Emotional Learning Curriculum (Innovation, Leadership, & Emotional Intelligence activities)

The plan is to add more enriching STEM activities, such as performing arts, AI technology, programming, and more to not only motivate students to learn but also add more engaging activities to promote academic excellence while having fun.

Finally, administrators focused on teacher performance in the classroom and invested in TeachFX to assist in providing an engaging learning experience for BJE scholars. TeachFX "provides AI-powered instructional feedback that helps teachers facilitate meaningful student discourse" (TeachFX, 2024).

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.

Due to a misunderstanding of the instructions for last year's LCAP Action Tables, some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year. In some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

The Schools also hired a new administration team which contributed to some changes in the school. In addition, teachers continue to use FOSS; however, Springboard/Illustrative Math was replaced with i-Ready Math Curriculum. In addition, the original budgeted expenditures for Actions 1.1, 1.3, 1.4, and 1.5 did not include funds spent on staff salaries to support this action. The estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Standardized Testing scores from the 2022-2023 school year indicated the goals for achievement and growth fell below expectations for the state and district. Nearly 92% of the population encompasses English learners, and this is especially true for students who are more than one grade level behind the standard. The school did not meet the reclassification goal as well. Therefore, this administration team deemed that some of the curriculum used previously is outdated and opted to bring in more innovative curriculum with embedded diagnostics and assessments for teachers to ascertain the progression of their students toward desired goals.

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.

The new administration team has identified significant deficits with students two or more grade levels behind in reading and math with the utilization of the i-Ready Diagnostics in Reading and Math. As a result, the administration team developed an RTI Intervention program for teachers to follow by placing the students significantly behind in reading and/or math in Tier III with students on the bubble (one grade level behind) in Tier II. The Site Director established Professional Learning Community (PLC) Meetings to specifically address these students with deep data dives. Since there is a national shortage of certified teachers applying to be an educator in the classroom, the BJE Administration Team had to find ways to achieve growth irrespective of the teacher shortage. Although the plan is to recruit certified teachers, the realization is that administrators must find innovative ways to grow students with the understanding that many positions may be filled with substitutes. Thus far, students at BJE are on a growth trajectory in both ELA and Math in both NWEA & I-Ready Assessments completed this quarter. Although the pandemic created learning loss, current students at BJE could potentially have the desired outcome of growth. We have also refocused our hiring efforts to ensure that all positions are filled with highly qualified staff members.

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

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	2019-2020 85% attendance rate as measured by annual report	2020-2021 …….attendance rate as measured by annual report	2021-2022 87.17% attendance rate as measured by annual report	2022-2023 92.2% attendance rate as measured by annual report	96% attendance rate as measured by annual report
Suspension rate as a percentage by subgroup	2019-2020 Suspension Rate: Schoolwide - .6% Black - 0% Hispanic - .4% Asians - 0%	2020-2021 Suspension Rate: Schoolwide - .6% Black - 0% Hispanic - 1% Asians - 0%	2021-2022 Suspension Rate: All Students - 1.4% EL - 1.3% Hisp - 1.3% SED - 1.6% SWD - 0.0%	2022-2023 Suspension Rate: All Students - 1.6% EL - 1.1% Hisp - 1.8% SED - 1.9% SWD - 3.6%	Maintain below 1%
Expulsion rate as a percentage	2019-2020 Expulsion rate: 0.0%	2020-2021 Expulsion rate: 0.0%	2021-2022 Expulsion rate: 0.0%	2022-2023 Expulsion rate: 0.0%	Maintain less than 1%
Standards-aligned instruction for all students for all core subjects	2019-2020 25.0% of Teacher	2020-2021 58.0% of Teacher	2022-2023 *Data not available for this year.*	2023–2024 100%	Maintain 100%
Facilities in good repair	2020 SARC: Good Status	2021 SARC: Good Status	2022 SARC: Good Status	2023 SARC: Exemplary Status	Maintain Good Status or above as reported on SARC

Goal 2 Analysis

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.

Actions 2.1 - 2.12 were completed as planned. In addition to the planned activities, the school was fortunate to hire a School Counselor, where there was none last year. The leadership team held assemblies to promote positive behavior and Social Emotional Learning (SEL), created nine clubs to encourage attendance and motivation to learn, and held other events and activities as planned. All other activities commenced as stated including upgrade of cameras, engaging activities, community involvement, and MTSS/PBIS activities.

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.

The planned budgeted expenditures mirror the actual expenditures for this goal with a few exceptions. We were not able to hire the role of Behavior Therapist for this school year. We were able to add additional cameras and signed a contract with a new company that allows us to better access camera footage on the cloud, so those expenses were included under Action 2.9. For Actions 2.1, 2.10, and 2.12, the original planned expenditure budget did not include funds spent on staff salaries to support these actions. The estimated actuals include this information. For Action 2.11, we were able to hire an in person full time wellness counselor and did not need telehealth services. Lastly, we decided to not use class dojo (Action 2.13) so that expense was not included.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions for Goal 2 were fairly effective. We met our goals for low expulsion rate, access to standards-aligned instructional materials, and maintaining a safe and clean learning environment/facility. And even through we didn't meet our attendance goal, we did consistently improve it each year, and are on track to meet the goal in the next 3-year LCAP. Similarly, while suspension rates were kept low, we did not quite meet our ambitious goal of 1% or less.

The BJE leadership team, consisting of administrators and lead teachers, undergo continuous improvement efforts to have effective and efficient communication with all stakeholders. Additionally, as described previously, some initiatives underway are clubs, Honor Roll Assemblies, Bullying Assemblies, and plans to shift scholars to a STEM academic environment of project based learning to complement effective curriculum currently being used and digital innovation being piloted. Other initiatives include Tomo Club digital SEL innovation that incorporates math and science, where kids solve "real-world" problems using gaming activities, as well as Lawrence Hall of Science organization for the afterschool program. Plans are to bring some activities to classes daily as BJE scholars advance in academic performance. All of these activities assist in improving school culture.

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.

The administrators are working toward engaging activities for students moving forward with the newly developed administration and leadership team. BJE will strengthen and expand our strategies and actions to support strong outcomes in these areas.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents who responded to survey reported that satisfaction with parent communication on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	2020-2021 3.84 Parents who responded to survey reported that satisfaction with parent communication on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale.	2021-2022 TBD Parents who responded to survey reported that satisfaction with parent communication on Mid-Year and End of Year Parent Surveys based on 1 - 5 scale	2022-2023 *Data not available for this year.*	2023-2024 TBD Summer 2024	3.5 of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees
Average parent attendance rates at school events and parent/teacher conferences	2020-2021 80%	2021-2022 - Unknown	2022-2023 *Data not available for this year.*	2023-2024 TBD Summer 2024	90%
Parents sense of representation and involvement in parent/family groups such as FST, ELAC, and other committees	2020-2021 80% 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 80% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2022-2023 *Data not available for this year.*	2023-2024 TBD Summer 2024	95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees
Percentage of parents logging on to Parent Portal (Parent Square) via application Download	2020-2021 12% of families who responded to survey reported that they are logging on to Parent Portal.	2021-2022 35% of families who responded to survey reported that they are logging on to Parent Portal.	2022-2023 *Data not available for this year.*	2023-2024 TBD Summer 2024	80% of families who responded to survey reported that they are logging on to Parent Portal.

Goal 3 Analysis

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.

BJE's leadership team implemented Actions 3.1, 3.3, & 3.4 as planned. The Administration Team continues to hold Coffee and Chats and Family/Staff/Team (FST) meetings with parents monthly to encourage family connection to the school community. AMPS provides each school with Parent Square, which is our main hub of communication with parents; this is a vital tool and conduit of communication to keep them abreast of current events and activities at the school. Additionally, the leadership team provides continuous communication through the approved channels developed by AMPS. BJE Communication goes out to parents via Parent Square, which is the conduit website for administrators, teachers, and staff to communicate daily with parents regarding events and activities directly in the classroom and/or school. BJE uses Class Dojo, where parents receive daily communication relative to their child's behavior performance in class. These actions were carried over from previous years and continue to be BJE's predominant mode of communication. That said, Action 3.2, was not implemented as the role of Bilingual Community Coordinator was vacant, however this is an area we are working on currently in order to staff this position in the coming school year.

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.

The planned budgeted expenditures mirror the actual expenditures for this goal with two exceptions. For Actions 3.1 and 3.2, the original planned expenditures did not include funds spent on staff salaries to support these actions. The estimated actuals include this information. For Action 3.4, due to a reduction in COVID cases that required quarantine we did not have a high need for hybrid/remote instruction. A change in administration could account for other non-material variances in the budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions for this goal commenced as planned and qualitative data–from conversations with parents and families–indicates that we are making progress in this area. Parents have reported a strong positive response to the school leadership team and we are working closely with them to address their needs. Due to staffing changes at the school, some of the prior year data was lost. Benito Juarez Elementary strives continually to reach out to parents through effective communication efforts, even adding a new digital "call-out" via digital voice communication when significant events occur utilizing AMPS platforms. Although parent/teacher conferences are vital, BJE strives for weekly, moreover, daily communication to parents using technology. Plans are to offer more programs of engagement that invite parents to the site, as well as field trips to include them more in activities with the school.

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.

Strategies and actions will continue to be implemented with more opportunities for parents to engage with our staff and students. There are no major changes to be made at this time.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage classrooms will be equipped with audio/video equipment.	50% of classrooms will be equipped with audio/video equipment.	100% of classrooms will be equipped with audio/video equipment.	100% of classrooms will be equipped with audio/video equipment.	100% of classrooms will be equipped with audio/video equipment.	100%
Percentage of teachers regularly utilizing technology in the classroom	60% of teachers regularly utilizing technology in the classroom	60% of teachers regularly utilizing technology in the classroom	2022-2023 *Data not available for this year.*	100% of teachers regularly utilizing technology in the classroom	100%
Maintain student to device ratio of (1 to 1)	1 to 1	1 to 1.5	1 to 1	1 to 1	1 to 1

Goal 4 Analysis

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.

BJE implemented these actions as planned. The teachers and staff were provided with one-to-one laptop computers from the beginning of the school year, with an allotted amount designated for the afterschool program, as well. The entire staff receive professional development periodically via these devices. Teachers created Google Classroom to communicate with students.

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.

The planned budgeted expenditures mirror the actual expenditures for this goal. There were no meaningful changes.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions for this goal were effective. Next year, the plan is to open Google Classroom to parents with access to their students' classwork and homework expectations. Additionally, next year, this administration team will use a “call-out” process via phone in addition to Parent Square to increase digital communications and enhance information sharing between BJE and all stakeholders.

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.

Benito Juarez Elementary School plans to enhance technology through adding innovative and state-of-the-art STEM equipment. This will not only enhance the academic performance of students through stimulating lessons but also prepare BJE scholars for the College and Career Readiness mission of AMPS. Moreover, it provides BJE scholars with a device of ingenuity that could potentially assist in developing a passion for students by giving them a window to the endless possibilities that await them in their career path for the future. However, given our success in this area and shift away from focusing on virtual learning and technology since the last LCAP was developed, in the coming year we are removing this goal from the LCAP and folding some of the actions into other goals.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Dr. LaSonya Michelle Walker, Site Director	lawalker@amethodschools.org, 510-722-1179

Plan Summary 2024-2025

General Information

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

At Benito Juarez Elementary (BJE), we are committed to our students' academic success and developing a strong community of learners. BJE is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501(c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, BJE is located in the beautiful Marina Bay area of Richmond, CA and serves 502 K-5th grade students in the 2023-24 school year.

BJE takes the name of the hero and first president of Mexico: Benito Juarez, and we emanate his core values by building community pride in the City of Richmond. 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. BJE is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line. BJE families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, BJE served 83.5% socioeconomically disadvantaged students, 43.0% English learners, and 8.8% students with disabilities. Almost all students identify as students of color, including 89.4% that identify as Hispanic/Latino, 2.6% as African-American/Black, and 2.6% as two or more races.

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 use research-based teaching methodologies that emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. Our academic program instills a love of learning that carries our students throughout their life. BJE offers students a wide range of extended learning opportunities. We also offer daily after-school activities including music and our homework club.

BJE supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. BJE has a network of paraprofessional

educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students. 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified a number of areas of success, and continue to experience persistent challenges. Standardized testing results fell below our goals and expectations. The school did not meet the English learner reclassification goal as well. Therefore, the new administration team deemed that some of the curriculum used previously was outdated and have since opted to bring in a more innovative and evidence-based curriculum that includes embedded diagnostics and assessments for teachers to ascertain the progression of their students toward desired goals.
BJE received red dashboard indicators on the 2023 California Schools Dashboard for ELA across four subgroups (all students, English learners, Hispanic/Latino, and socioeconomically disadvantaged). To increase student performance on ELA, the school conducted a thorough analysis of student data and the school program in order to address ELA proficiency. First, BJE has incorporated the i-Ready ELA curriculum to enhance student performance, as measured by i-Ready Diagnostics and NWEA testing. Additionally, we instituted a full RTI (response to intervention) program from this data, grouping students accordingly in Tier I, II, & III groups. The Tier II & III groups receive intense intervention from the classroom teacher for 45 minutes daily, Monday through Thursday, with fidelity checks to ensure compliance. For our English learners specifically, we use an English language developmental program (Lexia) which pinpoints language acquisition support. Lexia integrates speaking, listening, and grammar skills into math, science, social studies and other academic areas. Nearly 92% of the population encompasses English learners, and this is especially true for students who are more than one grade level behind the standard. Scaffolding practices are utilized routinely throughout lessons and BJE also provides every student with their own tech devices and hot spots to students without internet access.
In addition to our academic data, we met our goals for low expulsion rate, access to standards-aligned instructional materials, and maintaining a safe and clean learning environment/facility. And even though we didn't meet our attendance goal, we did consistently improve it each year, and are on track to meet the goal in this next 3-year LCAP. Similarly, while we did not meet our ambitious goal of 1% or less suspension rate, we did maintain very low overall rates, 1.6% on average.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable; the LEA is not eligible for technical assistance.

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.

Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. Monthly Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year's LCAP. Monthly Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. Parents are invited to attend and share any questions, comments or concerns they may have. Moving forward, BJE has invested in translation headsets as an accommodation for multilingual parents and students. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST). Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.
Students	In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. BJE holds assemblies quarterly to celebrate honor roll students (those who've earned A's and B's on their report cards) as well as Student of the Month and perfect attendance. We also have bi-weekly club days as a PBIS incentive for good behavior. We use these methods to engage our student body.

SELPA	In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.
Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.
Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.
Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school's 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. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.
Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	46.2% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	*Will be completed in 2025.*
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of students have access to standards-aligned instructional materials	*Will be completed in 2025.*
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	*Will be completed in 2025.*	*Will be completed in 2026.*	School facilities are in good or exemplar repair	*Will be completed in 2025.*

1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	The Annual Summit is Offered	*Will be completed in 2025.*
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	0.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of EL students are enrolled in ELD courses.	*Will be completed in 2025.*
1f	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 21.7% SED: 18.3% Hispanic: 20.3% EL: 7.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	*Will be completed in 2025.*

1g	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 21.4% SED: 19.4% Hispanic: 20.5% EL: 10.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	*Will be completed in 2025.*
1h	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 22.1% SED: 19.4% Hispanic: 20.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	*Will be completed in 2025.*

1i	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 34.4%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	*Will be completed in 2025.*
1j	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	1.2%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	*Will be completed in 2025.*
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Students have access to a broad course of study - Local Indicator "Standard Met"	*Will be completed in 2025.*

1l	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	1 paraprofessional for EL and 1 for SWD	*Will be completed in 2025.*
1m	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 44th Hispanic: 43rd *Source for baseline year is NWEA.*	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*
1n	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 44th Hispanic: 44th	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$ 96,912	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	$ 917,463	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$ 316,116	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$ 117,603	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$ 190,475	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$ 134,644	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$ 37,994	Yes

1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$ 563,614	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$ 20,201	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	*Will be completed in 2025.*
2b	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events *From the 2022-23 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Parents invited to at least 4 events	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$ 31,134	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$ 43,772	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 90.7% Hispanic: 90.7% EL: 90.9% SED: 90.7% SWD: 90.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will achieve 90% or greater ADA.	*Will be completed in 2025.*
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 36.3% SED: 36.6% Hispanic: 36.5% EL: 38.2% SWD: 45.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	*Will be completed in 2025.*
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 1.6% SED: 1.9% Hispanic: 1.8% EL: 1.1% SWD: 3.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	*Will be completed in 2025.*

3d	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will have 0.5% or lower expulsion rate	*Will be completed in 2025.*
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	79.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	73.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3g	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	*Will be completed in 2025.*

3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$ 78,581	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$ 148,712	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$ 41,119	Yes

3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion - Train teachers to provide social-emotional learning opportunities through advisory/home room classes - The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$162,515	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,332,057	$104,737

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
28.859%	2.377%	$101,369.39	31.237%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, and 1.4	Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year’s worth of academic progress in a year’s time in order to “catch up” to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year’s progress in Math, as defined by internal assessment.

Goal 1, Action 1.9	Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal 2, Actions 2.1 and 2.2	We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal 3, Actions 3.1, 3.2, 3.3, and 3.4	Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.6 Goal 1, Action 1.7	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

For any limited 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, as applicable.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	*Not applicable for charter schools.*	*Not applicable for charter schools.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools.*	*Not applicable for charter schools.*

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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
November 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 4,615,708	$ 1,332,057	28.859%	2.377%	31.237%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,791,697	$ 880,281	$ 125,037	$ 103,840	$ 2,900,854.90	$ 1,729,735	$ 1,171,119

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 54,797	$ 42,115	$ 59,544	$ 37,368	$ -	$ -	$ 96,912	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 917,463	$ -	$ 682,726	$ 234,737	$ -	$ -	$ 917,463	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ -	$ 316,116	$ 316,116	$ -	$ -	$ -	$ 316,116	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 77,603	$ 40,000	$ 117,603	$ -	$ -	$ -	$ 117,603	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ 148,475	$ 42,000	$ 65,438	$ -	$ 125,037	$ -	$ 190,475	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 119,644	$ 15,000	$ 76,404	$ -	$ -	$ 58,240	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 24,994	$ 13,000	$ 37,994	$ -	$ -	$ -	$ 37,994	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	$ -	$ 563,614	$ -	$ 518,014	$ -	$ 45,600	$ 563,614	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	$ 14,201	$ 6,000	$ 14,201	$ 6,000	$ -	$ -	$ 20,201	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 24,134	$ 7,000	$ 31,134	$ -	$ -	$ -	$ 31,134	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 18,772	$ 25,000	$ 43,772	$ -	$ -	$ -	$ 43,772	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	$ 24,134	$ 54,447	$ 27,834	$ 50,747	$ -	$ -	$ 78,581	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 113,391	$ 35,321	$ 115,297	$ 33,415	$ -	$ -	$ 148,712	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 39,019	$ 2,100	$ 41,119	$ -	$ -	$ -	$ 41,119	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 153,109	$ 9,406	$ 162,515	$ -	$ -	$ -	$ 162,515	0.000%

2024-2025 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
$ 4,615,708	$ 1,332,057	28.859%	2.377%	31.237%	$ 1,410,143	0.000%	30.551%	**Total:**	$ 1,410,143
								LEA-wide Total:	$ 1,295,745
								Limited Total:	$ 114,398
								Schoolwide Total:	$ 1,295,745

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	1.1	Academic Assessment and Progress Monit	Yes	LEA-wide	0	The charter school/LEA	$ 59,544	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	$ 682,726	0.000%
1	1.4	Professional Development to Promote Acad	Yes	LEA-wide	All	The charter school/LEA	$ 117,603	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	$ 76,404	0.000%
1	1.7	Additional Supports for Long-term English L	Yes	Limited	English Learners	The charter school/LEA	$ 37,994	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	$ 14,201	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	$ 31,134	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	$ 43,772	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	$ 27,834	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	$ 115,297	0.000%
3	3.3	Supports for Student Attendance and Engag	Yes	LEA-wide	All	The charter school/LEA	$ 41,119	0.000%
3	3.4	Supports for Student Behavior and Wellbeii	Yes	LEA-wide	All	The charter school/LEA	$ 162,515	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 323,500.00	$ 1,228,050.01

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	$ 181,050
1	2	Teammate Retention	No	$ 20,000	$ 12,427
1	3	Coaching and support	Yes	$ 20,000	$ 120,450
1	4	Intervention & Acceleration	Yes	$ 10,000	$ 130,000
1	5	Assessments and Programs	Yes	$ 10,000	$ 332,560
1	6	Library	Yes	$ 5,500	$ 5,697
2	1	MTSS & PBIS	Yes	$ 5,000	$ 177,050
2	2	Assemblies	No	$ 1,000	$ 1,000
2	3	Team Building	No	$ 1,000	$ 1,500
2	4	Engagement Activities	No	$ 2,000	$ 2,200
2	5	Communication	No	$ 1,000	$ 800
2	6	Student Mental Health	Yes	$ 62,000	$ 37,139
2	7	Safety Materials	No	$ 20,000	$ 14,826
2	8	School Themed Materials	No	$ 20,000	$ 18,986
2	9	Facility Safety	No	$ 5,000	$ 30,387
2	10	Wellness Councelor/ BT	Yes	$ 2,000	$ 37,139
2	11	Telehealth Wellness	Yes	$ 5,000	$ 1,317
2	12	SART Training and Support	Yes	$ 5,000	$ 36,350
2	13	Class Dojo	Yes	$ -	
3	1	Parent Workshop	Yes	$ 2,000	$ 14,350
3	2	Bilingual Community Coordinator	Yes	$ 5,000	$ 13,614
3	3	Community Partnerships	No	$ 5,000	$ 2,407
3	4	Family Access to Hybrid Instruction	No	$ 2,000	$ 500
4	1	Student Devices	No	$ 25,000	$ 17,273
4	2	Software for Students	No	$ 33,000	$ 32,988
4	3	Tech Training	No	$ 5,000	$ 3,634
4	4	Tech Purchase	No	$ 1,000	$ 1,000
4	5	Software for Safety Guidelines	No	$ 1,000	$ 1,405

2023-2024 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)
$ 1,188,086	$ 181,500	$ 1,086,717	$ (905,217)	0.000%	0.000%	0.000% - 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	$ 50,000	$ 181,050.00	0.000%	0.000%
1	3	Coaching and support	Yes	$ 20,000	$ 120,450.00	0.000%	0.000%
1	4	Intervention & Acceleration	Yes	$ 10,000	$ 130,000.00	0.000%	0.000%
1	5	Assessments and Programs	Yes	$ 10,000	$ 332,560.00	0.000%	0.000%
1	6	Library	Yes	$ 5,500	$ 5,697.46	0.000%	0.000%
2	1	MTSS & PBIS	Yes	$ 5,000	$ 177,050.00	0.000%	0.000%
2	6	Student Mental Health	Yes	$ 62,000	$ 37,139.35	0.000%	0.000%
2	10	Wellness Councelor/ BT	Yes	$ 2,000	$ 37,139.35	0.000%	0.000%
2	11	Telehealth Wellness	Yes	$ 5,000	$ 1,316.70	0.000%	0.000%
2	12	SART Training and Support	Yes	$ 5,000	$ 36,350.00	0.000%	0.000%
2	13	Class Dojo	Yes	$ -	$ -	0.000%	0.000%
3	1	Parent Workshop	Yes	$ 2,000	$ 14,350.00	0.000%	0.000%
3	2	Bilingual Community Coordinator	Yes	$ 5,000	$ 13,613.75	0.000%	0.000%

2023-2024 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)
$ 4,263,899	$ 1,188,086	0.000%	27.864%	$ 1,086,717	0.000%	25.486%	$ 101,369.39	2.377%

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Richmond Charter Academy

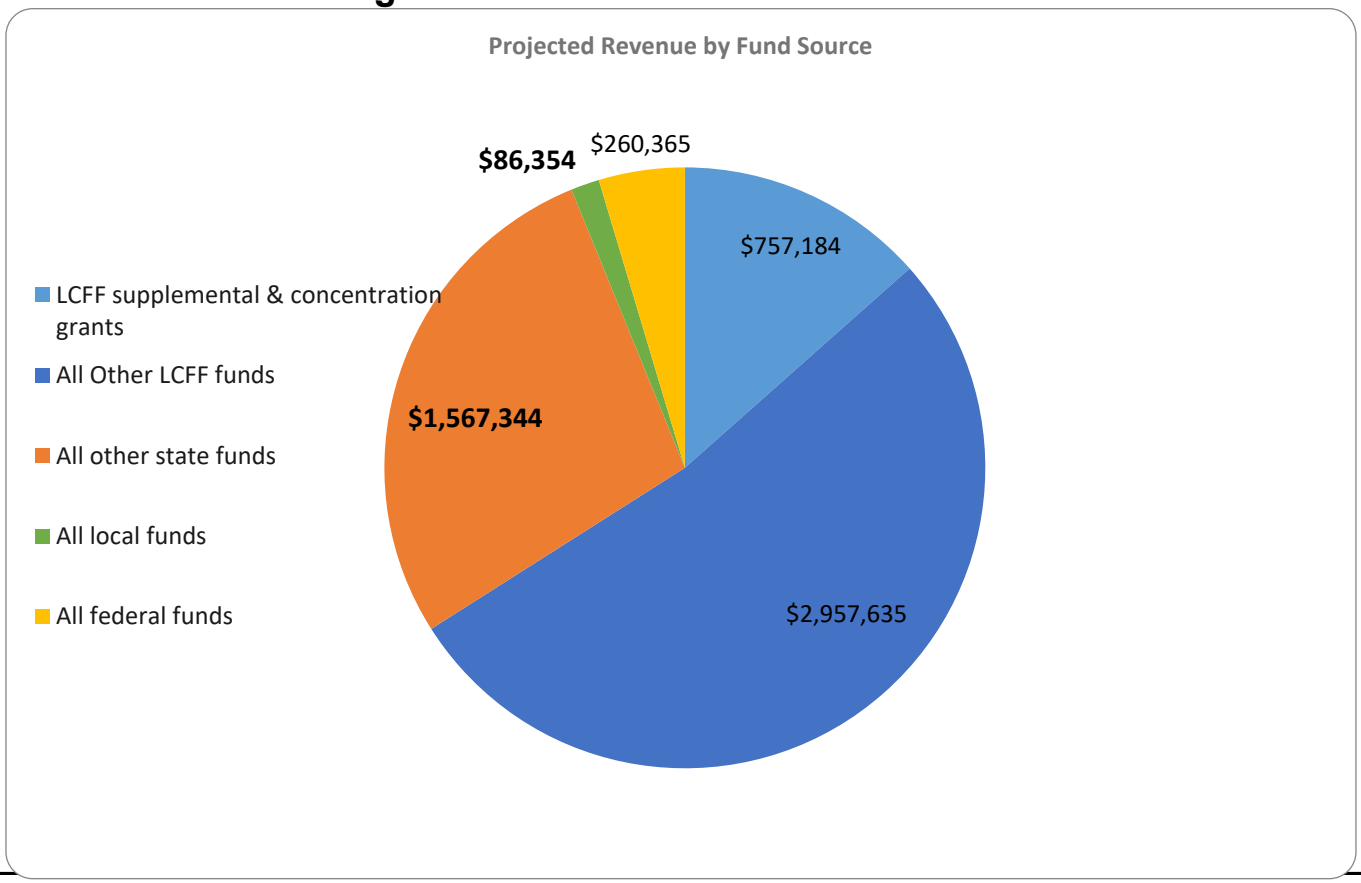
CDS Code: 07-61796-0126805

School Year: 2024-2025

LEA contact information: Michelle Coleman, mcoleman@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

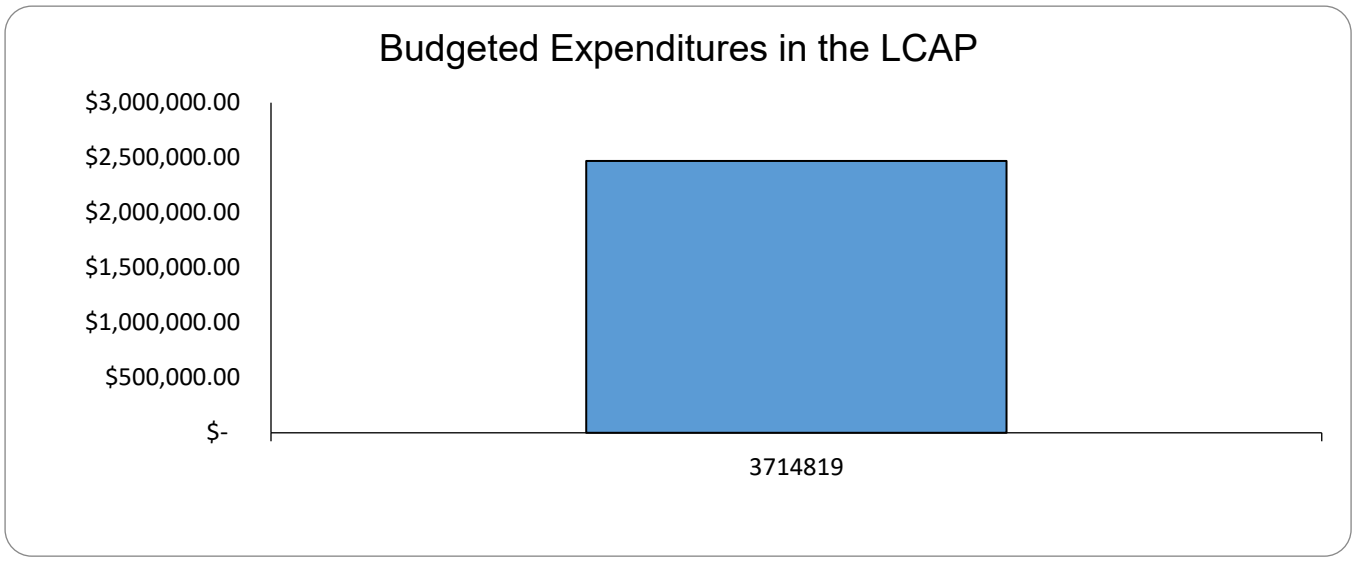
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Richmond Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond Charter Academy is $5,628,882.00, of which $3,714,819.00 is Local Control Funding Formula (LCFF), $1,567,344.00 is other state funds, $86,354.00 is local funds, and $260,365.00 is federal funds. Of the $3,714,819.00 in LCFF Funds, $757,184.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Richmond Charter Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

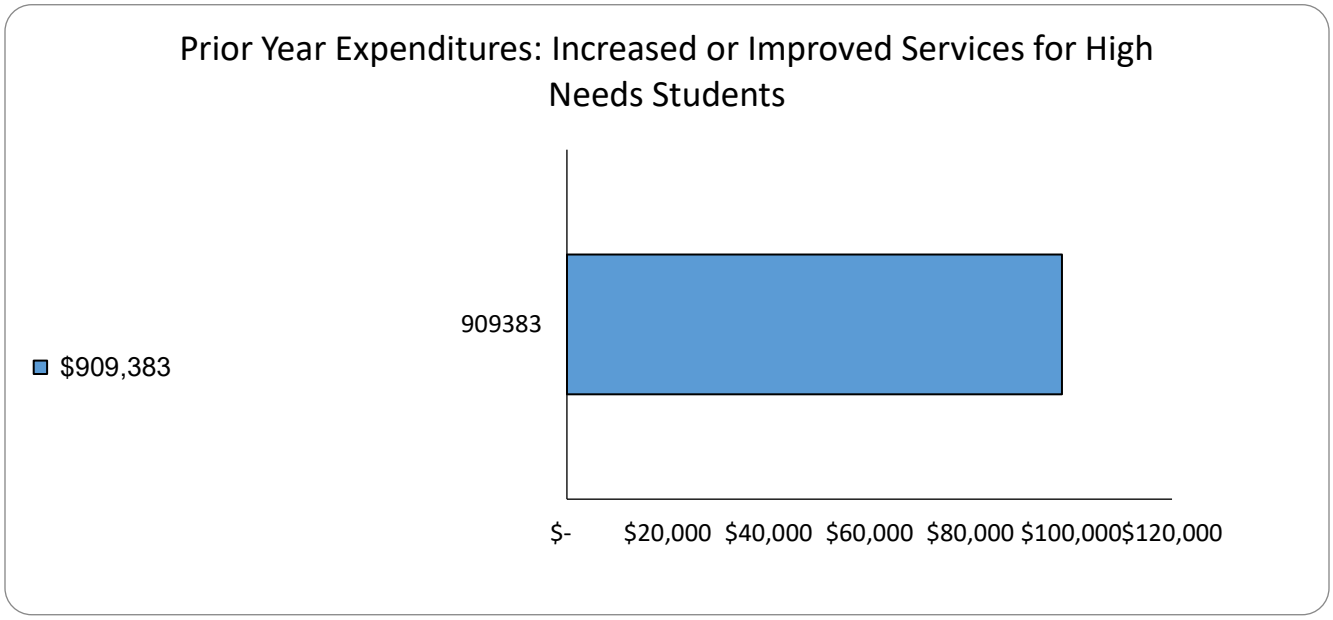
The text description of the above chart is as follows: Richmond Charter Academy plans to spend $3,714,819.00 for the 2024-2025 school year. Of that amount, $2,470,379.21 is tied to actions/services in the LCAP and $1,244,439.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Richmond Charter Academy is projecting it will receive $757,184.00 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Academy plans to spend $1,123,790.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Richmond Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Richmond Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Richmond Charter Academy's LCAP budgeted $98,170.00 for planned actions to increase or improve services for high needs students. Richmond Charter Academy actually spent $909,383.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Academy	Michelle Coleman, Site Director	mcoleman@amethodschools.org, (510)374-8064

Goals and Actions

Goal 1

Goal 1	Description
1	**College and Career Readiness for All: Provide an academically rigorous, Common Core-aligned college preparatory program with academic support and interventions for students' academic development.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate (Teachers)	10%	18%	62.50%	54%	50%
Maintain appropriately assigned instructional staff (Para's)	100%	100%	100%	Data coming 2024	100%
Ensure Standards- aligned curriculum for all students for all core subjects	Level 1 AMPS rubric	*Data not tracked after 2019-2020 school year*	*Data not tracked after 2019-2020 school year*	*Data not tracked after 2019-2020 school year*	Increase 1 level on district rubric
Math SBAC % proficient (clarified measurement criteria)	2018-2019 28% proficient	2021-2022 22.85% proficient	2022-2023 9.09% proficient	Data coming 2024	40% or above the state average, whichever is higher
ELA SBAC % proficient (clarified measurement criteria)	2018-2019 41% proficient	2021-2022 13.06% proficient	2022-2023 19.12% proficient	Data coming 2024	51% proficient or above the state
% 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)	2022-2023 29% of students meet or exceed national reading norms on NWEA (based on Spring assessment data)	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)	2022-2023 19% of students meet or exceed national reading norms on NWEA (based on Spring assessment data)	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	2021-2022 51.7% of ELs moved up at least one level or maintained a 4	2022-2023 42.5% of ELs moved up at least one level or maintained a 4	Data coming 2024	EL - 75%
RFEP Rate as a percentage	2020-2021 16.3% Reclassification rate	2021-2022 18% Reclassification rate	2022-2023 3% Reclassification rate	Data coming 2024	30%

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	2022-2023 85% participation rate	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 not available for this year.*	Data coming 2024	90%

Goal 1 Analysis

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.

Most of the planned actions were implemented as planned, including Actions 1.4-1.7. There were minor differences in planned versus actual actions for 1.1-1.3, including increasing the frequency of coaching, observations, and feedback sessions for Action 1.1, and no longer utilizing the AMPS Career Path process. We also have increased efforts for Action 1.2 to ensure teacher and staff retention. We now provide weekly academic clinics for every teacher, a Culture Club to provide extra support for teachers with classroom management specifically, and every Friday we host professional development, which is a combination academics, culture, and responsive teaching practices. We work with substitution teaching agencies to fill vacancies and prioritize building a strong climate and culture amongst staff. We do “Titan of the Month” to celebrate teachers & staff, do teambuilders with staff to build culture on campus, and host a community lunch. Lastly, Action 1.8 is no longer implemented as we are fully in-person this school year.

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.

Due to a misunderstanding of the instructions for last year’s LCAP Action Tables, some of the budgeted expenditures from last year’s approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year. In some cases the amount budgeted was too low, resulting in the school’s actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school’s planned expenditures in a much clearer way, including marking the appropriate actions as “contributing.”

Specific differences include:

Action 1.1: The original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information.

Action 1.2 In addition to the planned expenditures the team decided to use some of the funds to reimburse qualified teachers for their induction programs in order to retain them.

Action 1.3 The original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information.

Action 1.4 The original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Academically, the school did not meet most of the goals outlined in this 3 year LCAP primarily due to the impact of COVID and the extreme amount of learning loss. However, in recognition of this the school decided to go back to foundational teaching skills. This includes: lesson

planning, how to make exemplars, utilizing exit tickets and weekly data analysis meetings in order to move student achievement and outcomes. In turn, the school has been able to utilize data to analyze achievement gaps and close them.

Additionally, the school has been providing teachers and staff with ongoing content knowledge, classroom management training and implementations of school-wide structures and systems in place. As a result, the school has seen positive trends with both NWEA and iReady, especially within reading but also in math.

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 2024-2025 school year, we are going to add more actions to the LCAP to reflect current-year improvements in teaching, educator professional development, and student achievement.

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

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%	91.19% ADA for 2021-2022	92.8% ADA for 2022-2023	Data coming 2024	5.00%
Suspension rate by subgroup	2020-2021 Schoolwide - 1% Black - 5.4% Hispanic - .4%	2021-2022 Schoolwide: 9.5% Black: 9% Hispanic 9.8%	2022-2023 Schoolwide: 9.9% EL: 12.9% Hisp: 9.5% SED: 10.4% SWD: 21.9%	Data coming 2024	Schoolwide - <1% Black - <2.0% Hispanic - <1% Asians - <1%
Expulsion rate	2020-2021 0% expulsion rate	2021-2022 0% expulsion rate	2022-2023 0% expulsion rate	Data coming 2024	<1%
Percentage of Teachers using Kickboard reward system daily to increase positive behaviors	2020-2021 50% of teachers use Kickboard daily	2021-2022 _% of teachers use Kickboard daily	2022-2023 66% of teachers use Kickboard daily	Data coming 2024	100%
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	36%	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 >10% of Kickboard entries are referrals or negative logs	2022-2023 <15% of Kickboard entries are referrals or negative logs	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	2022-2023 46% of parents have logged into the parent portal	Data coming 2024	60%
C-19 Chronic Absentee number of students	2020-2021 16 students chronically absent	2021-2022 124 students chronically absent	2022-2023 70 students chronically absent	Data coming 2024	5 students

Achieve & Maintain “good” indicator or higher on FIT (Facilities Inspection Tool) Report	2020-2021 Good	2021-2022 Good	2022-2023 Good	Exemplary Status	Good Status or higher

Goal 2 Analysis

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.

Most of the planned actions were implemented as planned, excluding Actions 2.7 and 2.11- 2.13. There were minor differences in planned versus actual actions. Actions 2.7 and 2.13 were not necessary given the school is conducting in-person learning. Although the school did not start a Telehealth Wellness Program or START Training and Support, other efforts were made to reduce chronic absenteeism, including increasing parent communications, implementing follow-up calls when scholars are absent, truancy meetings and transportation support, and attendance incentives for coming to school.

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.

The school had a few substantive differences between the budgeted expenditures and the estimated actual expenditures for this goal. For Action 2.1, the original planned expenditure budget did not include funds spent on YouthTruth, which is a national survey to gather data on student well being and positive interactions at school. For Action 2.4, we were able to plan more activities/field trips than originally planned. For Action 2.10, the original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information. And lastly, for Action 2.12, in order to support in identifying students before reaching chronic absenteeism, the school invested in building a dashboard that identifies absenteeism rates by different subgroups.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was successful in making progress towards this goal. We are on target to meet or exceed the desired outcomes for 2023-2024 across metrics 2.1, 2.3, 2.6, and 2.9, but did not meet our targets for 2.4, 2.7, and 2.8. Some data was not yet available. We attribute the successes to the actions described in the LCAP, including creating a healthy school environment conducive to learning, providing weekly SEL lessons, offering scholars the ability to check in with a wellness counselor if need be, and creating a partnership with parents through parent communication and involvement.

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 2024-2025 school year, we are going to update the actions in the LCAP to reflect current-year improvements in chronic absenteeism.

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

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	2022-2023 Data Not Available	Data coming 2024	4.4
Average parent attendance rates at school events and parent/teacher conferences	40%	45%	*Data not available for this year.*	Data coming 2024	60%
Percentage of parents logging on to Parent Portal	51%	64%	*Data not available for this year.*	Data coming 2024	60%
Number of families contributing/ providing parent input on decision making at meetings	20%	*Data not available for this year.*	*Data not available for this year.*	Data coming 2024	50%
Number families representing various subgroups who provide input on decisions making at meetings.	70 families	*Data not available for this year.*	*Data not available for this year.*	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	2022-2023 Data Not Available	Data coming 2024	85% report feeling engaged with the school

Goal 3 Analysis

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.

Most of the planned actions were implemented as planned, excluding Actions 3.1 and 3.4. There were minor differences in planned versus actual actions.

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.

The school had one substantive difference between the budgeted expenditures and the estimated actual expenditures for this goal. The original planned expenditures for Action 3.2 did not include funds spent on staff salaries to support this action. The estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was only partially successful in making progress towards this goal. Due to staff and administrator turnover at the school, some of the internal data was lost. This current school year, under a new administrator leadership team, the school has implemented improved data tracking systems and has updated the next 3-year LCAP with current practices. We are renewing a focus on school culture and student engagement by holding activities such as coffee with admin meetings, on campus school/ family events and FST meetings for parent involvement and decision making.

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 2024-2025 school year, we are going to continue efforts in parent involvement and education.

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

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%	90%	Data coming 2024	100%
Percentage of classrooms with dedicated audio/video equipment	80%	100%	100%	Data coming 2024	100%
Percentage of teachers regularly utilizing technology in the classroom	80%	100%	75%	Data coming 2024	100%

Goal 4 Analysis

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 school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. The only change that was made from the planned actions was to implement a new online learning platform called i-Ready. The new curriculum, called i-Ready, was implemented starting at the beginning of the 2023-2024 school year and offers more direct instruction to close achievement gaps, learning opportunities for students and teachers by providing a curriculum that is specific and targeted to scholars needs based on their diagnostic results that align to California common core standards. The updated curriculum name will be incorporated into the new 3-year LCAP.

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.

The school had one substantive difference between the budgeted expenditures and the estimated actual expenditures for this goal. Under Action 4.2, we partnered with a company to build a dashboard that is able to track student progress and achievement which allows us to be able to better differentiate instruction.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was successful in making progress towards this goal. We met or exceeded the desired outcomes for 2023-2024 across metrics in all categories. We attribute this success to the actions described in the LCAP, including ongoing professional development for our staff, utilizing standards-aligned curriculum and assessments, and differentiated instruction. These actions have increased instructional time, streamlined lesson planning, and supported data-driven collaborations across classrooms and staff members.

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.

Due to the transition back to in-person learning after the COVID-19 pandemic, we will not include this goal in the new version of the LCAP. Some metrics and actions may be incorporated into other goals within the LCAP, but our primary focus will be on combating learning loss and a strong school culture.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Michelle Coleman, Site Director	mcoleman@amethodschools.org, (510)374-8064

Plan Summary 2024-2025

General Information

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

At Richmond Charter Academy (RCA), we are committed to our students' academic success and developing a strong community of learners. RCA is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501(c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. RCA was established in 2012, and is located within the boundaries of West Contra Costa Unified School District (WCCUSD). In its first year of operation, RCA achieved an 812 API, 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's mission is to advance students' motivation and belief in academic achievement while in pursuit of a thriving future.

RCA currently serves 324 students in grades 6-8. We believe that every child deserves a world-class education. RCA is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line. RCA families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, RCA served 84.3% socioeconomically disadvantaged students, 34.3% English learners, and 9.6% students with disabilities. Almost all students identify as students of color, including 92.0% that identify as Hispanic/Latino, and 4.0% as African-American/Black.

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. RCA’s academic schedule contains built in time for differentiated support and social and emotional development. We provide access to mental health services, mindfulness, and social support systems for faculty, students and families. We also offer students a wide range of extended learning opportunities. 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. Additionally, through our ASES program students have daily access to activities including homework help, tutoring, music, art, chess, basketball and self-defense.
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. 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 conference with families about their students' grades and how they can continue to grow in the classroom. Families and students receive yard signs, medals, and awards that remind them of their potential and amazing capabilities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

RCA students, like many students nationally, experienced significant learning loss due to the COVID-19 pandemic. Socioeconomically disadvantaged students, English learners, and other vulnerable groups particularly faced numerous challenges over the last few years, which we are addressing with a variety of additional academic interventions. In recognition of this extreme need, the school decided to go back to foundational teaching skills, including: lesson planning, how to make exemplars, utilizing exit tickets and weekly data analysis meetings in order to move student achievement and outcomes. Additionally, the school has been providing teachers and staff with ongoing content knowledge, classroom management training, and implementation of school-wide structures and systems. As a result, the school has utilized data to analyze achievement gaps and is witnessing positive trends in the current school year for both NWEA and iReady results, especially within reading but also in math.
In the past year, the school met its goals for attendance, expulsions, negative/positive ratio of student behavior logs, and facilities. We attribute these successes to the actions described in the LCAP, including creating a healthy school environment conducive to learning, providing weekly SEL lessons, offering scholars the ability to check in with a wellness counselor if need be, and creating a partnership with parents through parent communication and involvement. RCA did not meet its suspension and chronic absenteeism goals and received some red indicators on the dashboard for these areas, which will be addressed below.
The school received a number of red indicators on the 2023 California Schools Dashboard. As the result of a thorough analysis of our data and school program, we are addressing each red indicator broken down by the impacted subgroups of students:
Students with disabilities (for chronic absenteeism, ELA, math, and suspension): We have a comprehensive support system in place for students with disabilities to address chronic absenteeism, including attendance plans to support the student and family needs and challenges. Additionally, our team collaborates closely with families, educators, and supports staff to provide resources, accommodations and interventions to ensure every student can fully engage in their education. Additionally, we are providing differentiated instruction, small group instruction, extended time and flexibility, positive reinforcement and feedback, and collaboration with special education professionals to create supportive classrooms to foster academic and social growth. As a result of these multi-tiered systems, we have been able to substantially decrease our suspensions in the current school year.
English learners (for ELA, math, and suspension): To support English learners academically, and lower suspension rates, we have provided language support through English as a Second Language instruction. Implementation of culturally responsive teaching strategies that incorporate scholars' backgrounds and experiences into the curriculum have proven to be essential and key. Furthermore, we have fostered a welcoming and inclusive school environment where English learners feel valued and supported. This is shown through encouraging

collaboration between teachers, administrators and families to address challenges or concerns promptly. Lastly, we offer social-emotional support and interventions to address behavioral concerns before they escalate, while focusing on positive reinforcement and restorative practices to build a sense of belonging to reduce suspension rates.
Hispanic students (ELA and math): We support our Hispanic scholars by providing culturally relevant curriculum materials and instructional approaches that resonate with their backgrounds and experiences. We offer bilingual support when needed, including instruction in Spanish or providing translations of key concepts to facilitate comprehension. Additionally, we foster a supportive learning environment that celebrates diversity and encourages active engagement, collaboration, and confidence- building strategies to enlace their academic achievement in both subjects.
Socioeconomically disadvantaged (ELA and math): To support our socioeconomically disadvantaged population we have prioritized personalized instruction and small group interventions to address individual needs effectively. Implementation of targeted support programs, such as targeted tutoring or after school programs, provide additional academic assistance and enrichment opportunities has demonstrated to be beneficial and effective motivation for scholars to succeed academically.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Richmond Charter Academy is eligible for Technical Assistance, in the form of Differentiated Assistance, due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and School Climate, as well as the low performance of Students with Disabilities on indicators for Pupil Achievement, Pupil Engagement, and School Climate. As a result, the school has been working with the Contra Costa County Office of Education (CCCOE) to address these performance areas. Efforts include: participating in monthly professional development meetings hosted by CCCOE in the spring of 2024, performing a root cause analysis on the low performing indicators, surveying stakeholders to develop action items for next year, and conducting empathy interviews with at least 5 members of the school community (students, parents, teachers, staff, etc.). The school is utilizing the results of these efforts to inform planning for the 2024-25 school year, including addressing key areas identified by our educational partners.

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.

Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. To engage teachers and staff in the development of school plans and programs, including the LCAP, our middle school holds regular staff meetings where input and feedback are solicited on various initiatives. Additionally, we conduct periodic listening tours or surveys to gather more in-depth input on specific topics or areas of concern. These feedback sessions occur during weekly staff meetings/professional development sessions, annual listening tours and annual surveys. This ensures continuous dialogue and collaboration with teachers and staff in shaping the school's direction and priorities. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year's LCAP. At RCA we engage parents and families in the development of school plans and programs through various channels, including semi annual parent- teacher conferences, family information nights, monthly parent meetings/FST meetings, and annual surveys. All of these measures allow parents and families to provide input on key decisions. We use these methods to engage parents of all students.

Students	In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. To engage scholars in the development of our schools plans, including LCAP, we hold semi-annual feedback sessions where students share their ideas and suggestions. We also hold monthly assemblies where we celebrate school progress and conduct annual surveys and student leader groups. Through these consistent engagement opportunities, scholars feel empowered to shape their educational experience and foster a sense of ownership within the school community. We use these methods to engage our student body.
SELPA	In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers and staff at our school are most interested in finding the balance between work and personal life commitments, and how to best juggle and manage all that is required of them. As a result of finding work and personal balance we have adjusted professional development days and session where time has been dedicated and allocated to work responsibilities such as lesson planning and preparation to take place during designated times in order elevate work responsibilities outside of staffs contractual hours. Moreover, we have attempted to find the balance of maintaining a high bar for scholar academics and giving time back to teachers for professional responsibility completion to ensure the bar remains high. This feedback was incorporated into Action 1.4.
Parents have expressed a desire for stability of the administrative team and retention of teachers. Based on families desires to ensure their scholars educational experience is not impacted as a result of instability and loss of quality educators, we have poured a lot of resources into our teachers and staff development, making them feel heard and valued here at RCA. As on now, all of our teachers and administrative team will be returning in the 24-25 academic school year with the exception of one. We are proud of this and plan to continue these efforts via the implementation of Actions 1.4, 3.2, and 3.4.
Scholars are most interested in consistent permanent teachers. There is a real teacher/ educator deficit not only in California but continues to be a nationwide crisis. In efforts to adequately address the teacher/ educator deficit we offer competitive salaries and benefits to attract and retain qualified educators. We provide ongoing professional development opportunities and a supportive work environment to help teacher satisfaction and loyalty. Moreover, implementation of effective hiring practices, such as conducting thorough interviews and background checks, to ensure the selected teachers are a good fit for the school culture and educational goals has been an area we are working on enhancing's for the upcoming school years. This feedback was incorporated into Actions 1.4, 3.2, and 3.4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school's 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. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.
Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	21.4% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	*Will be completed in 2025.*
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of students have access to standards-aligned instructional materials	*Will be completed in 2025.*
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	*Will be completed in 2025.*	*Will be completed in 2026.*	School facilities are in good or exemplar repair	*Will be completed in 2025.*

1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	The Annual Summit is Offered	*Will be completed in 2025.*
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of EL students are enrolled in ELD courses.	*Will be completed in 2025.*
1f	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 19.1% SED: 17.9% Hispanic: 18.4% EL: 1.8% SWD: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	*Will be completed in 2025.*

1g	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 9.1% SED: 8.2% Hispanic: 7.9% EL: 2.7% SWD: 3.2%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	*Will be completed in 2025.*
1h	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 11.3% SED: 12.4% Hispanic: 9.2% EL: 3.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	*Will be completed in 2025.*

1i	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 42.5% EL: 42.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	*Will be completed in 2025.*
1j	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	5.9%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	*Will be completed in 2025.*
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Students have access to a broad course of study - Local Indicator "Standard Met"	*Will be completed in 2025.*

1l	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	1 paraprofessional for EL and 1 for SWD	*Will be completed in 2025.*
1m	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 42nd Hispanic: 42nd *Source for baseline year is NWEA.*	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*
1n	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 41st Hispanic: 41st	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*

Insert or delete rows, as necessary.

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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$ 87,431	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic, English learner, students with disabilities, and socioeconomically disadvantaged subgroups. It also received a red math dashboard indicator for the Hispanic, English learner, students with disabilities, and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	$ 909,579	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$ 92,020	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$ 159,690	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$ 134,644	Yes

1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$ 33,253	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$ 279,849	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$ 19,201	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	*Will be completed in 2025.*
2b	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events *From the 2022-23 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Parents invited to at least 4 events	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$ 28,789	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$ 42,244	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 92.8% Hispanic: 92.9% EL: 92.6% SED: 93.0% SWD: 91.3%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will achieve 90% or greater ADA.	*Will be completed in 2025.*
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 21.3% SED: 19.5% Hispanic: 20.3% EL: 19.7% SWD: 37.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	*Will be completed in 2025.*
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 9.9% SED: 10.4% Hispanic: 9.5% EL: 12.9% SWD: 21.9%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	*Will be completed in 2025.*

3d	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will have 0.5% or lower expulsion rate	*Will be completed in 2025.*
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	36.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	42.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3g	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	*Will be completed in 2025.*

3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$ 25,489	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$ 187,293	Yes

3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. In 2023, the school received a red dashboard indicator for the students with disabilities subgroup in Chronic Absenteeism, so as a result our leadership will specifically monitor these students' absenteeism rates throughout the year in order to provide targeted interventions. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$ 38,576	Yes
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. In 2023, the school received a red suspension dashboard indicator for the English learner and students with disabilities subgroups. As a result, our leadership will specifically monitor these subgroups' suspension rates throughout the year in order to provide targeted interventions, reduce any potential bias or equity concerns, and improve the suspension rate for this subgroup. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion - Train teachers to provide social-emotional learning opportunities through advisory/home room classes - The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$ 152,704	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$757,184	$62,731

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
25.601%	20.462%	$584,628.63	46.063%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, and 1.4	Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (84.3% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year’s worth of academic progress in a year’s time in order to “catch up” to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year’s progress in Math, as defined by internal assessment.

Goal 1, Action 1.9	Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal 2, Actions 2.1 and 2.2	We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal 3, Actions 3.1, 3.2, 3.3, and 3.4	Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 36.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.6 Goal 1, Action 1.7	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (1.8% and 2.7% proficient, respectively) compared to the overall average for students (19.1% in ELA and 9.1% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

For any limited 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, as applicable.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	*Not applicable for charter schools.*	*Not applicable for charter schools.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools.*	*Not applicable for charter schools.*

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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
November 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 2,957,635	$ 757,184	25.601%	20.462%	46.063%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,426,844	$ 1,033,536	$ 10,000	$ -	$ 2,470,379.21	$ 1,413,720	$ 1,056,659

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 45,315	$ 42,116	$ 50,062	$ 37,368	$ -	$ -	$ 87,431	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 596,135	$ 313,444	$ 444,133	$ 465,447	$ -	$ -	$ 909,579	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing		$ 279,616	$ 279,616	$ -	$ -	$ -	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 52,020	$ 40,000	$ 92,020		$ -	$ -	$ 92,020	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ 128,190	$ 31,500	$ 23,438	$ 136,252	$ -	$ -	$ 159,690	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 119,644	$ 15,000	$ 76,404	$ 58,240	$ -	$ -	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 20,253	$ 13,000	$ 33,253	$ -	$ -	$ -	$ 33,253	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	$ 122,742	$ 157,107	$ -	$ 279,849	$ -	$ -	$ 279,849	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	$ 13,201	$ 6,000	$ 13,201	$ 6,000	$ -	$ -	$ 19,201	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 21,789	$ 7,000	$ 28,789	$ -	$ -	$ -	$ 28,789	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 17,244	$ 25,000	$ -	$ 42,244	$ -	$ -	$ 42,244	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	$ 21,789	$ 3,700	$ 25,489	$ -	$ -	$ -	$ 25,489	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 136,616	$ 50,677	$ 169,158	$ 8,135	$ 10,000	$ -	$ 187,293	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 36,479	$ 2,097	$ 38,576	$ -	$ -	$ -	$ 38,576	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 82,302	$ 70,402	$ 152,704	$ -	$ -	$ -	$ 152,704	0.000%

2024-2025 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
$ 2,957,635	$ 757,184	25.601%	20.462%	46.063%	$ 1,123,790	0.000%	37.996%	**Total:**	$ 1,123,790
								LEA-wide Total:	$ 1,014,133
								Limited Total:	$ 109,657
								Schoolwide Total:	$ 1,014,133

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	1.1	Academic Assessment and Progress Monit	Yes	LEA-wide	0	The charter school/LEA	$ 50,062	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	$ 444,133	0.000%
1	1.4	Professional Development to Promote Acad	Yes	LEA-wide	All	The charter school/LEA	$ 92,020	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	$ 76,404	0.000%
1	1.7	Additional Supports for Long-term English L	Yes	Limited	English Learners	The charter school/LEA	$ 33,253	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	$ 13,201	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	$ 28,789	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	$ -	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	$ 25,489	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	$ 169,158	0.000%
3	3.3	Supports for Student Attendance and Engag	Yes	LEA-wide	All	The charter school/LEA	$ 38,576	0.000%
3	3.4	Supports for Student Behavior and Wellbeii	Yes	LEA-wide	All	The charter school/LEA	$ 152,704	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 146,500.00	$ 983,160.99

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	$ 27,600	$ 100,774
1	2	Teammate Retention	No	$ 3,450	$ 10,074
1	3	Coaching & Support	Yes	$ 12,000	$ 62,168
1	4	Intervention & Acceleration	Yes	$ 27,600	$ 167,924
1	5	Assessments & Programs	Yes	$ 2,070	$ 280,488
1	6	Library	Yes	$ 1,000	$ 700
1	7	College and Career Planning	Yes	$ 1,000	$ 1,000
1	8	Materials for Hybrid Learning	Yes	$ 3,450	$ 5,000
2	1	MTSS & PBIS	Yes	$ 1,000	$ 160,202
2	2	Assemblies	No	$ 1,000	$ 1,000
2	3	Team Building	No	$ 1,000	$ 1,000
2	4	Engagement Activities	No	$ 1,380	$ 5,165
2	5	Communication	No	$ 1,000	$ 1,000
2	6	Student Mental Health	Yes	$ 3,450	$ 3,596
2	7	Safety Materials	No	$ 1,000	$ 1,000
2	8	School Themed Materials	No	$ 10,350	$ 6,818
2	9	Facility Safety	No	$ 3,450	$ 5,000
2	10	Wellness Counselor or Behavior Therapist	Yes	$ 15,000	$ 80,783
2	11	Telehealth Wellness Programs	Yes	$ 1,000	$ 1,000
2	12	SART Training & Support	Yes	$ 1,000	$ 17,066
2	13	Safety Material for Hybrid Learning	No	$ 1,000	$ 1,000
3	1	Parent Workshops	Yes	$ 1,000	$ 13,900
3	2	Bilingual Community Coordinator	Yes	$ 1,000	$ 14,782
3	3	Community Partnerships	No	$ 1,000	$ 1,260
3	4	Family Access to Hybrid Instruction	No	$ 1,000	$ 500
4	1	Student Devices	No	$ 10,350	$ 16,302
4	2	Software for Students	No	$ 6,900	$ 16,658
4	3	Tech Training	No	$ 1,000	$ 1,000
4	4	Tech Purchase	No	$ 3,450	$ 5,000
4	5	Software for Safety Guidelines	No	$ 1,000	$ 1,000

2023-2024 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)
$ 732,128	$ 98,170	$ 909,383	$ (811,213)	0.000%	0.000%	0.000% - 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	$ 100,774	0.000%	0.000%
1	3	Coaching & Support	Yes	$ 12,000	$ 62,168	0.000%	0.000%
1	4	Intervention & Acceleration	Yes	$ 27,600	$ 167,924	0.000%	0.000%
1	5	Assessments & Programs	Yes	$ 2,070	$ 280,488	0.000%	0.000%
1	6	Library	Yes	$ 1,000	$ 700	0.000%	0.000%
1	7	College and Career Planning	Yes	$ 1,000	$ 1,000	0.000%	0.000%
1	8	Materials for Hybrid Learning	Yes	$ 3,450	$ 5,000	0.000%	0.000%
2	1	MTSS & PBIS	Yes	$ 1,000	$ 160,202	0.000%	0.000%
2	6	Student Mental Health	Yes	$ 3,450	$ 3,596	0.000%	0.000%
2	10	Wellness Counselor or Behavior Therapist	Yes	$ 15,000	$ 80,783	0.000%	0.000%
2	11	Telehealth Wellness Programs	Yes	$ 1,000	$ 1,000	0.000%	0.000%
2	12	SART Training & Support	Yes	$ 1,000	$ 17,066	0.000%	0.000%
3	1	Parent Workshops	Yes	$ 1,000	$ 13,900	0.000%	0.000%
3	2	Bilingual Community Coordinator	Yes	$ 1,000	$ 14,782	0.000%	0.000%

2023-2024 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)
$ 2,857,083	$ 732,128	26.67%	52.292%	$ 909,383	0.000%	31.829%	$ 584,628.63	20.462%

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: John Henry High School

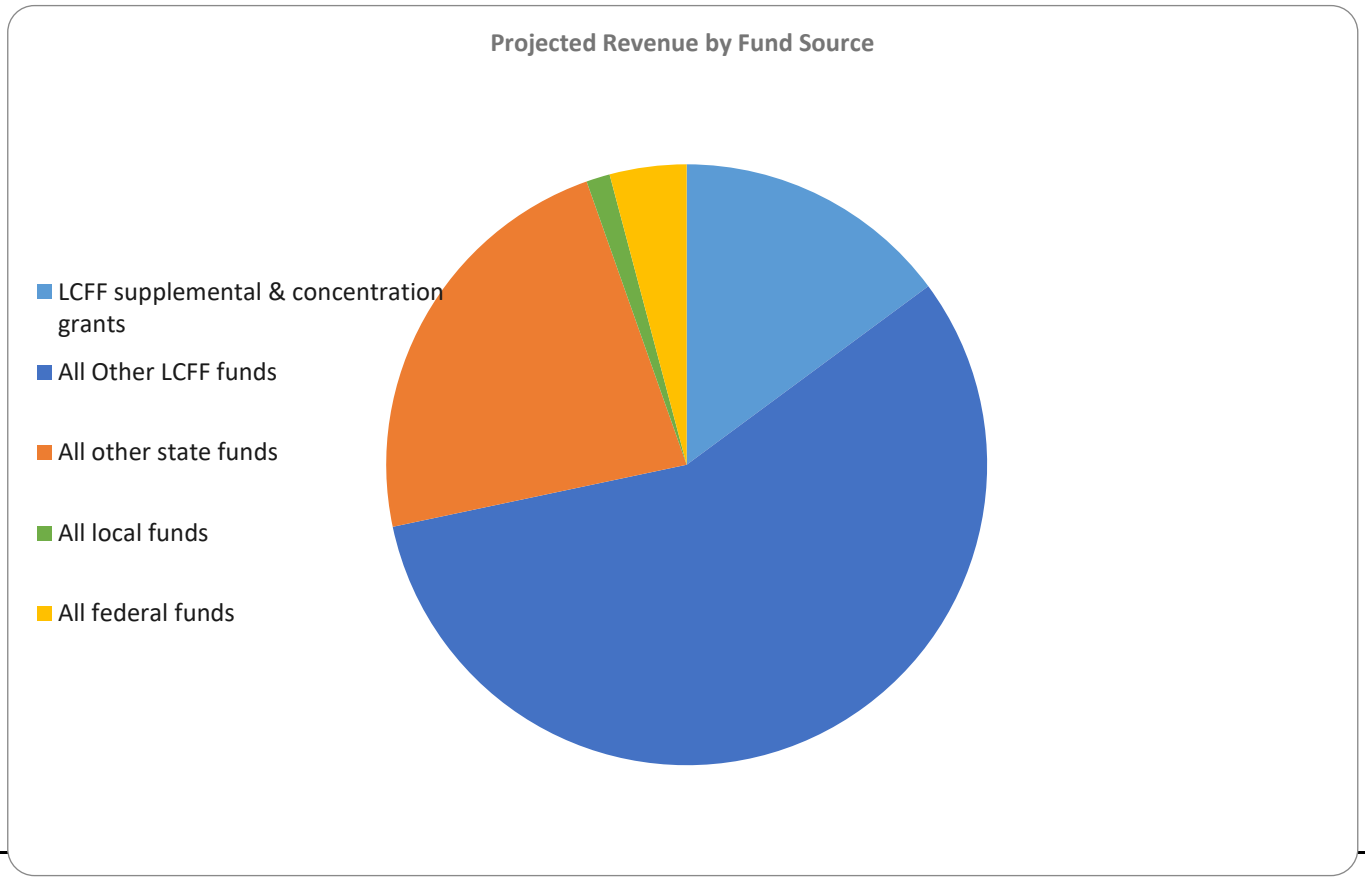
CDS Code: 07-77354-0132233

School Year: 2024-2025

LEA contact information: Jennifer Crocker, jcrocker@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

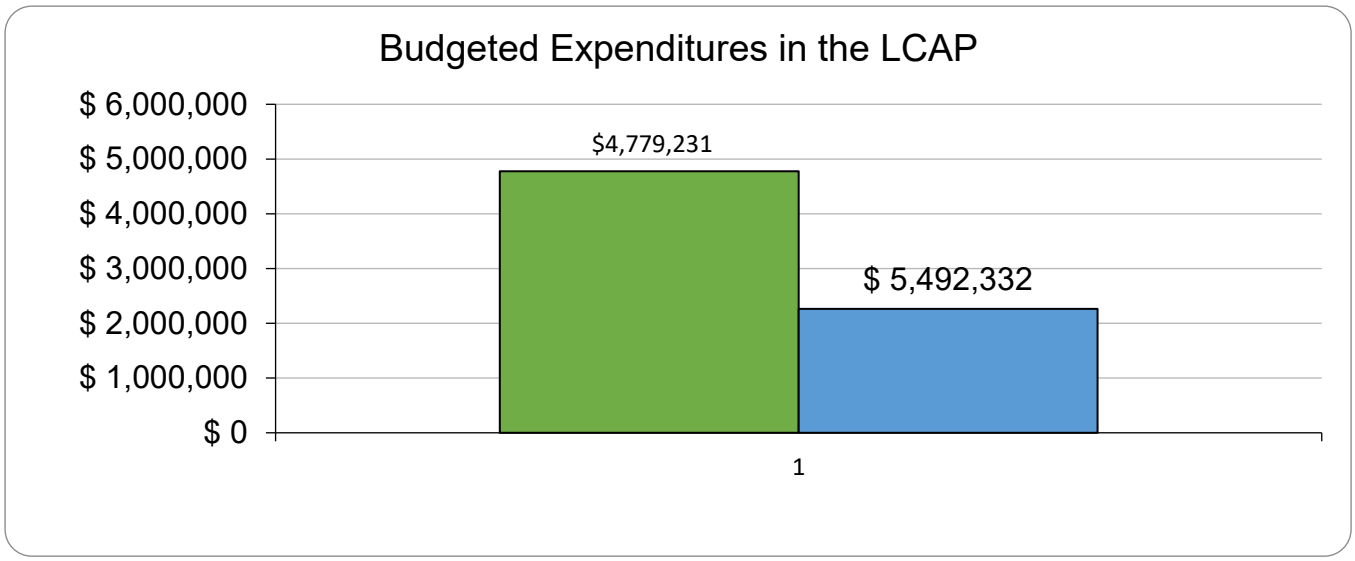
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue John Henry High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Henry High School is $6,666,659.00, of which $4,779,231.00 is Local Control Funding Formula (LCFF), $1,527,125.00 is other state funds, $84,879.00 is local funds, and $275,424.00 is federal funds. Of the $4,779,231.00 in LCFF Funds, $991,391.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much John Henry High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

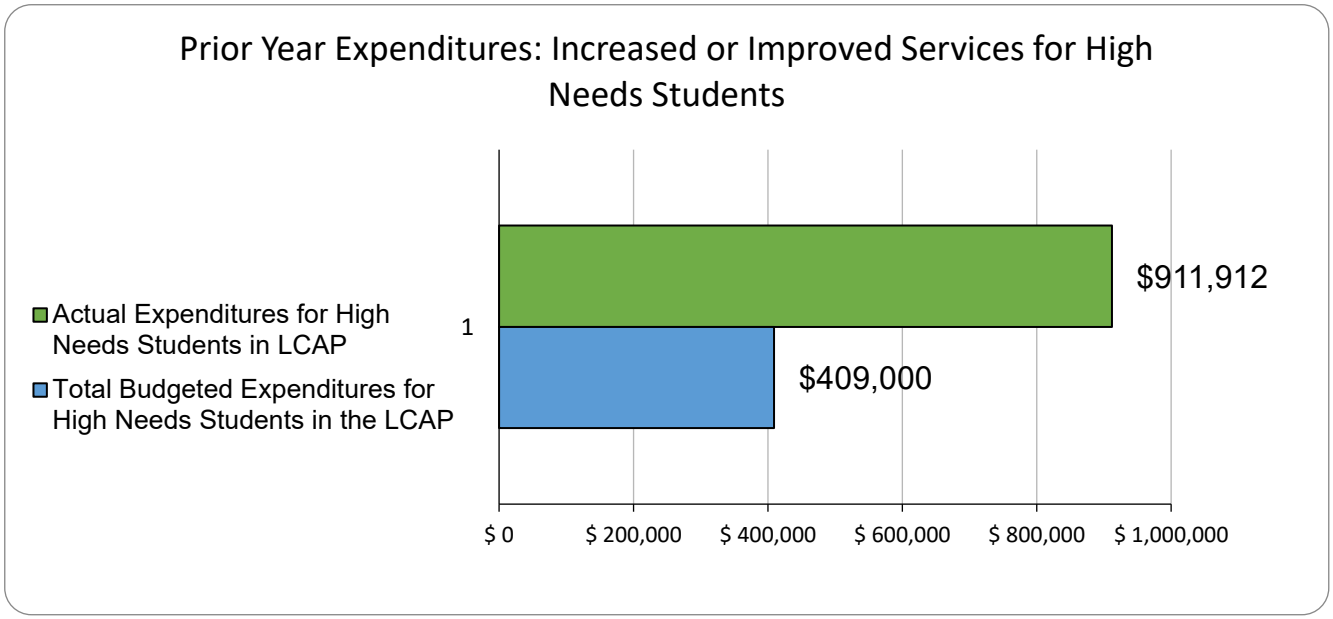
The text description of the above chart is as follows: John Henry High School plans to spend $4,779,231.00 for the 2024-2025 school year. Of that amount, $2,264,518.33 is tied to actions/services in the LCAP and $2,514,712.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, John Henry High School is projecting it will receive $991,391.00 based on the enrollment of foster youth, English learner, and low-income students. John Henry High School must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High School plans to spend $1,111,561.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what John Henry High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Henry High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, John Henry High School's LCAP budgeted $409,000.00 for planned actions to increase or improve services for high needs students. John Henry High School actually spent $911,912.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Jennifer Crocker, Site Director	Jcrocker@amethodschools.org, 510-235-2439

Goals and Actions

Goal 1

Goal 1	Description
1	**Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.**

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: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2022-2023: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2023–2024 TBD Summer 2024	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 44.3% of students who took an advanced placement exam received a score of “3” or higher	2020-2021 50.72% of students who took an advanced placement exam received a score of “3” or higher	2021-2022 49.35% of students who took an advanced placement exam received a score of “3” or higher	2022-2023 33.33% 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	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 52.8% (High ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	2022-2023 33.7% (Very Low ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	Increase to 65% (Very High Ranking) of English Learners making progress toward English proficiency as measured by the CA School Dashboard
Percent of EL students reclassifying each year	2020-2021 Reclassification Rate: 21%	2021-2022 Reclassification Rate: 20%	2022-2023 Reclassification Rate: 2.8%	2023–2024 TBD Summer 2024	At least 25% reclassification rate
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA’s MAP	2020-2021 Math: 56% Reading: 47%	2021-2022 Math: 50% Reading: 50%	2022-2023 Math: 20% Reading: 18%	2023–2024 TBD Summer 2024	At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	All Students: 60%	2020-2021 CCI: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 CCI: Not Reported In 2022 per 2022 CA School Dashboard	2022-2023 CCI: All Students: 32.9%	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 97% of graduating seniors have met A-G requirements	2021-2022 97% of graduating seniors have met A-G requirements	2022–2023 92.7% 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	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 Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 61.05% Meeting or Exceeding the State Standard	2021-2022 44.78% Meeting or Exceeding the State Standard	2022-2023 23.06% Meeting or Exceeding the State Standard	60% or more proficient (2021 state avg: 59.24%)
SBAC Math Meeting or Exceeding the State Standard	2019-2020 2019–20 results are not available due to the suspension of testing as a result of the novel coronavirus disease 2019 (COVID-19	2020-2021 51.06% Meeting or Exceeding the State Standard	2021-2022 38.09% Meeting or Exceeding the State Standard	2022-2023 9.59% Meeting or Exceeding the State Standard	40% or more proficient (2021 state avg: 34.6%)

Goal 1 Analysis

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 school implemented Actions 1.1 - 1.8 as planned, with some minor differences. There were minor differences in planned versus actual implementation for Actions 1.1 and 1.4. Due to transitions in staff and school leadership, the school did not implement Naviance curriculum for Advisory and instead expanded its use of IXL, which is an online math curriculum. This has been an ongoing intervention in prior years, but was expanded this year. The other action that differed was 1.4; the school continued to offer full Spanish language courses from Spanish I to AP Spanish but does not currently have a second language offering due to lack of student interest and staffing. In future years, the LCAP will be updated to reflect this change.

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.

Overall for this year's Estimated Actuals, there were some differences between budgeted and actual. This is due to a misunderstanding of the instructions for last year's LCAP Action Tables. Some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year; in some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

Other specific differences include: Action 1.1 costs were reduced due to the changes described above. For Action 1.2, the cost of the license to provide assessments throughout the year was higher than originally planned since we are providing three assessments per year instead of the two we had planned for. For Action 1.3, the original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information. For Action 1.8, after assessing our technology equipment, connectivity, and student devices, the school invested in purchasing new student devices and upgrades to our technology equipment and licenses to ensure that each student was provided with technology that best supports their learning. This investment will be beneficial for many years to come.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, we saw mixed results with the effectiveness for this goal's actions. We continued to provide standards-aligned materials and instruction for students with a broad course of study. The school has a very high number of English learner students, particularly Level 1 students, which makes this an ongoing area of focus for the school. We did not meet our goal for English learners' progress towards English proficiency but have hired a new instructor to support our English learners and have strengthened our staff preparedness efforts in order to continue working towards this goal. We did not meet our goals for CCI and A-G but were very close in achieving the A-G desired outcome and the results still far outpaced the statewide average for A-G completion rates.

We are still implementing all the elements of Action 1.4 to support a college-going culture and college preparedness for students in grades 9-12. There is a national shortage of AP-qualified teachers which has made it challenging to offer AP courses for our students. In addition to the

described actions to support these areas, we're doing additional college tours and doing a college and career day to expose students to new career options. We've had students visit trade schools and had them visit our schools. One other area that we did not meet our goals was for SBAC ELA & Math. Like most other schools across the nation, our students have experienced significant learning loss due to COVID-19 pandemic. Our students in particular faced numerous challenges over the last few years which we are addressing with additional math and ELA interventions (see below for more).

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.

As part of a school plan and response to our decreased English learner reclassification, math and reading scores, we have identified the need for appropriate intervention curricula for students with identified needs to supplement the core materials. We've successfully identified an intervention curriculum for mathematics by implementing IXL and Lexia Powerup, however, we are conducting further research to be able to implement additional ELA interventions, particularly for English learners. We are also going to add actions to the LCAP which reflect the school's new implementation of college and career readiness activities.

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 2	Description
2	**Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.**

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	50% of teachers retained from 21-22 to 22-23	11% of teachers retained from 22-23 to 23-24	At least 75% retention from the previous year
Quantity and retention of paraprofessionals	Paraprofessionals, 100% retention from previous years	Paraprofessionals, 66% retention from previous year	Paraprofessionals, 100% retention from previous year	2023-2024 TBD Fall 2023	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	2022-2023 Not available	2023-2024 TBD Summer 2024	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)	2021-2022 SARC: 52.5% fully credentialed	2023-2024 SARC: TBD Summer 2024	100% of teachers considered fully credentialed, as reported on SARC
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021 96% of staff report feeling safe from harm while at school and 96% of staff report that they work in a cooperative and team-oriented environment	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	2022-2023 Not available	2023-2024 TBD Summer 2024	At least 90% report feeling safe and at least 85% report feeling a sense of belonging

Goal 2 Analysis

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 school implemented Actions 2.1 - 2.4 as planned, with some minor differences. There were minor differences in planned versus actual implementation for actions outcomes 2.2. JHHS has been impacted by national staffing shortages, and we have experienced difficulty retaining highly qualified staff to fill every role at the school. This has significantly impacted our AP courses. We currently have vacancies in the AP Spanish and AP Chemistry. We are interviewing candidates now to hire for this role in the coming school year and are implementing our robust Professional Learning Community program to support the professional development of our current staff and to support a high teacher retention rate for the coming year.

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.

The planned budgeted expenditures mirror the actual budgeted expenditures for this goal, with the exception of Action 2.2. Pandemic related issues continued to affect in person teacher staffing related to classroom coverage. However, all courses were assigned and staffed correctly according to appropriate credentialing or long-term substitute.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school met its goal for paraprofessional retention, however we did not meet our teacher retention goal. As a result, we've strengthened our onboarding process for teachers through a robust Jump Start week of professional learning for new teacher hires. New teachers have received targeted professional development and coaching support through collaborations with peers and instructional coaches.

Given the turnover of leadership to a new school director, the former school director did not administer surveys in their last year of leading the school, therefore we are not able to analyze the new results relating to this metric and its associated actions. However, in the first two years of this LCAP the school achieved this goal. In the current school year, the new school director is building strong relationships with all staff and is implementing a new survey for teacher satisfaction and teacher engagement that will be administered moving forward.

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.

As part of a school plan and response to staff shortages and recruitment, we have identified the need to host job fairs as a network, offer teacher retention incentives, and staff referral programs. AMPS will continue to actively participate in statewide, college and local job fairs.

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 3	Description
3	**Create an engaged parent community that is invested in and connected to the school culture and academic program.**

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 55% of families have participated in an event and/or meeting at least once this year	2022-2023 Not available	2023-2024 TBD Summer 2024	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	2022-2023 Not available	2023-2024 TBD Summer 2024	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	2022-2023 Not available	2023-2024 TBD Summer 2024	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	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	2022-2023 Not available	2023-2024 TBD Summer 2024	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	2022-2023 Not available	2023-2024 TBD Summer 2024	95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees

Percentage of families feeling safe and a sense of school connectedness	2020-2021 88% of families who responded to survey said that their child's learning environment is safe 82% of parents who responded to survey reported that they feel engaged with the school	2021-2022 79% of families who responded to survey said that their child's learning environment is safe 74% of parents who responded to survey reported that they feel engaged with the school	2022-2023 Not available	2023-2024 TBD Summer 2024	95% of families responding that their child's learning environment is safe 90% of parents responding that they feel engaged with the school

Goal 3 Analysis

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.

Overall, the school implemented a majority of the actions as planned. The school did not use Navience and Kickboard in the current school year and therefore families were not provided with opportunities to access those platforms. However we did provide Parent Square, our district wide communication system, which continues to be a powerful tool, with families reporting easy access to information through the portal. FST meetings have been held online and in-person to help support families with the implementation of this program.

Overall, John Henry High School, families, and the community have committed to meaningful partnerships that enhance student achievement, necessary to become successful members of society. John Henry High School created a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

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.

The planned budgeted expenditures mirror the actual budgeted expenditures for this goal, with the exception of Action 3.3. Due to staff and leadership changes, the implementation of Navience and Kickboad was not an option. However, with the training and expansion of Parent Square, staff can effectively communicate with families.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was only partially successful in making progress towards this goal. We met the desired outcomes for 3.1 and 3.4, and came very close to meeting the target for metrics 3.2 and 3.5, with all these areas showing consistent progress over time.

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.

Navience and Kickboard: Based on our review of the level of expenditures and implementation of the intended services, this program will see a decrease in funding that will continue into the coming school year.

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 4	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.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students expressing a sense of belonging and support at the school	2020-2021 57% of students who responded to annual survey reported that they feel part of the school's community 76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it	2021-2022 46% of students who responded to annual survey reported that they feel part of the school's community 66% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it	2022-2023 Not available	2023-2024 TBD Summer 2024	80% of students reporting that they feel part of the school's community 90% of students reporting that teachers are willing to give extra help on schoolwork if they need it
Students expressing a belief that respect is commonplace at the school	2020-2021 82% of students who responded to annual survey reported that adults in the school treat students with respect 71% of students who responded to annual survey reported that most students a the school are friendly	2021-2022 69% of students who responded to annual survey reported that adults in the school treat students with respect 67% of students who responded to annual survey reported that most students a the school are friendly	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of students reporting that adults in the school treat students with respect 80% of students reporting that most students a the school are friendly
Students expressing that they enjoy coming to school on a regular basis	2020-2021 40% of students who responded to annual survey reported that they enjoy school most of the time	2021-2022 49% of students who responded to annual survey reported that they enjoy school most of the time	2022-2023 Not available	2023-2024 TBD Summer 2024	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	2022-2023 Not available	2023-2024 TBD Summer 2024	98% of students submitting responses to Youth Truth 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	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of students reporting feeling safe during school

Suspension rate as a percentage	2019-2020 Suspension Rate: 2.7%	2020-2021 Suspension Rate: 0%	2021-2022 Suspension Rate: 6.7%	2022-2023 Suspension Rate: 4.7%	Maintain below 3%
Expulsion rate as a percentage	2019-2020 Expulsion: 1 Expulsion rate: 0.3%	2020-2021 Expulsion: 0	2021-2022 Expulsion rate: 0.0%	2022-2023 Expulsion rate: 0.0%	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	2021-2022 attendance rate as measured by annual report	96.43%	96% attendance rate as measured by annual report
4-year Adjusted Cohort Graduation Rate as a percentage	2019-2020 83.1% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (97.5% 5-year Cohort Graduation Rate)	2020-2021 74.3% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (N/A) 5-year Cohort Graduation Rate)	2021-2022 74.4% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (78.4% 5-year Cohort Graduation Rate)	2022-2023 69.6% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (71.8% 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	2021-2022 of graduating seniors admitted to a 4- year college/ university	2022-2023 TBD Summer 2024	95% of graduating seniors admitted to a 4- year college/ university
Graduation Rate as a percentage	2020-2021: 99%	2021-2022---------- %	2022-2023 69.62%	2023-2024 Data Not Available	Maintain 96% or above
High School dropout rate	2019-2020 4.6%	2020-2021 5.8%	2021-2022 3.9%	2022-2023 30.38%	Maintain less than 5
Chronic Absenteeism Rate as a percentage	2019-2020 Not calculated by CA Dataquest	2020-2021 12.7% Chronic Absenteeism Rate as measured by CA Dataquest	2021-2022 25.9% Chronic Absenteeism Rate as measured by CA Dataquest	2022-2023 6.3% 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	2022 SARC: Good Status	2023 SARC: Exemplary Status	Maintain Good Status or above as reported on SARC

Goal 4 Analysis

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.

Overall, The school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. All actions and services were implemented.

John Henry High School provided supplementary staffing and resources to support college and career outcomes for students, including school counselors. We were also able to support our annual college and career fair activities. We provided Advanced Placement testing and financial support for that testing to students as well as PSAT testing to a limited extent.

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.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For our college and career readiness we have added a plan to expand college tour opportunities for 2023-24. A desire to offer more field trips was a frequent recommendation of educational partners, especially students but also parents and teachers. John Henry High School is committed to supporting and funding cultural celebration events, some which have traditionally been funded through student fundraising.

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.

Due to the school's continued focus on this goal, and the overall success we experienced in implementing past actions towards this goal, we will continue implementing a similar version of this goal and its associated actions for the coming year. We will update the metrics and desired outcomes as necessary to reflect continued growth and/or maintenance of positive outcomes.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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 substantially from how it was described in the adopted LCAP.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Jennifer Crocker, Site Director	Jcrocker@amethodschools.org, 510-235-2439

Plan Summary 2024-2025

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. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501(c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.
JHHS was established in 2015 in Richmond, California and currently serves 331 students in grades 9-12. JHHS enables a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a deep understanding of complex subjects, acquire a love of learning, and a personal identity built upon community and character. We foster strong, independent, and curious students who advocate for themselves and their communities. We believe that every child deserves a world-class education. JHHS is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line in Richmond, one of the most diverse communities in the San Francisco Bay Area. JHHS families are hardworking, blue collared, middle-class workers. They take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, JHHS served 83.7% socioeconomically disadvantaged students, 32.0% English learners, and 11.8% students with disabilities. 97.9% of the students identify as students of color, the vast majority of which identify as Hispanic/Latino (93.7%).
JHHS's educational program provides a space that is safe, joyful, affirming, and academically rigorous. We understand that for each student to achieve success, their individual needs must be addressed in collaboration with all stakeholders. JHHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the

personalized academic, behavioral, health, and other supports they need. JHHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students.
JHHS is well known in our community for having a strong college-going culture. We offer a variety of elective and AP courses that are A-G aligned and all students are put on an A-G course pathway. We provide robust, one-on-one college application assistance to all seniors, and help students and families navigate the complex financial assistance programs to ensure that college is a real possibility. For example, we hold Cash for College evening events and assist our families with filling out FAFSA and Dream Act applications.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

JHHS made good progress in the rate of students graduating A-G, 92.7% in 2022-23, almost meeting the goal of 95%. We are proud of this accomplishment in preparing our graduates for college. We supplement this rigorous course schedule with other college-focused opportunities, for example college tours and a college and career day that exposes students to new career options.
One area of challenge was meeting SBAC goals in English and math, which were red dashboard indicators in 2023. For ELA, the Hispanic student group is 60.6 points below standard and there was a decline of 44.2 points. Socioeconomically disadvantaged students were 70.7 points below standard and there was a decline of 51.5 points. For math, the Hispanic student group is 151 points below standard and there was a decline of 19.3 points and the Socioeconomically disadvantaged student group is 153.9 points below standard with a decline of 20.3 points.
JHHS students, like many students nationally, experienced significant learning loss due to the COVID-19 pandemic. Socioeconomically disadvantaged students, English learners, and other vulnerable groups particularly faced numerous challenges over the last few years, which we are addressing at JHHS with additional math and ELA interventions. JHHS provides targeted intervention through small group instruction in classroom lessons and activities, supported by paraprofessionals. We adopted new intervention supports, IXL and Lexia Powerup, to provide practice opportunities that are individualized to each student's specific academic needs. Paraprofessional tutors support skill acquisition and strategies. The after school/enrichment program focuses on student's comprehension in Mathematics standards. Workshops have been organized to support staff with learning action plans for students. We contracted with IXL and Lexia as supplemental programs with the goal of meeting students where they are at and providing practice opportunities that are individualized to increase growth.
Given the high percentage of English learner students, 32%, JHHS is expanding the variety and intensity of support for this subgroup, especially for our high number of Level 1 students. JHHS did not meet our goal for English learners' progress towards English proficiency, which was a red dashboard indicator in 2023. To improve the support offered, we hired a new instructor and have provided all staff with extensive training on instructional strategies for supporting the inclusion of English learners. Additionally, JHHS is focused on increasing the graduation rate for English learner students, which was three levels below the rate of "all" students. Counselors are working one-on-one with English learner students in danger of not graduating because of credit deficiency and/or a low GPA, and will help students develop individualized learning plans to get them on track to graduate. Students will be strongly encouraged to avail themselves of credit/grade recovery options.
JHHS established new school leadership in fall 2023. The new administration has established a strong staff culture at JHHS with high

expectations – to provide a rigorous academic environment and build strong relationships with students that allow them to thrive. Teachers are supported with targeted professional development and coaching support through collaborations with peers and instructional coaches. We look forward to positive changes under the guidance of the new leadership team.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

John Henry High School is eligible for Technical Assistance, in the form of Differentiated Assistance, due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and Pupil Engagement. As a result, the school has been working with the Contra Costa County Office of Education (CCCOE) to address these performance areas. Efforts include: participating in monthly professional development meetings hosted by CCCOE in the spring of 2024, performing a root cause analysis on the low performing indicators, surveying stakeholders to develop action items for next year, and conducting empathy interviews with at least 5 members of the school community (students, parents, teachers, staff, etc.). The school is utilizing the results of these efforts to inform planning for the 2024-25 school year, including addressing key areas identified by our educational partners. The actions in this LCAP that are related to the implementation of our Differentiated Assistance work include Actions 1.1, 1.2, 1.4., 3.1, and 3.3.

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.

John Henry High School has 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.

John Henry High School is eligible for Comprehensive Support and Improvement in the current school year. As described above, John Henry High has partnered with the Contra Costa County Office of Education to conduct a needs assessment. We began this work in the spring of 2024 by learning about how to conduct empathy interviews with our stakeholders and undergoing a complex data review protocol to analyze student data and its implications, including a breakdown of the data by subgroup in order to identify resource inequities. Our analysis focused on student academic data, teacher preparedness, and school culture/student engagement. This process did not yield any resource inequities in terms of the availability of school programs and supports, which are available to all students. However, there are performance gaps for some of our subgroups. Of particular concern for the CSI Plan is the English learner graduation rate. This leads us to focus additional

resources for these students, above what is currently being offered, which is described in detail below.
In spring of 2024 we also conducted a needs assessment to identify what needs and assets are currently in place at the school site. This process solicited direct input from teachers and staff, parents and families, and students, via several methods including: stakeholder feedback surveys, monthly Family, Student, and Teacher meetings, monthly coffees with the principal, weekly teacher professional developments, and ongoing student assemblies, public board meetings, and faculty and department meetings. All members of the school community were invited to participate and feedback was obtained from a wide range of educational partners, including those representing socioeconomically disadvantaged students, students with disabilities, English learners, and educational partners from all racial and ethnic backgrounds at our school. The needs assessment included both quantitative and qualitative data, data from the California Schools Dashboard, local academic assessment data, and interview data from group and one-on-one conversations. The questions asked covered a wide range of topics including student achievement, school culture, and other supports provided by the school. The feedback received from our education partners informed all aspects of the CSI plan and LCAP. Teachers expressed the desire to receive professional development for NWEA testing, Classroom Management, and how to differentiate instruction for English Language Learners. Parents and families want the school to prioritize the safety of children as well as a desire for increased communication. Students expressed interest in adding athletics options and increasing fun activities at the school.
As a result of the above feedback from our education partners, the robust data analysis and needs assessment process, and an exploration of evidence-based interventions (as defined by ESSA as Tiers 1-3) available via resources such as College Board and the What Works Clearinghouse, we have identified the following interventions to be implemented at the school:
- Curriculum adoption criteria
- Targeted professional development plans focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation
- Teacher recruitment and retention strategies to minimize turnover rate and ensure stability and continuity for students
- New teacher support programs
- Reclassification guidelines and communication to parents and students regarding progress towards reclassification
- Hiring an additional Paraprofessional to support English Learners throughout the school day
- More intentional master scheduling to ensure that high achieving teachers are placed with student groups who need the most support
- Improved tracking systems for progress towards graduation for all student groups but specifically English Learners
- Supports to ensure that students who need to recover credits establish a plan early and that the college advisor can monitor progress and communicate concerns to students and parents
- Increase parent communication by sending out a weekly announcement on the ParentSquare platform
- Add additional sports based on student interest and facility availability, as well as a monthly club day to increase student engagement
- Hiring two additional positions, an EL Coordinator and an MTSS Coordinator, to support student achievement and the efforts of the CSI plan
- Partnering with IXL and Lexia to provide supplemental programs that meet our scholars where they are at and provide practice opportunities which are individualized to student needs in order to maximize their growth.

Monitoring and Evaluating Effectiveness

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

Formative/summative assessments drive the instructional planning necessary to increase student achievement and performance. Common Core standards are used for developing pacing guides for core content departments along with EL Core Standards. We have contracted with IXL and Lexia and will monitor and evaluate progress by using these tools and student performance data.
The school administrator team will evaluate student progress with teaching staff on a quarterly basis. During professional development sessions and staff meetings, they will review interim student data on internal assessments. Interventions will be provided based upon students' individual data, and the overall plan will be assessed based upon the progression of student outcomes throughout the year.
Students will meet with the school counselor regarding progression towards graduation, and will be offered relevant interventions as needed to support their progress to graduation.
Both the Board and the FST will monitor the implementation of the LCAP (and CSI Plan) over the course of the school year as well. At least twice per year, the Board will review the LCAP (and CSI plan) to assess progress and make recommendations for the future. These public meetings invite all educational partners to participate in the monitoring and evaluation of the plan. The Board and FST will recommend changes to the plan as needed.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. Every week we provide teachers with professional development and engage them in discussions ranging from instruction to student data to collecting feedback on school programs and plans. We also hold monthly FST meetings, faculty and department meetings, and create a close teaching community that is vital to building and nurturing and exciting learning environments for students. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year's LCAP. Our Family Staff Team (FST) meetings provide parents/guardians opportunities to give input and stay informed regarding the school's progress. The FST is informed and makes recommendations on curriculum, instructional practices, campus culture, and other school related issues. Community outreach is a continuous attribute for creating action plans for increasing student support and to increase parent involvement. We use these methods to engage parents of all students.
Students	In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. Monthly assembly meetings are held to celebrate student progress; pizza and ice cream parties are held to celebrate increases in NWEA scores, Principals List and/or AB honor roll; monthly college tours are scheduled for our upperclassmen to tour campuses before and after applying for college. We use these methods to engage our student body.

SELPA	In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers expressed the desire to receive professional development for NWEA testing, Classroom Management and how to differentiate instruction for English Language Learners. As a result, the administration team is increasing consultant services expenditures to offer more development opportunities next year and incorporated this staff feedback into Actions 1.4, 1.6, and 3.4.
Parents expressed interest in ensuring our school is a safe place for all students, regardless of cultural, linguistic, or other identity, and they also expressed the need for better communication so are sending out weekly announcements on the ParentSquare platform (Action 2.2).
Students expressed an interest in adding a baseball and softball team. JHHS is currently not able to offer those sports at the school due to the size of the school and interest level required to implement these programs, however we are exploring whether we can offer co-ed athletics activities football that fit within our building constraints but still provide athletics opportunities for students. Our student body also have expressed the desire for more fun activities at school, so the administrator team has implemented club day twice a month. This feedback largely informed Action 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school's 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. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.
Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	52.5% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	*Will be completed in 2025.*
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of students have access to standards-aligned instructional materials	*Will be completed in 2025.*
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	*Will be completed in 2025.*	*Will be completed in 2026.*	School facilities are in good or exemplar repair	*Will be completed in 2025.*

1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	The Annual Summit is Offered	*Will be completed in 2025.*
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	73.3% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of EL students are enrolled in ELD courses.	*Will be completed in 2025.*
1f	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 26.0% SED: 20.0% Hispanic: 26.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	*Will be completed in 2025.*

1g	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 9.6% SED: 10.0% Hispanic: 10.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	*Will be completed in 2025.*
1h	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 10.8% SED: 11.8% Hispanic: 11.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	*Will be completed in 2025.*

1i	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 33.7%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	*Will be completed in 2025.*
1j	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	3.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	*Will be completed in 2025.*
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Students have access to a broad course of study - Local Indicator "Standard Met"	*Will be completed in 2025.*

1l	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	1 paraprofessional for EL and 1 for SWD	*Will be completed in 2025.*
1m	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 32nd Hispanic: 31st *Source for baseline year is NWEA.*	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile	*Will be completed in 2025.*
1n	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 50th Hispanic: 51st	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile	*Will be completed in 2025.*

1o	Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2) Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	All: 92.7% SED: 92.3% Hispanic: 92.3%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	*Will be completed in 2025.*
1p	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*	*Will be completed in 2026.*	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*
1q	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*	*Will be completed in 2026.*	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*
1r	Of students participating in advanced placement exams, increase the percentage achieving a score of “3” or higher, or meet 60% (SP 4.7) Source: College Board AP chart	All: 33.3%	*Will be completed in 2025.*	*Will be completed in 2026.*	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%	*Will be completed in 2025.*

1s	Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8) Source: CA Dashboard	All: 32.9% SED: 34.7% Hispanic: 35.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.	*Will be completed in 2025.*

DInsert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$ 86,365	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. It also received a red math dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	$ 402,000	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$ 86,863	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$ 128,493	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$ 134,644	Yes

1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$ 32,721	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$ 561,460	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$ 19,330	Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: - Offer two college advisors to directly support students' college and career readiness - Host adult skills workshops (and other topics driven by student/parent interest) - Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates - Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities	$ 50,729	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	*Will be completed in 2025.*
2b	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events *From the 2022-23 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Parents invited to at least 4 events	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$ 28,787	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$ 42,390	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 96.4% Hispanic: 96.5% EL: 95.8% SED: 96.7% SWD: 95.8%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will achieve 90% or greater ADA.	*Will be completed in 2025.*
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.3% SED: 6.0% Hispanic: 5.6% EL: 10.1% SWD: 8.7%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	*Will be completed in 2025.*
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 4.7% SED: 5.8% Hispanic: 4.3% EL: 5.0% SWD: 8.2%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	*Will be completed in 2025.*

3d	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will have 0.5% or lower expulsion rate	*Will be completed in 2025.*
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	46.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	63.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*

3g	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes	All: 14.1% SED: 15.1% Hispanic: 14.1% EL: 25.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%	*Will be completed in 2025.*
3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 71.8% SED: 71.6% Hispanic: 73.4% EL: 56.3%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$ 76,235	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$ 129,216	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$ 38,692	Yes

3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion - Train teachers to provide social-emotional learning opportunities through advisory/home room classes - The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$ 120,768	Yes
3.5	Supports for Graduation	On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation. In 2023, the school received a red graduation dashboard indicator for its English learner subgroup. As a result our staff will specifically monitor these students' progress to graduation in order to provide targeted interventions and increase the graduation rate for English learners. Based on the data, provide interventions such as: - Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements - Offer workshops for students and families to educate them about graduation requirements early on in the high school career - College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan	$ 46,209	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$991,391	$80,340

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
26.854%	0.00%	$0.00	26.854%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, and 1.4	Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.7% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.

Goal 1, Action 1.9	Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal 2, Actions 2.1 and 2.2	We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal 3, Actions 3.1, 3.2, 3.3, and 3.4	Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 46.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Goal 1, Action 1.10 Goal 3, Action 3.5	Statewide, low income/SED students have a lower graduation rate (71.6%) compared to their non-SED peers (86.4%). In addition, the rate of CCI prepared students is 35.4% for SED students compared to 43.9% for non-SED. Lastly, rates of second year college persistence are lower for SED students compared to their more affluent peers. Although our school's graduation and CCI rates are similar across subgroups, there is still a need for support in the areas of graduation, college, and career supports. In speaking with our community partners, we've identified that access to quality information and supportive guidance is key for first generation college students and low SED students, as are opportunities for exposure to different careers and college options. Parents emphasized that having their students gain life skills and career readiness is important to them.	To address these needs, we are providing a range of comprehensive college, career readiness, and graduation supports. To provide students and families with quality information and guidance, we have two college advisors to directly support students with the college and career transition. They also monitor students' progress to graduation throughout high school and meet with families and students at least twice annually to discuss the student's progress and plans for postsecondary success. We will analyze student data and offer interventions such as our credit recovery program and workshops for students and families on graduation requirements and how to meet them. Lastly, we host career fairs and college field trips to expose students to a wide range of opportunities, and host adult skills workshops as well to improve student outcomes by providing knowledge, creating individualized plans, and following through with close data monitoring and communication. These actions are being provided on an LEA-wide basis because a majority of our students are SED and/or would be first generation college students. In addition, all of our students can benefit from the supports for graduation and college and career readiness.	We will monitor progress in increasing or maintaining high graduation rates and CCI preparedness. Feedback from students and families will shape the work of the College Advisors. 1s: Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. 3f: Increase the 5-year cohort graduation rate or meet the overall state average for baseline year.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.6 Goal 1, Action 1.7	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they tend to perform worse on these assessments in both ELA and math compared to the averages for all students (26.0% in ELA and 9.6% in math). 2023 dashboard data for EL proficiency rates are not reportable due to the low number of students but internal data analysis supports this need. Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. Lastly, our school is eligible for Differentiated Assistance due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and Pupil Engagement. This demonstrates a compelling need to support EL student outcomes.	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

For any limited 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, as applicable.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7). Lastly, the funds also are used for the college advisors, who support students with graduation and postsecondary success (Goal 1, Action 1.10 and Goal 3, Action 3.5).

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	*Not applicable for charter schools.*	*Not applicable for charter schools.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools.*	*Not applicable for charter schools.*

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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
November 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 3,691,776	$ 991,391	26.854%	0.00%	26.854%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,414,615	$ 686,608	$ 105,055	$ 58,240	$ 2,264,518.33	$ 1,225,511	$ 1,039,007

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 44,250	$ 42,115	$ 48,997	$ 37,368		$ -	$ 86,365	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 402,000	$ -	$ 343,760	$ 58,240	$ -	$ -	$ 402,000	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ -	$ 279,616	$ 279,616	$ -	$ -	$ -	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 46,863	$ 40,000	$ 86,863	$ -	$ -	$ -	$ 86,863	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ 86,493	$ 42,000	$ 23,438	$ -	$ 105,055	$ -	$ 128,493	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 119,644	$ 15,000	$ 76,404	$ -	$ -	$ 58,240	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 19,720	$ 13,001	$ 32,721	$ -	$ -	$ -	$ 32,721	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	$ 122,394	$ 439,066	$ -	$ 561,460	$ -	$ -	$ 561,460	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	$ 13,330	$ 6,000	$ 13,330	$ 6,000	$ -	$ -	$ 19,330	0.000%
1	1.10	College & Career Readiness	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 50,729	$ -	$ 42,989	$ 7,740	$ -	$ -	$ 50,729	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 21,787	$ 7,000	$ 28,787	$ -	$ -	$ -	$ 28,787	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 17,390	$ 25,000	$ 42,390	$ -	$ -	$ -	$ 42,390	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	$ 21,787	$ 54,448	$ 76,235	$ -	$ -	$ -	$ 76,235	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 73,782	$ 55,434	$ 119,216	$ 10,000	$ -	$ -	$ 129,216	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 36,592	$ 2,100	$ 38,692	$ -	$ -	$ -	$ 38,692	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 108,341	$ 12,427	$ 120,768	$ -	$ -	$ -	$ 120,768	0.000%
3	3.5	Supports for Graduation	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 40,409	$ 5,800	$ 40,409	$ 5,800	$ -	$ -	$ 46,209	0.000%

2024-2025 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
$ 3,691,776	$ 991,391	26.854%	0.00%	26.854%	$ 1,111,561	0.000%	30.109%	**Total:**	$ 1,111,561
								LEA-wide Total:	$ 1,002,436
								Limited Total:	$ 109,125
								Schoolwide Total:	$ 1,002,436

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	1.1	ademic Assessment and Progress Monitori	Yes	LEA-wide	0	The charter school/LEA	$ 48,997	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	$ 343,760	0.000%
1	1.4	onal Development to Promote Academic Ex	Yes	LEA-wide	All	The charter school/LEA	$ 86,863	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	$ 76,404	0.000%
1	1.7	itional Supports for Long-term English Lear	Yes	Limited	English Learners	The charter school/LEA	$ 32,721	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	$ 13,330	0.000%
1	1.10	College & Career Readiness	Yes	LEA-wide	All	The charter school/LEA	$ 42,989	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	$ 28,787	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	$ 42,390	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	$ 76,235	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	$ 119,216	0.000%
3	3.3	pports for Student Attendance and Engagem	Yes	LEA-wide	All	The charter school/LEA	$ 38,692	0.000%
3	3.4	Supports for Student Behavior and Wellbein	Yes	LEA-wide	All	The charter school/LEA	$ 120,768	0.000%
3	3.5	Supports for Graduation	Yes	LEA-wide	All	The charter school/LEA	$ 40,409	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 851,000.00	$ 1,362,057.73

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	$ 48,263
1	2	CCSS aligned assessments	No	$ 2,000	$ 4,798
1	3	Academic Supports and Interventions	Yes	$ 25,000	$ 379,320
1	4	Increased Course Offerings	No	$ 20,000	$ 33,940
1	5	English Language Development	Yes	$ 90,000	$ 114,678
1	6	Special Education	No	$ 175,000	$ 162,242
1	7	Field Trips	No	$ 50,000	$ 38,654
1	8	Technology	No	$ 20,000	$ 69,086
2	1	Teacher Hiring & Retention	No	$ 15,000	$ 9,405
2	2	Professional Development	No	$ 30,000	$ 40,377
2	3	EL Focus Professional Development	Yes	$ 5,000	$ 130,599
3	1	Post Secondary Parent Engagement	No	$ 2,500	$ 2,500
3	2	Parent Survey	No	$ 1,500	$ 2,000
3	3	Family Welcome & Transition Events	No	$ 5,000	$ 5,250
3	4	Outreach Coordinator	Yes	$ 24,000	$ 60,053
3	5	Technology	No	$ 2,000	$ 2,500
4	1	School Personnel	Yes	$ 250,000	$ 212,874
4	2	School-wide Assemblies	No	$ 11,000	$ 3,000
4	3	School Supplies	No	$ 25,000	$ 24,431
4	4	Youth Truth Survey	No	$ 3,000	$ 3,700
4	6	SEL	Yes	$ 15,000	$ 14,388

2023-2024 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)
$ 882,021	$ 409,000	$ 911,912	$ (502,912)	0.000%	0.000%	0.000% - 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	3	Academic Supports and Interventions	Yes	$ 25,000	$ 379,320	0.000%	0.000%
1	5	English Language Development	Yes	$ 90,000	$ 114,678	0.000%	0.000%
2	3	EL Focus Professional Development	Yes	$ 5,000	$ 130,599	0.000%	0.000%
3	4	Outreach Coordinator	Yes	$ 24,000	$ 60,053	0.000%	0.000%
4	1	School Personnel	Yes	$ 250,000	$ 212,874	0.000%	0.000%
4	6	SEL	Yes	$ 15,000	$ 14,388	0.000%	0.000%

2023-2024 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)
$ 3,299,800	$ 882,021	0.000%	26.730%	$ 911,912	0.000%	27.635%	$0.00 - No Carryover	0.00%

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Downtown Charter Academy

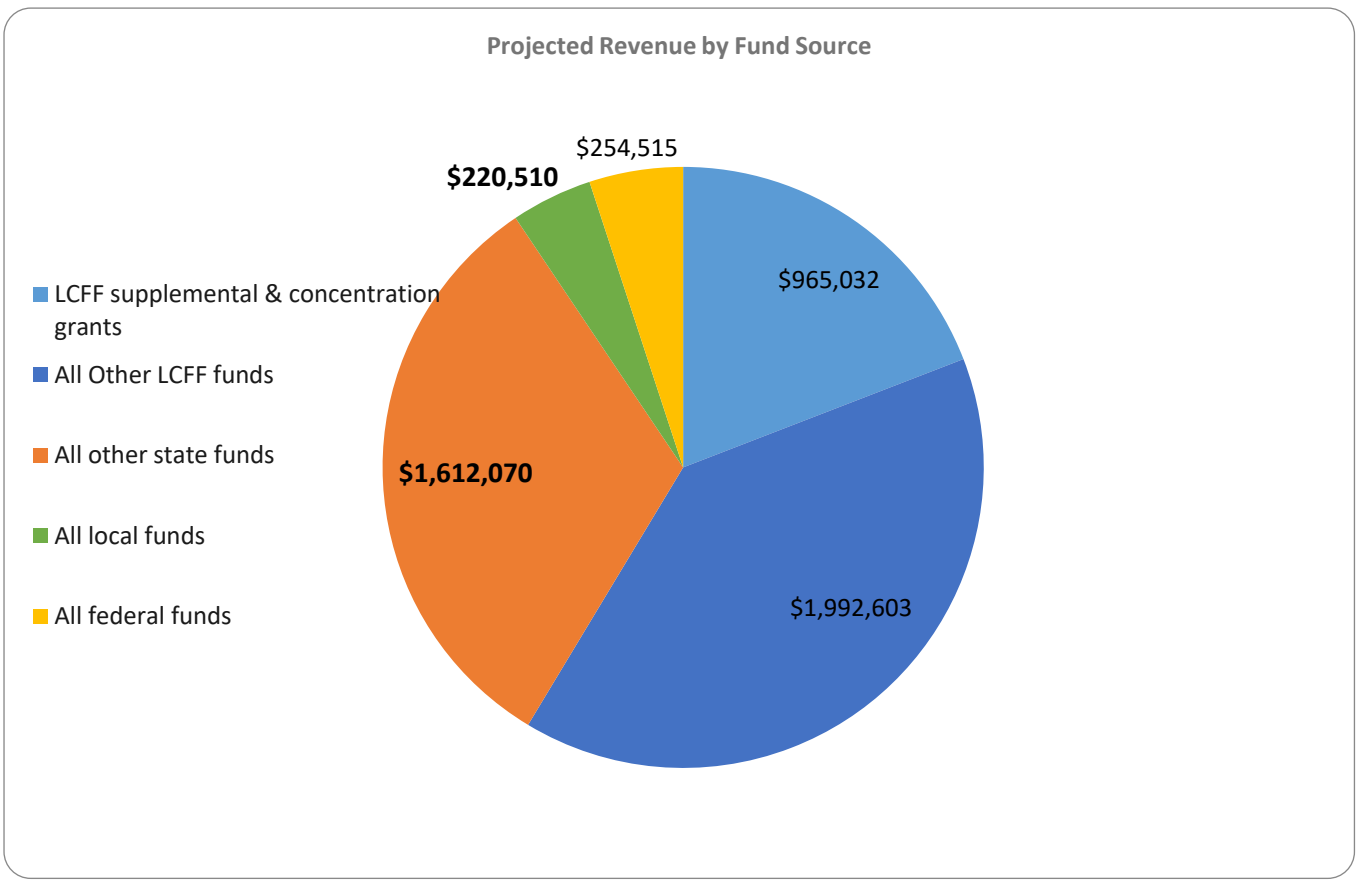
CDS Code: 01-61259-0129635

School Year: 2024-2025

LEA contact information: Esther Prokopienko, eprokopienko@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

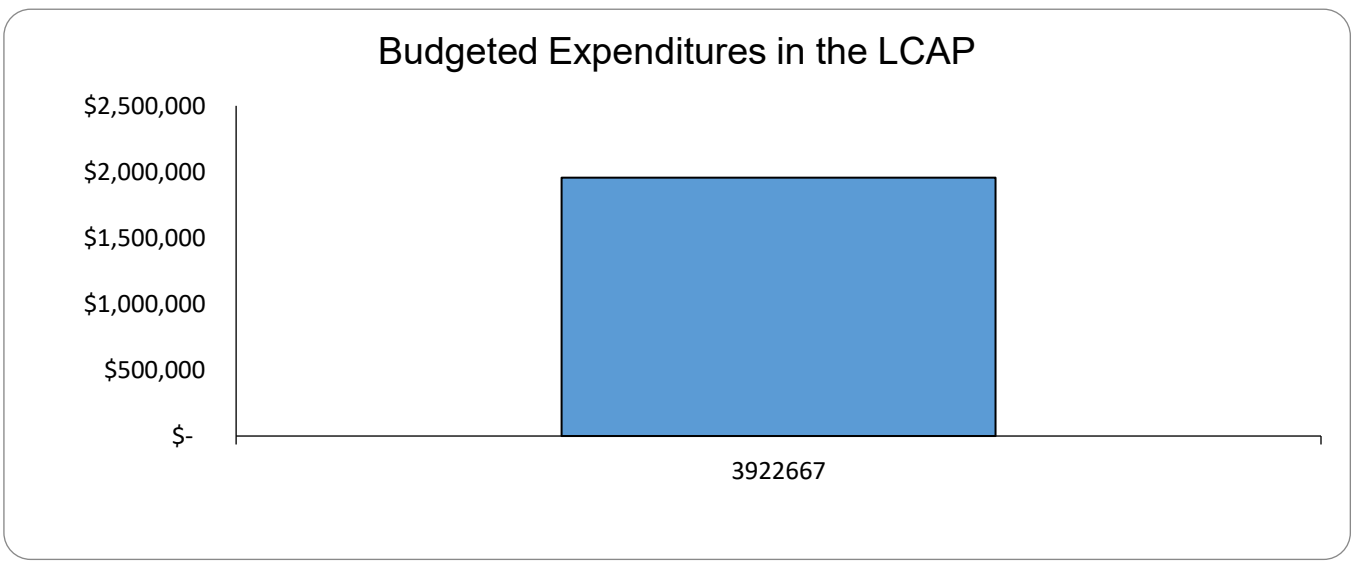
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Downtown Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downtown Charter Academy is $6,009,762.00, of which $3,922,667.00 is Local Control Funding Formula (LCFF), $1,612,070.00 is other state funds, $220,510.00 is local funds, and $254,515.00 is federal funds. Of the $3,922,667.00 in LCFF Funds, $965,032.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Downtown Charter Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

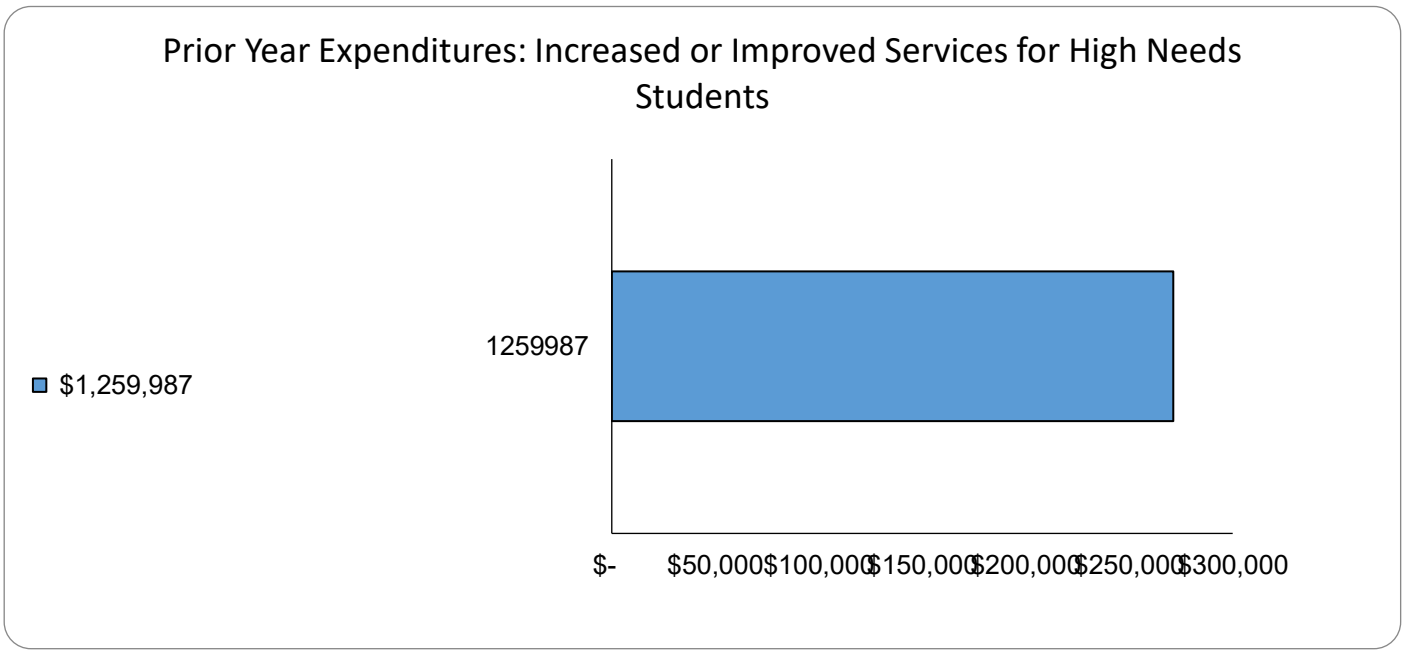
The text description of the above chart is as follows: Downtown Charter Academy plans to spend $3,922,667.00 for the 2024-2025 school year. Of that amount, $1,956,058.67 is tied to actions/services in the LCAP and $1,966,608.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Downtown Charter Academy is projecting it will receive $965,032.00 based on the enrollment of foster youth, English learner, and low-income students. Downtown Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Charter Academy plans to spend $1,003,073.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Downtown Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Downtown Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Downtown Charter Academy's LCAP budgeted $271,300.00 for planned actions to increase or improve services for high needs students. Downtown Charter Academy actually spent $1,259,987.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Esther Prokopienko, Site Director	eprokopienko@amethodschools.org - 510-535-1580

Goals and Actions

Goal 1

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate	80%	88.90%	80%	85%	80%
Appropriately assigned instructional staff 100%	100%	100%	80%	100%	80%
Standards -aligned curriculum for all students for all core subjects 100%	100%	100%	100%	100%	100%
Math SBAC 50% or more Meeting or Exceeding We expect to keep the percentage of meeting and exceeding in Math SBAC for all subgroups.	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021	2021-2022 All Students - 62.18% SED - 56.74% SPED - 13.34% English Learner - 34.0% Hispanic/Latino - 26.83% Asian - 70.53%	2022-2023 All Students - 65.37% SED - 66.67% Asian - 77.2% Hispanic or Latino - 24.39% EL - 41.38%	50% or increase by 1%
ELA SBAC 50% or more Meeting and Exceeding We expect to keep the percentage of meeting and exceeding in ELA SBAC for all subgroups.	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021	All Students- 71.05% SED - 65.95% SPED - 20.00% English Learner - 32.65% Hispanic/Latino - 48.78% Asian - 75.24%	All Students - 68.24% SED - 68.02% Asian - 75.65% Hispanic/Latino - 40% EL - 24.56%	50% or increase by 1%
% meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA (Northwest Evaluation Association).	All Students - 56% FRL - 53% EL - 9% SPED - 25% Asian - 61% Hispanic - 38%	All Students - 56% FRL - 53% EL - 12% SPED - 25% Asian - 62% Hispanic - 40%	All Students - 63.98% SED - 65.12% SPED - 47.62% Hispanic/Latino - 50% Asian - 67.35%	All Students - 57.09% SED - 56.78% English Learner - 16.07% Hispanic/Latino - 35.00% Asian - 63.39%	All students - 56% FRL - 55% EL - 11% SPED - 27% Asian - 63% Hispanic - 40%
% at grade level in Math as measured by the NWEA (Northwest Evaluation Association)	All Students - 63% FRL - 64% EL - 25% SPED - 43% Asian - 71% Hispanic - 30%	All Students - 63% FRL - 64% EL - 22% SPED - 43% Asian -72% Hispanic - 31%	All Students - 69.73% SPED - 47.62% Hispanic/Latino - 34.21% Asian - 77.55%	All Students - 70.08% SED - 69.35% SPED - 42.31% English Learner - 44.64% Hispanic/Latino - 30.00% Asian - 81.97%	All Students - 65% FRL - 66% EL - 27% SPED - 45% Asian - 71% Hispanic - 32%

EL Progress % of students moving up at least one level as measured by ELPAC	18%	Pending until Fall 2022	86%	78.90%	65%
RFEP Rate as a percentage Given the reduction. in access to English	15%	Pending until Fall 2022	13.53%	27.16%	20%
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs) The expectation is that 100% of staff members participate in Professional development offered by the school.	100%	100%	97%	98%	95%
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%	100%	100%	90%

Goal 1 Analysis

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.

There are no substantive differences in planned actions and actual implementation of these actions. We continue to support teachers with classroom observations and coaching at least 2 times/month and Professional Development once/week during staff meetings, grade level meetings and department meetings on Fridays. In addition, we support teachers' professional development during the AMPS Summit at the end of the summer and throughout the years during whole-day PD Days.

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.

Due to a misunderstanding of the instructions for last year's LCAP Action Tables, some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year. In some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

Specific differences include:

Action 1.1: The cost of purchasing new curriculum, including print and online licenses, was higher than originally planned. All of our curricula are now current and CCSS- and NGSS-aligned. All our curriculum purchases included a printed copy and an online license for 100% of students. In addition, we purchased Actively Learn licenses for the humanities and the Professional Development so that teachers can maximize the opportunities to offer students an individualized reading and writing tool. We also purchased iXL and Lexia licenses for students to grant them additional access to individualized support in math and reading.

Action 1.7: Our original plan was to contract an outside vendor to do a workshop on academic skills for college success. Instead of contracting with a vendor, we decided to do the workshop ourselves during the school day. Our students receive academic skill building through workshops on Fridays.

Action 1.8: iPads were donated to our school and thus we did not have to spend funds on this action. We do have money set aside for any need that arises for digital/technology equipment to assist any student who needs it.

Lastly, the original planned expenditures did not include funds spent on staff salaries to support Actions 1.2 through 1.5. The estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was very successful in achieving this goal, as demonstrated by the 23-24 Distinguished School Award from the Department of Education for outstanding academic performance in math and English and a positive school culture. We attribute this success to focusing all efforts in providing support to our most vulnerable students, a strong tutoring and programming for Tier 1 and Tier 2 students,

an intervention tracker to focus all efforts and all actions described in the LCAP, including ongoing professional development for our staff, utilizing standards-aligned curriculum and assessments, and differentiated instruction. These actions have increased instructional time, streamlined lesson planning, and supported data-driven collaborations across classrooms and staff members. We have committed staff and a very strong culture, so we are able to retain most of our teachers. We achieved 85% of teacher retention last year.

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 next year, we would like to continue developing the Intervention Tracker so that it is utilized in an organic manner by all instructional staff and is implemented earlier in the year using data from SBAC and Interim Assessments. We will achieve this goal by intentionally dedicating a large portion of the summit training to analyze data and put together the skills students are ready to learn in the first weeks of school.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PBIS	80%	88.90%	Data Not Available		80%
School Culture and Climate Survey: CalSchLS	100%	100%	Data Not Available	Not Yet Available for current year	100%
School Assemblies and Student Events and Engagement Activities	100%	100%	100%	100%	100%
Suspension rate	Below 2%	0%	0%	0%	0%

Goal 2 Analysis

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.

There are no substantive differences in planned actions and actual implementation of these actions for this goal. We have continued to implement the PBIS system with success. Students are rewarded for demonstrating the school values: Bravery, Responsibility, Integrity, Compassion and Kindness. Students appreciate the opportunity to purchase small tangible gifts and other school incentives and teachers have been getting better at keeping the incentives working.

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.

There was one material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. For Action 2.8, the original planned expenditure budget did not include funds spent on cleaning supplies. The estimated actuals include this information.

We continued to have student assemblies with the goal of reflecting on school values and other important topics relevant to middle school students. This year we noticed that our students needed to work on the social skills and language that they use towards each other, and dedicated some PD time to reflect and put in place restorative practices and protocols for the school, but these activities didn't impact expenditures. Lastly, the original planned expenditures did not include funds spent on staff salaries to support Actions 2.1, 2.3, 2.4, 2.8, and 2.9. The estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions were effective in making progress toward the goal. Overall, the school was successful in making progress towards this goal as we continued to implement the Positive Behavioral Incentives and Support System, assemblies, and other engagement activities to maintain a positive learning environment for the students and reward their accomplishments in achieving the values of the school. There were several events at the school geared to improve the school culture and the students' diversity. We celebrated the Lunar Year, Hispanic Heritage Month and Black History Month. In addition, students received lessons and information relevant to promote diversity and highlight the diversity they bring to the school. We celebrated Oral History Day and are planning to celebrate the Multicultural Festival in the Spring. We also have Spirit School Week that students appreciate because they organize different activities. Fundraising for humanitarian purposes like the Food Drive and the Light the Night for Leukemia are events that help students develop their initiatives in organizing and promoting positive events and demonstrate their kindness.

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.

There are no substantial changes made to the planned goal, metrics, desired outcomes or actions for the coming year. We hope to continue implementing restorative practices geared to keeping our suspension rate in 0%. We will continue to help students reflect on their behaviors and learn how to restore relationships. We will continue to use the Character Reflection Time so students can write and discuss issues concerning their behavior and social skills. One minor change was the use of Circle Time in which the school counselor leads whole-class

conversations so that students get to express their behavior needs, problems and focus on problem solving and social skills. The goal of this exercise is to offer students the language to express emotions and feelings and to address each other with appropriate language.

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 3	Description
3	**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.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Access to student Information	80%	88.90%	95%	95%	95%
Have at least 5 whole school family meetings in person and 5 meetings online to update parents and present Family and collect input	100%	100%	100%	100%	100%
Offer at least 4 Family Engagement and cultural events	100%	100%	100%	100%	100%
Maintain at least 5 Community Partnerships	0	N/A	100%	100%	100%

Goal 3 Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions. However, we intentionally focused our efforts in opening channels of communication with our families. We supported parents with tech skills and guidance so that they could utilize the platforms and access to PowerSchool, ParentSquare and Google Classrooms to get the academic and behavior information for their students. All our teachers participated and many parents are using all these digital tools to communicate and get information about their students' education and programming. We continue to reach out to families in a systematic way and are making progress in the consistency of these communications. We continue to send families a monthly Newsletter and the students' bulletin to inform them on the academic program on a weekly basis.

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.

There was one material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. For Action 3.2, the original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information. We also added a session of English Language Development to share with parents tools and tips on how to support their English Learners at home. Lastly, the original planned expenditures did not include funds spent on staff salaries to support Actions 3.1 and 3.2. The estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We were very effective in the specific actions towards making progress in this goal by instructing parents on how to access our information and academic systems because all school staff was involved in this initiative and purposely planned the Back-to-School-Night for this purpose. We made progress in reaching out to individual families and will continue to be proactive so that 100% of the families hear directly from teachers about their students' academic and behavior development.

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 have been successful in building partnerships with the Oakland community to offer instruction and after school programs to our students. We are proud to offer an after school program for 150 families free of charge. The G-1 Grant has been instrumental in this effort because we are able to partner with Get Empowered and other Local organizations to offer martial arts, visual and performing arts and world languages to our students. We have been successful in reaching out to the community for these partnerships and plan to continue doing so.

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 4	Description
4	**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.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students access to technology	80%	88.90%	100%	100%	100%
Acquire and maintain state of the art Instructional Tech	70%	80%	80%	80%	100%
Maintain an active Parents' Communication Portal	50%	50%	50%	100%	100%
Online curriculum to differentiate Instruction	80%	80%	100%	100%	100%

Goal 4 Analysis

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.

We achieved this goal 100% and there were no substantive differences in planned actions and implementation for this goal. We make sure students continue to have access to technology 100% of the time at school, balance the digital and printed learning, and provide chromebooks for students to take home through our lending library. We have started a conversation with students about equity in AI, and have helped them reflect on integrity issues that might develop by using AI improperly.

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.

There were two material differences between planned expenditures and actual expenditures. We have all the chromebooks and carts in the classrooms, however the original budget did not account for projectors for all classrooms but this was included in the estimated actuals for Action 4.3. Funds were also used to purchase additional chromebooks so that students could access the instructional materials. We added expenditures under Action 4.5 to implement internet upgrades and additional hotspots that were not initially budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have been very effective in implementing digital learning in the school; this has allowed our students to maintain the technical skills and knowledge, and teachers to give feedback in real time. In addition, we have worked on digital citizenship, so that students are aware of websites that might be dangerous to them. We worked closely with parents so that they know how to support their students with the internet resources. We have obtained good results in making sure students are aware of reliable sources of information and have responded to issues of students using technology improperly to complete assignments. We will continue to work on issues of integrity and explore and learn from all the positive aspects that the digital word has to offer.

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.

Due to the transition back to in-person learning after the COVID-19 pandemic, we will not include this goal in the new version of the LCAP. Some metrics and actions may be incorporated into other goals within the LCAP, but our primary focus will be on combating learning loss and a strong school culture.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Esther Prokopienko, Site Director	eprokopienko@amethodschools.org, 510-535-1580

Plan Summary 2024-2025

General Information

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

At Downtown Charter Academy (DCA), we are committed to our students' academic success and developing a strong community of learners. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501(c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school serving grades 6-8. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA 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 and the California Distinguished Schools Award in 2021 and 2024. DCA serves 271 students. In 2022-23, DCA served a student body that was 75.7% Asian, 15.8% Hispanic/Latino, and 4.6% African-American/Black. 77.2% of students considered socioeconomically disadvantaged, 11.2% are students with disabilities, and 30.9% of students are multi-language learners.

DCA's 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. We believe all students can succeed 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 are committed to our students' academic success and developing a strong community of learners. Our student-centered school allows us to target the needs of each student and to focus all efforts in helping them develop foundational skills by planning lessons and instructional moves that directly impact the skills students are ready to learn. DCA has a very active student body, and offers a multitude of additional

programs that support the rigorous academics offered to every student. Additionally, our positive school culture works around 5 school values that provide the framework for all restorative practices. We have a high teacher retention rate so that the organizational memory provides students with a strong learning environment so all students can make continuous academic progress.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

DCA students are achieving remarkable academic success. In 2022-23, 68.24% of students achieved proficiency in English and 65.37% achieved proficiency in math, far exceeding our goal of 50%. In fact, our school won the 23-24 Distinguished School Award from the Department of Education for outstanding academic performance and a positive school culture. We attribute this success to a number of factors. First, DCA's Multi-Tiered System of Supports provided a strong tutoring and programming for students in Tier 1 and Tier 2, and intensive one-on-one support to our most vulnerable students as a Tier 3 intervention. To ensure MTSS supports were aligned to student need, DCA created an intervention tracker with robust student-level data. Additionally, DCA implemented ongoing professional development for our staff, focused on developing and implementing standards-aligned curriculum and assessments, and provided differentiated instruction. All of these actions increased instructional time, streamlined lesson planning, and supported data-driven collaborations across classrooms and staff members. It also strengthened our school culture, with staff feeling supported, motivated, and committed to the school. As a result, we achieved 85% teacher retention last year.
DCA was also able to maintain a positive learning environment for the students and reward their accomplishments in achieving the values of the school. This was reinforced daily through a Positive Behavioral Incentives and Support System. Additionally, assemblies and other engagement activities helped students feel celebrated. There were several events at the school geared to improve the school culture and the students' diversity. We celebrated the Lunar Year, Hispanic Heritage Month and Black History Month. In addition, students received lessons and information relevant to promote diversity and highlight the diversity they bring to the school. We celebrated Oral History Day and are celebrated the Multicultural Festival in the Spring. We also have Spirit School Week that students appreciate because they provide an opportunity to express themselves in different ways. Fundraising for humanitarian purposes like the Food Drive and the Light the Night for Leukemia are events that help students develop their initiatives in organizing and promoting positive events and demonstrate their kindness.
DCA offers multiple touchpoints for parents throughout the year, including whole-school family meetings (in person and online), family engagement and cultural events (at least 4 annually). We have also been successful in building partnerships with the Oakland community to offer instruction and after school programs to our students. We are proud to offer an after school program for 150 families free of charge.
One challenge we have faced since the COVID-19 pandemic is the attendance rate for a small group of students who suffer from anxiety and have been struggling with the transition from elementary to middle school. We are working with them one-on-one to monitor their attendance, meet with their families, and listen to their challenges so that we can support them as needed. One solution that has been proven effective is the support that our school counselor offers by meeting each student every morning before classes begin, she provides some activities that help them relax so that they feel safer and ready to join their classes. In addition, we help parents connect with other families so they can join carpools. With these efforts, we anticipate an increase in attendance, but will continue to work with any students who need this level of support.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable; the LEA is not eligible for technical assistance.

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.

Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. We use a general framework to create School Priorities that we group into 4 main sessions: Academic, Culture, Stakeholder Involvement, and Other Initiatives. We analyze student data with our staff members, share it with parents and students, and then use the data to set goals and create action plans together. Teachers, parents, and students take part in this process and in doing so they feel heard and seen. Not only that, but because they are the ones creating the goals and action plans, they feel committed to make them happen. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year's LCAP. Parents participate in the creation of school Priorities, Goals and Action plans, and provide input into the expenditures we make, including LCAP and grants such as the G-1 grant. We have 2 parent meetings per month, one in the morning in person and one in the evening online. During these meetings parents are informed of student academic data, attendance, grant proposals. In addition, the ELD, SPED and School Counselor share best practices. We also host cultural events throughout the year such as the multicultural festival and Oral History Day where parents participate and provide support. Teachers contact parents on an ongoing basis to provide information and support to their students. We use these methods to engage parents of all students.

Students	In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. We share our school priorities, goals, and action plans with students and seek their feedback. Additionally, we share school data with students to identify our most vulnerable subjects, encouraging them to work together to ensure everyone makes adequate progress. We use these methods to engage our student body.
SELPA	In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Our teachers are interested in continuous learning about equity practices. This year we worked on a few fronts to equip them with tools to uphold equity in their classrooms. We learned about Restorative Circles and demonstrated the practice for all students in every classroom and gave teachers a few tools to run them on their own. In addition, we have used music, art, and readings to share what we think of equity. We also planned a workshop on unconscious bias where teachers presented the workshop and then we gave teachers the time to plan their own lessons together so that this practice/reflection reaches students in their classrooms. We plan to continue these kinds of efforts over the course of the next 3-year LCAP as a result of teachers' input and enthusiasm for this work. This feedback was incorporated into Action 3.4.
Parents wanted us to help students develop leadership skills and as a result we are prioritizing this. They were also interested in us supporting students to develop their own voices. To accomplish these goals, teachers have planned Socratic seminars, debates, interview projects, and collaborative cross-curricular projects where students have to actively speak and present their own opinions on different topics. Parents also wanted us to offer field trips and we dedicated some G-1 grant funds to offer field trips to all students. In addition, parents wanted us to help students reduce the time they spend in front of the screen and we have offered workshops and information to support them with it. This feedback was incorporated into Action 3.2.
Students expressed the desire to get more sports at school. In response to their request, we added soccer and basketball clubs. They also wanted to have more art, so we added 2 more art classes during the after school program. This feedback was incorporated into Actions 3.1 and 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school's 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. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.
Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	46.3% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	*Will be completed in 2025.*
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of students have access to standards-aligned instructional materials	*Will be completed in 2025.*
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	*Will be completed in 2025.*	*Will be completed in 2026.*	School facilities are in good or exemplar repair	*Will be completed in 2025.*

1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	The Annual Summit is Offered	*Will be completed in 2025.*
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of EL students are enrolled in ELD courses.	*Will be completed in 2025.*
1f	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 68.2% SED: 68.0% Asian: 75.7% Hispanic: 40.0% EL: 24.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	*Will be completed in 2025.*

1g	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 65.4% SED: 66.7% Asian: 77.2% Hispanic: 24.4% EL: 41.4%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	*Will be completed in 2025.*
1h	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 59.3% SED: 60.6% Asian: 69.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	*Will be completed in 2025.*

1i	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 78.9%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	*Will be completed in 2025.*
1j	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	31.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	*Will be completed in 2025.*
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Students have access to a broad course of study - Local Indicator "Standard Met"	*Will be completed in 2025.*

1l	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	1 paraprofessional for EL and 1 for SWD	*Will be completed in 2025.*
1m	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 47th Hispanic: 37th Asian: 48th *Source for baseline year is NWEA.*	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*
1n	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 49th Hispanic: 45th Asian: 53rd	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*

DInsert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$ 86,528	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math.	$ 563,722	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$ 97,719	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$ 99,711	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$ 136,508	Yes
1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$ 32,802	Yes

1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$ 187,072	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$ 20,247	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	*Will be completed in 2025.*
2b	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events *From the 2022-23 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Parents invited to at least 4 events	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$ 29,401	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$ 41,455	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 95.7% Asian: 97.0% Hispanic: 93.2% EL: 95.7% SED: 95.9%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will achieve 90% or greater ADA.	*Will be completed in 2025.*
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.1% SED: 4.5% Asian: 0.5% Hispanic: 26.2% EL: 12.3% SWD: 15.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	*Will be completed in 2025.*
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	*Will be completed in 2025.*

3d	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will have 0.5% or lower expulsion rate	*Will be completed in 2025.*
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	51.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	70.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3g	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	*Will be completed in 2025.*

3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$ 76,848	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$ 126,903	Yes

3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. In 2023, the school received a red dashboard indicator for the Hispanic subgroup in Chronic Absenteeism, so as a result our leadership will specifically monitor these students' absenteeism rates throughout the year in order to provide targeted interventions. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$ 38,353	Yes
3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion - Train teachers to provide social-emotional learning opportunities through advisory/home room classes - The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$ 139,174	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$965,032	$111,311

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
32.629%	4.187%	$109,446.23	36.816%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, and 1.4	Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (77.2% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.

Goal 1, Action 1.9	Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal 2, Actions 2.1 and 2.2	We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal 3, Actions 3.1, 3.2, 3.3, and 3.4	Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 51.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.6 Goal 1, Action 1.7	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (24.6% and 41.4% proficient, respectively) compared to the overall average for students (68.2% in ELA and 65.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

For any limited 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, as applicable.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	*Not applicable for charter schools.*	*Not applicable for charter schools.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools.*	*Not applicable for charter schools.*

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- Include a discussion of relevant challenges and successes experienced with the implementation process.
- This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for

purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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
November 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 2,957,635	$ 965,032	32.629%	4.187%	36.815%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,526,026	$ 420,032	$ 10,000	$ -	$ 1,956,058.67	$ 1,335,937	$ 620,122

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 44,412	$ 42,116	$ 49,159	$ 37,368	$ -	$ -	$ 86,528	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 563,722	$ 0	$ 420,401	$ 143,321	$ -	$ -	$ 563,722	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ -	$ 279,616	$ 279,616	$ -	$ -	$ -	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 57,719	$ 40,000	$ 97,719	$ -	$ -	$ -	$ 97,719	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ 78,711	$ 21,000	$ 99,711	$ -	$ -	$ -	$ 99,711	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 121,508	$ 15,000	$ 15,000	$ 121,508	$ -	$ -	$ 136,508	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 19,802	$ 13,000	$ 32,802	$ -	$ -	$ -	$ 32,802	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	$ 130,502	$ 56,570	$ 143,626	$ 43,446	$ -	$ -	$ 187,072	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	$ 14,247	$ 6,000	$ 14,247	$ 6,000	$ -	$ -	$ 20,247	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 22,401	$ 7,000	$ 29,401	$ -	$ -	$ -	$ 29,401	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 16,455	$ 25,000	$ 41,455	$ -	$ -	$ -	$ 41,455	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	$ 22,402	$ 54,447	$ 26,101	$ 50,747	$ -	$ -	$ 76,848	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 79,441	$ 47,462	$ 99,261	$ 17,642	$ 10,000	$ -	$ 126,903	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 36,253	$ 2,100	$ 38,353	$ -	$ -	$ -	$ 38,353	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 128,363	$ 10,811	$ 139,174	$ -	$ -	$ -	$ 139,174	0.000%

2024-2025 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
$ 2,957,635	$ 965,032	32.629%	4.187%	36.815%	$ 1,003,073	0.000%	33.915%	**Total:**	$ 1,003,073
								LEA-wide Total:	$ 955,271
								Limited Total:	$ 47,802
								Schoolwide Total:	$ 955,271

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	1.1	Academic Assessment and Progress Monit	Yes	LEA-wide	0	The charter school/LEA	$ 49,159	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	$ 420,401	0.000%
1	1.4	Professional Development to Promote Acad	Yes	LEA-wide	All	The charter school/LEA	$ 97,719	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	$ 15,000	0.000%
1	1.7	Additional Supports for Long-term English L	Yes	Limited	English Learners	The charter school/LEA	$ 32,802	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	$ 14,247	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	$ 29,401	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	$ 41,455	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	$ 26,101	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	$ 99,261	0.000%
3	3.3	Supports for Student Attendance and Engag	Yes	LEA-wide	All	The charter school/LEA	$ 38,353	0.000%
3	3.4	Supports for Student Behavior and Wellbeii	Yes	LEA-wide	All	The charter school/LEA	$ 139,174	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 431,950.00	$ 1,706,434.74

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	Student Academic Engagement	Yes	$ 38,200	$ 98,997
1	2	Curricular Academic support for students performing below grade level	Yes	$ 1,000	$ 289,313
1	3	Instructional support	Yes	$ 60,500	$ 106,091
1	4	Intervention & Acceleration	Yes	$ 40,500	$ 241,575
1	5	Assessments & Programs	Yes	$ 12,200	$ 148,773
1	6	Catalogued Library	Yes	$ 2,500	$ 46,135
1	7	College and Career Planning	No	$ 2,000	
1	8	Other resources and digital access	Yes	$ 2,000	
2	1	MTSS & PBIS	Yes	$ 6,400	$ 121,123
2	2	Assemblies and Student Workshops	No	$ 4,600	$ 4,600
2	3	Team Building, social justice and equity	No	$ 3,200	$ 176,684
2	4	Engagement Activities	No	$ 7,000	$ 59,847
2	5	Communications	No	$ 1,500	$ 1,500
2	6	Sex Education	Yes	$ 5,500	$ 5,000
2	7	School Themed materials and uniforms	No	$ 34,600	$ 1,000
2	8	Safety materials	No	$ 3,700	$ 25,266
2	9	Facility Safety, maintenance and inspections	No	$ 57,000	$ 78,820
2	10	Mental Health and Wellness	Yes	$ 88,000	$ 75,928
3	1	Parent Comunications and information	Yes	$ 4,500	$ 65,417
3	2	Family engagement	Yes	$ 10,000	$ 61,637
3	3	Diversity Celebrations and Other Cultural Events	No	$ 5,000	$ 6,728
3	4	Community Partnerships	No	$ 2,000	$ 2,269
4	1	Student Devices	No	$ 9,300	$ 10,000
4	2	Curriculum Software and software for Students	No	$ 20,000	$ 22,911
4	3	Software for student engagement	No	$ 1,000	$ 26,855
4	4	Software for Safety Guidelines	No	$ 9,000	$ 14,386
4	5	Tech Purchase	No	$ 750	$ 15,582

2023-2024 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)
$ 822,826	$ 271,300	$ 1,259,987	$ (988,687)	0.000%	0.000%	0.000% - 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	Student Academic Engagement	Yes	$ 38,200	$ 98,997	0.000%	0.000%
1	2	Curricular Academic support for students performing below grade level	Yes	$ 1,000	$ 289,313	0.000%	0.000%
1	3	Instructional support	Yes	$ 60,500	$ 106,091	0.000%	0.000%
1	4	Intervention & Acceleration	Yes	$ 40,500	$ 241,575	0.000%	0.000%
1	5	Assessments & Programs	Yes	$ 12,200	$ 148,773	0.000%	0.000%
1	6	Catalogued Library	Yes	$ 2,500	$ 46,135	0.000%	0.000%
1	8	Other resources and digital access	Yes	$ 2,000	$ -	0.000%	0.000%
2	1	MTSS & PBIS	Yes	$ 6,400	$ 121,123	0.000%	0.000%
2	6	Sex Education	Yes	$ 5,500	$ 5,000	0.000%	0.000%
2	10	Mental Health and Wellness	Yes	$ 88,000	$ 75,928	0.000%	0.000%
3	1	Parent Comunications and information	Yes	$ 4,500	$ 65,417	0.000%	0.000%
3	2	Family engagement	Yes	$ 10,000	$ 61,637	0.000%	0.000%

2023-2024 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)
$ 2,614,095	$ 822,826	20.910%	52.387%	$ 1,259,987	0.000%	48.200%	$ 109,446.23	4.187%

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter Academy

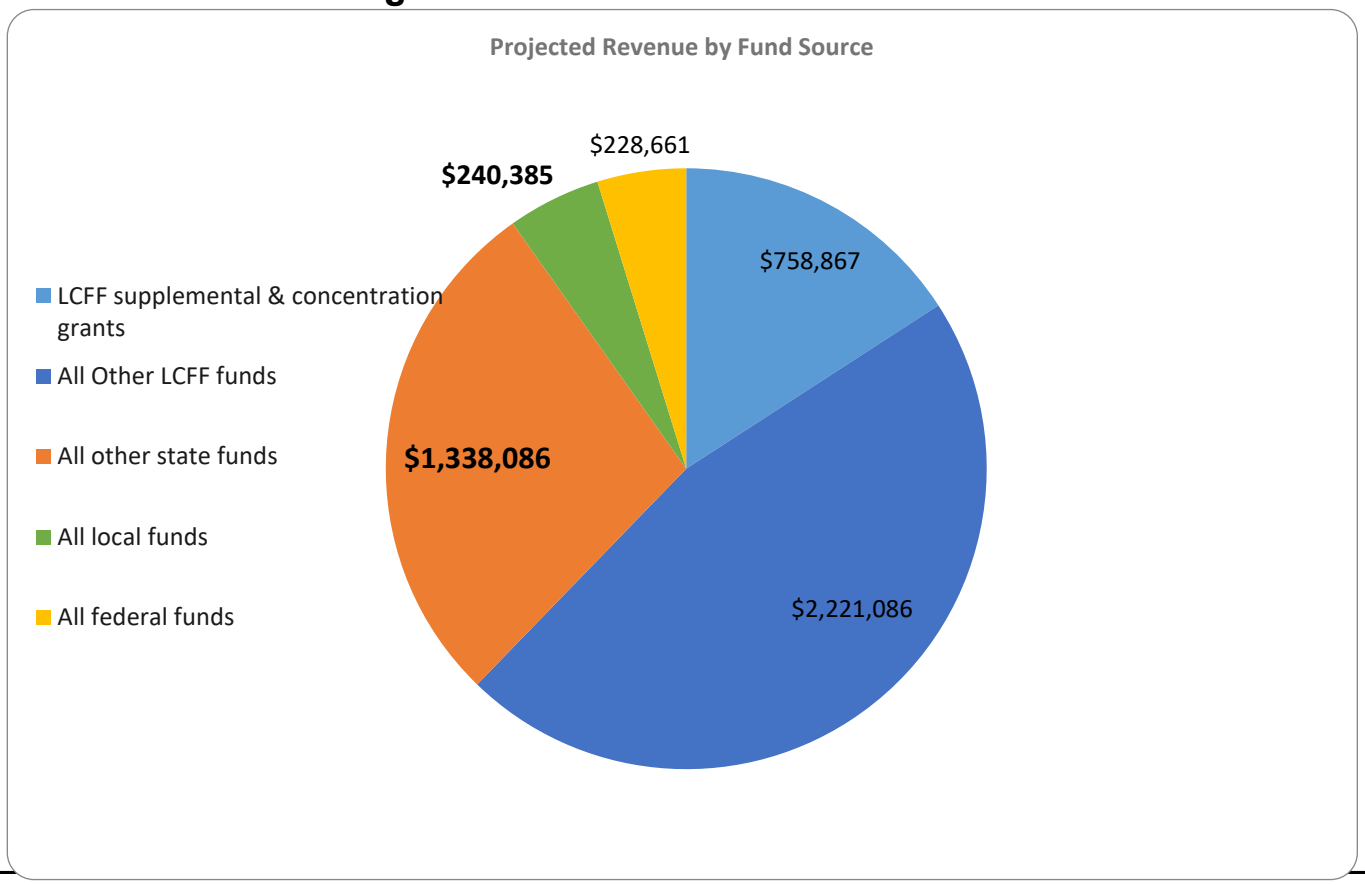
CDS Code: 01-61259-6111660

School Year: 2024-2025

LEA contact information: Phillip Ellingberg pellingberg@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

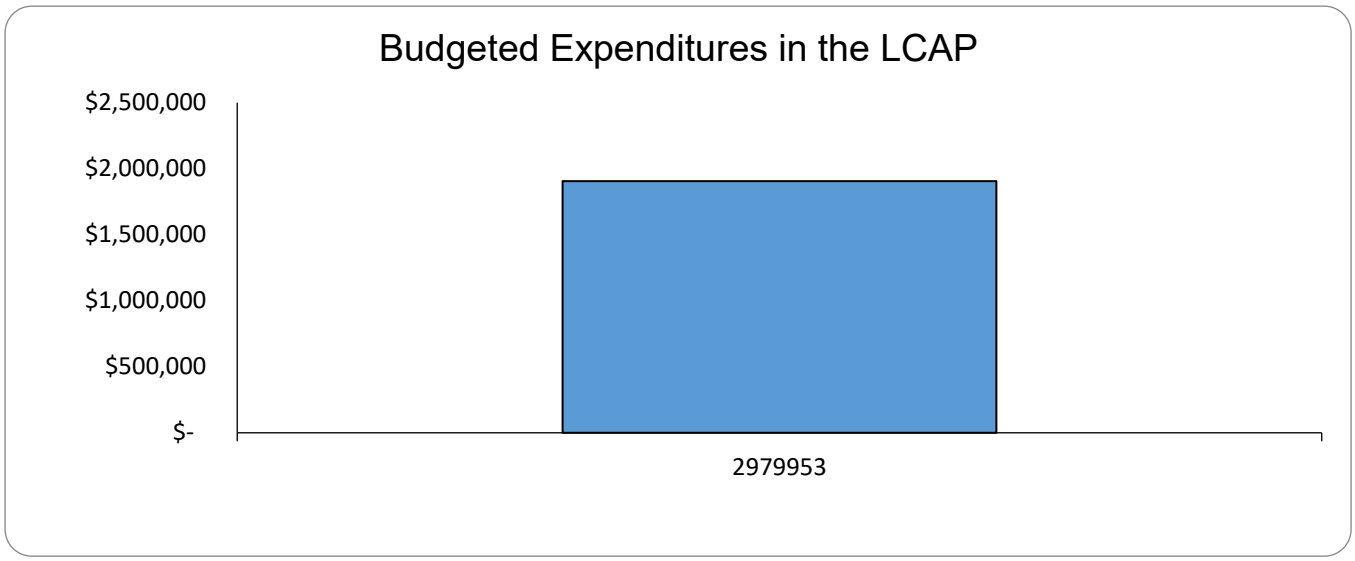
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Oakland Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Charter Academy is $4,787,085.00, of which $2,979,953.00 is Local Control Funding Formula (LCFF), $1,338,086.00 is other state funds, $240,385.00 is local funds, and $228,661.00 is federal funds. Of the $2,979,953.00 in LCFF Funds, $758,867.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oakland Charter Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

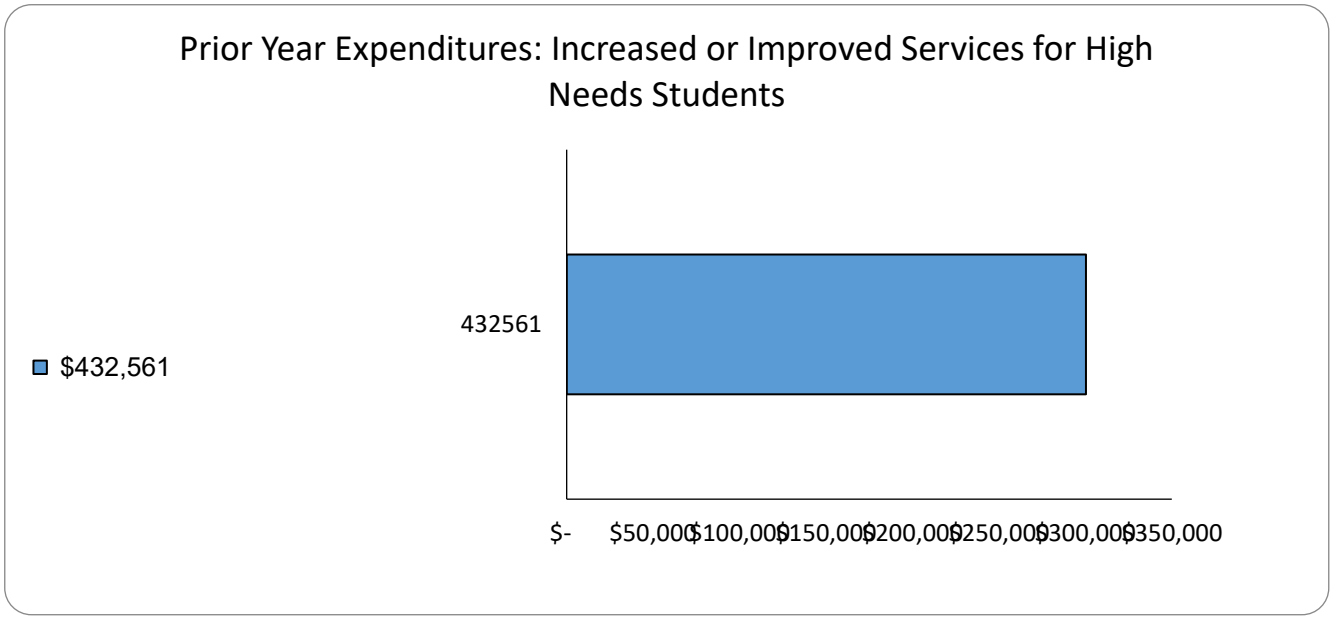
The text description of the above chart is as follows: Oakland Charter Academy plans to spend $2,979,953.00 for the 2024-2025 school year. Of that amount, $1,905,784.68 is tied to actions/services in the LCAP and $1,074,168.32 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Oakland Charter Academy is projecting it will receive $758,867.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter Academy plans to spend $1,013,649.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Oakland Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Oakland Charter Academy's LCAP budgeted $300,360.00 for planned actions to increase or improve services for high needs students. Oakland Charter Academy actually spent $432,561.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg, Site Director	pellingberg@amethodschools.org 510-532-6751

Goals and Actions

Goal 1

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

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	21-22: 70% of core teachers returning	22-23: 45% of staff retained	23-24: 40% of staff retained	100% of core teachers returning
Appropriately assigned instructional staff	2019 SARC: 70% fully credentialed	21-22: 70% fully credentialed	22-23: 18% of staff credentialed	23-24: 35% fully credentialed	100% Fully credentialed
Standards-aligned curriculum for all students for all core subjects	20-21: 100%	21-22: 100%	22-23: 100%	23-24: 100%	Maintain 100%
Math SBAC % Meeting or Exceeding	Baseline data coming pending 2021 results	22-23: 13%	Not yet available	Data coming 2024	3-year outcome pending baseline data.
ELA SBAC % Meeting and Exceeding	Baseline data coming pending 2021 results	22-23: 13%	Not yet available	Data coming 2024	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	2021 CA School Dashboard 43.3%	Not yet available	2023 CA School Dashboard 52.3%	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%	6%	0%	15% or higher
Facility Report	2019 SARC: Exemplary Rating	2021 SARC: Exemplary Rating	2022 SARC: Exemplary Rating	Good	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% 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	This year we were unable to offer art during school due to staffing shortage.	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	maintain 100%

Goal 1 Analysis

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 school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. Funding from state and federal funding sources allowed us to offer additional one-to-one support for our most vulnerable students, including unduplicated pupils (English learners, socioeconomically disadvantaged youth, and homeless and foster youth) as well as students receiving special education services.

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.

The school did have some substantive differences between the budgeted expenditures and the estimated actual expenditures for this goal. Due to a misunderstanding of the instructions for last year's LCAP Action Tables, some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year. In some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

Other specific differences include: The cost for the Dean of Curriculum was slightly higher than what was budgeted, the original planned expenditures for 1.1 and 1.4 did not include funds spent on staff salaries to support this action and the estimated actuals include this information. Lastly, for Action 1.5, the team decided to invest in additional programs that would better support the needs of students who were experiencing academic deficiencies and for those who are enrolled in our after school program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was only partially successful in making progress towards this goal. We met our facility and curriculum goals, however we are still making steps to advance with our SBAC goals.

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 had mixed success in achieving this goal and have been reflecting thoughtfully on how to make changes in this area for future years. We have made progress in the area of staff retention. We are implementing new programs such as iReady and intervention classes to support growth in the academic areas that remain challenging.

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

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%	89%	Data coming 2024	Maintain above 97%
Suspension rate as a percentage	2020-21 Suspension Rate: 0%	>2%	0%	0.40%	Maintain 0%
Expulsion rate as a percentage	2019-2020: 0%	0.00%	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%	20-21: 57%	21-22: 38%	22-23: Data Not Available	Maintain 92% or higher
Chronic Absenteeism as a percentage	18-19: 14.8%	31.88%	52%	47.60%	Less than 10%

Goal 2 Analysis

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 school did not experience many substantive differences in the planned actions and actual implementation of the actions for this goal. We provided the school culture and student engagement activities as described in the prior LCAP.

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.

The school did experience some substantive differences between the budgeted expenditures and the estimated actual expenditures for this goal. In addition to the aforementioned differences mentioned under Goal 1,we found that we already had several items in inventory for celebrating and honoring students and parents so we did not have to purchase additional materials this year (Action 2.4). For Action 2.5, we entered into a partnership with a vendor who is providing additional parent educational workshops and training. This contract is in addition to what we had typically spent each year on parent communication platforms. For Action 2.12: This year, we upgraded our data dashboard to be able to track absenteeism numbers in a more efficient manner in real-time. Therefore the amount we spent for this action is more than what we had originally planned due to the cost of upgrading our data platform.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was successful in making progress towards this goal. We met our goals with suspension and expulsion at 0%. We are diligently working to improve our absenteeism and attendance with incentives as well as following up with our families to see how they can give us insight on the support they need from us.

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 had mixed success in achieving this goal and have been reflecting thoughtfully on how to make changes in this area for future years. We plan on having more family involvement around building our plans for attendance as well as absenteeism.

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

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%	2020-2021 Survey Data: 89%	2021-2022 Survey Data: 66%	Data Not 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%	2020-2021: School Events: 12% 2019-2020: Parent/Teacher Conferences: 80%	2021-2022: School Events: 18% 2019-2020: Parent/Teacher Conferences: 94%	Data coming 2024	School Events: 75% or above Parent/Teacher Conferences: Maintain 90% or above
Percentage of parents logging on to Parent Portal	2019-2020: 50%	21-22: 50%	22-23: 58%	Data coming 2024	75% or higher

Goal 3 Analysis

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 school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. We have managed to increase our parent and community participation by making meetings and some events such as award ceremonies available both in person and online. We have worked diligently to help parents and the community with post-covid transitions.

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.

The school did not experience any substantive differences between the budgeted expenditures and the estimated actual expenditures for this goal. We were able to function within the budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was only partially successful in making progress towards this goal. We met with families and community stakeholders on a regular basis. That went well in the area of parent teacher conferences, but didn't go so well in the area of parent participation with events as well as their usage of the parent portal. We provided training for our staff and engaged well with our student population.

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 had mixed success in achieving this goal and have been reflecting thoughtfully on how to make changes in this area for future years. As we approach the coming year, we are planning on having more parent training to help them with how to use the parent portal. We will also work to get our parents' participation increased in the area of events.

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

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	1:1	1:1	Maintain 1:1 ratio
Percentage of classrooms with dedicated audio/video equipment	20-21 Data: 100%	100%	100%	100%	Maintain 100%
Percentage of teachers regularly utilizing technology in the classroom	2019-2020: 80%	100%	100%	100%	Increase to 100% of teachers regularly

Goal 4 Analysis

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 school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. We were able to implement each action as planned.

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.

The school did not experience any substantive differences between the budgeted expenditures and the estimated actual expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school was successful in making progress towards this goal. We met or exceeded the desired outcomes for 2023-2024 across metrics. We attribute this success to the actions described in the LCAP, 1:1 student to device ratio, classrooms with adequate equipment, and our staff utilizing technology in the classrooms.

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.

Due to the transition back to in-person learning after the COVID-19 pandemic, we will not include this goal in the new version of the LCAP. Some metrics and actions may be incorporated into other goals within the LCAP, but our primary focus will be on combating learning loss and a strong school culture.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg, Site Director	pellingberg@amethodschools.org, 510-532-6751

Plan Summary 2024-2025

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 (OCA) is the flagship school of the Amethod Public Schools (AMPS) charter management organization. OCA opened in 1993 and is the fourteenth charter school authorized in the State of California, and the first charter school in the city of Oakland. Located in the Fruitvale District, OCA is the only National Blue Ribbon School in East Oakland. In the 2022-23 school year OCA served 226 students. The student community is predominantly Hispanic/Latino (86.7%), with African-American (4.0%), Asian-American (1.8%) and White (6.2%) students. 88.5% of students are socioeconomically disadvantaged, 55.8% are English learners, and 10.2% are students with disabilities.

AMPS was founded with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. Over the last thirty years, AMPS has served thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.

OCA prides itself on its strong, incentive-driven culture that is built on supporting students to become the best scholars possible. Each student's individual academic needs are supported. OCA offers a Common Core aligned curriculum for math and English language arts as well as daily intervention classes for English and math to help students catch up to grade level. Incentives are utilized to motivate students. We have perfect attendance awards, honor roll ceremonies and host educational field trips.

English is a second language for a large portion of OCA's students – 55.8% in 2022-23. OCA supports these learners' non-academic needs and helps them build a sense of community through advisory classes, and provides after-school tutoring to give extra help with learning English. OCA engages parents as key partners. Our families are hard-working members of society that partner with us in a meaningful way to support our students.

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.

Additionally, OCA offers extended learning opportunities that include an After School Education and Safety (ASES) program that is aligned

with, and expands upon, the content of the regular school day. The program focuses on two elements: (1) 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. (2) A broad range of activities are implemented based on local student needs and interests. The ASES program leaders work closely with school site principals, staff and Family Staff Team (FST) members to integrate both program elements with the school's curriculum, instruction, and learning support activities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified a number of areas of success, and continue to experience persistent challenges.
Academics: Historically, SBAC proficiency has been a challenge, with only 13% of students testing as proficient on the 2022-23 SBAC. OCA received a "red" indicator on the CA Dashboard for its SBAC results. OCA has improved the academic interventions to students – including daily intervention classes in English and math, after-school tutoring, teacher office hours, and the use of an improved, Common Core-aligned curriculum, iReady – to support student growth towards proficiency. We also hold small groups, led by our paraprofessional staff, to support students in the lowest 15% of both math and ELA. OCA also continues to focus on hiring and retaining appropriately assigned instructional staff, with the rate of credentialed teachers and the rate of teachers retained remaining lower than pre-pandemic baselines. A bright spot is the continually improved performance of English learner students, as measured by ELPAC reclassification. OCA made significant progress through the last 3-year LCAP cycle, growing the rate of ELPAC progress from 43.3% to 52.3%, just shy of the 55% goal.
Culture: OCA's strong school culture is evident in the maintenance of 0% suspension and expulsion rates. We are diligently working to improve our chronic absenteeism and attendance rates, primarily by offering student incentives and regularly engaging families to provide insight on barriers to attendance so that OCA can help families address these barriers. This has increased ADA from 80% to consistently over 90%.
Parent engagement: OCA improved parent engagement through the last 3-year LCAP cycle, meeting with families and community members to develop strong relationships and encourage participation and integration of stakeholder voice in school decision-making. This strong engagement was due in part to staff training on how to develop strong relationships with families. However, OCA continues to focus on parent attendance at school events, and usage of the parent portal.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable; the LEA is not eligible for technical assistance.

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.

Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. We engage our teachers and staff weekly with staff meetings. We discuss new topics weekly based on the needs of the school community. We have sessions to identify needs and assign staff as lead on areas of their choice. We have biweekly data meetings to address learning gaps and make plans based on the data to close those gaps we discover. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year's LCAP. We engage parents monthly with FST meetings. In the FST meetings we are able to hear from our families about their concerns and what additional supports they would like to see provided from us. We also have yearly surveys to gauge what has worked for the year as well as what we need to improve upon. We use these methods to engage parents of all students.
Students	In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. We have monthly assemblies during our advisory period to connect with our students to hear their questions and concerns. We also have a box located at the front desk of our school that students can put their daily questions and concerns in. We have quarterly assemblies to celebrate our scholars success with academics as well as attendance. We use these methods to engage our student body.

SELPA	In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Our teachers expressed an interest in learning better classroom management skills. We have had a challenge especially with newer teachers struggling to maintain order in the classroom. As a result, we have paired our newer teachers with our more seasoned teachers to help with this issue are are planning more professional development in this area for this next year to address this need. This is reflected in Action 1.4.
Parents also voiced an interest in exploring the possibility of having more arts and classes that teach life skills, i.e. home economics, typing, and woodshop. We are looking at possible options to add these classes to our master schedule. Alternatively, if we aren't able to get these programs during the day we will work on providing them in our afterschool program.
Students expressed interest in more field trips. We are making plans to add 1 field trip per grade level for the 2024/2025 school year and will build incentives around the additional trips. Students with great attendance and who make the honor roll will have added trips. This is reflected in Action 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school's 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. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.
Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	34.5% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	*Will be completed in 2025.*
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of students have access to standards-aligned instructional materials	*Will be completed in 2025.*
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	*Will be completed in 2025.*	*Will be completed in 2026.*	School facilities are in good or exemplar repair	*Will be completed in 2025.*

1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	The Annual Summit is Offered	*Will be completed in 2025.*
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of EL students are enrolled in ELD courses.	*Will be completed in 2025.*
1f	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 13.6% SED: 12.9% Hispanic: 12.9% EL: 1.7%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	*Will be completed in 2025.*

1g	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 14.4% SED: 14.3% Hispanic: 12.8% EL: 5.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	*Will be completed in 2025.*
1h	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 7.4% SED: 6.4% Hispanic: 7.8% EL: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	*Will be completed in 2025.*

1i	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 52.3%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	*Will be completed in 2025.*
1j	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	*Will be completed in 2025.*
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Students have access to a broad course of study - Local Indicator "Standard Met"	*Will be completed in 2025.*

1l	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	1 paraprofessional for EL and 1 for SWD	*Will be completed in 2025.*
1m	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 46th Hispanic: 46th *Source for baseline year is NWEA.*	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*
1n	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 44th Hispanic: 45th	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	*Will be completed in 2025.*

Insert or delete rows, as necessary.

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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$ 86,365	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic, English learner, and socioeconomically disadvantaged subgroups. It also received a red math dashboard indicator for the Hispanic, English learner, and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	$ 470,610	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$ 280,116	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$ 87,941	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$ 119,334	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$ 134,361	Yes

1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$ 32,721	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$ 220,105	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$ 17,768	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	*Will be completed in 2025.*
2b	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events *From the 2022-23 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Parents invited to at least 4 events	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$ 28,835	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$ 41,875	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 86.6% Hispanic: 86.8% EL: 85.8% SED: 86.3%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will achieve 90% or greater ADA.	*Will be completed in 2025.*
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 47.6% SED: 47.6% Hispanic: 48.0% EL: 48.4%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	*Will be completed in 2025.*
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 0.4% SED: 0.5% Hispanic: 0.5% EL: 0.8%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	*Will be completed in 2025.*

3d	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will have 0.5% or lower expulsion rate	*Will be completed in 2025.*
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	35.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	42.7% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3g	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	*Will be completed in 2025.*

3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$ 80,040	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$ 120,817	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$ 36,111	Yes

3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion - Train teachers to provide social-emotional learning opportunities through advisory/home room classes - The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$ 148,787	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$758,867	$83,589

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
34.166%	14.169%	$301,951.80	48.335%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, and 1.4	Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (88.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year’s worth of academic progress in a year’s time in order to “catch up” to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year’s progress in Math, as defined by internal assessment.

Goal 1, Action 1.9	Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal 2, Actions 2.1 and 2.2	We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal 3, Actions 3.1, 3.2, 3.3, and 3.4	Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 35.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.6 Goal 1, Action 1.7	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (1.7% and 5.1% proficient, respectively) compared to the overall average for students (13.6% in ELA and 14.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

For any limited 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, as applicable.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

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	*Not applicable for charter schools.*	*Not applicable for charter schools.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools.*	*Not applicable for charter schools.*

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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
November 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 2,221,086	$ 758,867	34.166%	14.169%	48.335%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,392,199	$ 225,524	$ 10,000	$ 278,062	$ 1,905,784.68	$ 1,253,448	$ 652,337

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 44,250	$ 42,115	$ 48,997	$ 37,368	$ -	$ -	$ 86,365	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 470,610	$ -	$ 353,860	$ 116,750			$ 470,610	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing		$ 280,116	$ 280,116				$ 280,116	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 47,941	$ 40,000	$ 87,941				$ 87,941	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ 87,834	$ 31,500	$ 119,334				$ 119,334	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 134,361	$ -	$ 76,404			$ 57,957	$ 134,361	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 19,721	$ 13,000	$ 32,721				$ 32,721	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	$ 122,742	$ 97,363				$ 220,105	$ 220,105	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	$ 11,768	$ 6,000	$ 11,768	$ 6,000			$ 17,768	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 21,835	$ 7,000	$ 28,835				$ 28,835	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 16,875	$ 25,000	$ 41,875				$ 41,875	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	$ 21,835	$ 58,205	$ 25,535	$ 54,505			$ 80,040	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 86,316	$ 34,501	$ 99,916	$ 10,901	$ 10,000		$ 120,817	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 34,011	$ 2,100	$ 36,111				$ 36,111	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 133,351	$ 15,436	$ 148,787				$ 148,787	0.000%

2024-2025 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
$ 2,221,086	$ 758,867	34.166%	14.169%	48.335%	$ 1,013,649	$ -	45.638%	**Total:**	$ 1,013,649
								LEA-wide Total:	$ 904,525
								Limited Total:	$ 109,125
								Schoolwide Total:	$ 904,525

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	1.1	ademic Assessment and Progress Monitori	Yes	LEA-wide	0	The charter school/LEA	$ 48,997	$ -
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	$ 353,860	$ -
1	1.4	onal Development to Promote Academic Ex	Yes	LEA-wide	All	The charter school/LEA	$ 87,941	$ -
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	$ 76,404	$ -
1	1.7	itional Supports for Long-term English Lear	Yes	Limited	English Learners	The charter school/LEA	$ 32,721	$ -
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	nglish Learners and Foster Yout	The charter school/LEA	$ 11,768	$ -
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	$ 28,835	$ -
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	$ 41,875	$ -
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	$ 25,535	$ -
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	$ 120,817	$ -
3	3.3	pports for Student Attendance and Engagem	Yes	LEA-wide	All	The charter school/LEA	$ 36,111	$ -
3	3.4	Supports for Student Behavior and Wellbein	Yes	LEA-wide	All	The charter school/LEA	$ 148,787	$ -

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 405,500.00	$ 680,765.38

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	No	$ 8,000	$ 87,162
1	2	Teammate Retention	No	$ 4,000	$ 6,800
1	3	Coaching & Support	No	$ 20,000	$ 30,395
1	4	Intervention & Acceleration	Yes	$ 840	$ 162,105
1	5	Assessments & Programs	No	$ 5,500	$ 20,475
1	6	Library	No	$ 1,440	$ 1,142
1	7	Additional Staff	Yes	$ 122,400	$ 106,250
2	1	MTSS & PBIS	Yes	$ 1,440	$ 1,000
2	2	Assemblies	No	$ 1,440	$ 1,000
2	3	Team Building	No	$ 1,440	$ 1,282
2	4	Engagement Activities	No	$ 1,440	$ -
2	5	Communication	No	$ 1,440	$ 32,450
2	6	Mental Health	No	$ 2,880	$ 1,800
2	7	Safety Materials	No	$ 1,440	$ 1,608
2	8	School Themed Materials	No	$ 28,800	$ 16,336
2	9	Facility Safety	No	$ 14,400	$ 16,076
2	10	Wellness Counselor or Behavior Therapist	Yes	$ 72,000	$ 86,903
2	11	Telehealth Wellness Programs	No	$ 1,440	$ 200
2	12	SART Training & Support	No	$ 1,440	$ 16,658
2	13	Class Dojo	No	$ 1,440	$ 2,513
3	1	Parent Workshops	No	$ 1,440	$ 2,708
3	2	Bilingual Community Coordinator	Yes	$ 37,440	$ 30,303
3	3	Community Partnerships	No	$ 1,440	$ 2,151
3	4	Family Access to Hybrid Instruction	Yes	$ 1,440	$ 1,000
4	1	Student Devices	Yes	$ 28,800	$ 20,000
4	2	Software for Students	Yes	$ 28,800	$ 20,000
4	3	Tech Training	No	$ 2,840	$ 3,724
4	4	Tech Purchase	Yes	$ 7,200	$ 5,000
4	5	Software for Safety Guidelines	No	$ 2,880	$ 3,724

2023-2024 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)
$ 734,513	$ 300,360	$ 432,561	$ (132,201)	0.000%	0.000%	0.000% - 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	4	Intervention & Acceleration	Yes	$ 840	$ 162,104.82	0.000%	0.000%
1	7	Additional Staff	Yes	$ 122,400	$ 106,250.00	0.000%	0.000%
2	1	MTSS & PBIS	Yes	$ 1,440	$ 1,000.00	0.000%	0.000%
2	10	Wellness Counselor or Behavior Therapist	Yes	$ 72,000	$ 86,903.00	0.000%	0.000%
3	2	Bilingual Community Coordinator	Yes	$ 37,440	$ 30,303.38	0.000%	0.000%
3	4	Family Access to Hybrid Instruction	Yes	$ 1,440	$ 1,000.00	0.000%	0.000%
4	1	Student Devices	Yes	$ 28,800	$ 20,000.00	0.000%	0.000%
4	2	Software for Students	Yes	$ 28,800	$ 20,000.00	0.000%	0.000%
4	4	Tech Purchase	Yes	$ 7,200	$ 5,000.00	0.000%	0.000%

2023-2024 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)
$ 2,131,091	$ 734,513	0.000%	34.467%	$ 432,561	0.000%	20.298%	$ 301,951.80	14.169%

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter High School

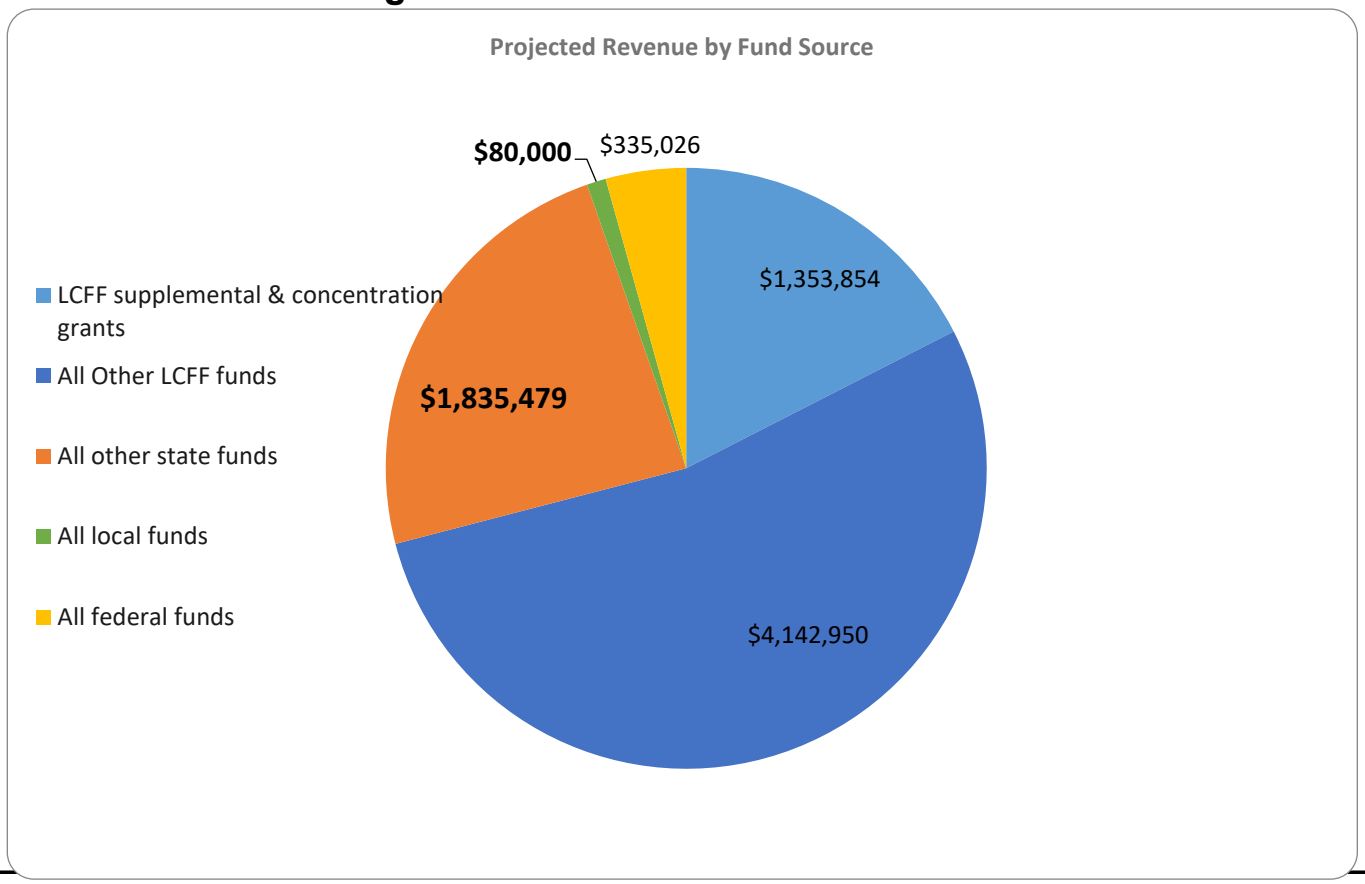
CDS Code: 01-61259-114868

School Year: 2024-2025

LEA contact information: Jasmine Nash, jnash@amethodschools.org, 510-436-0101

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

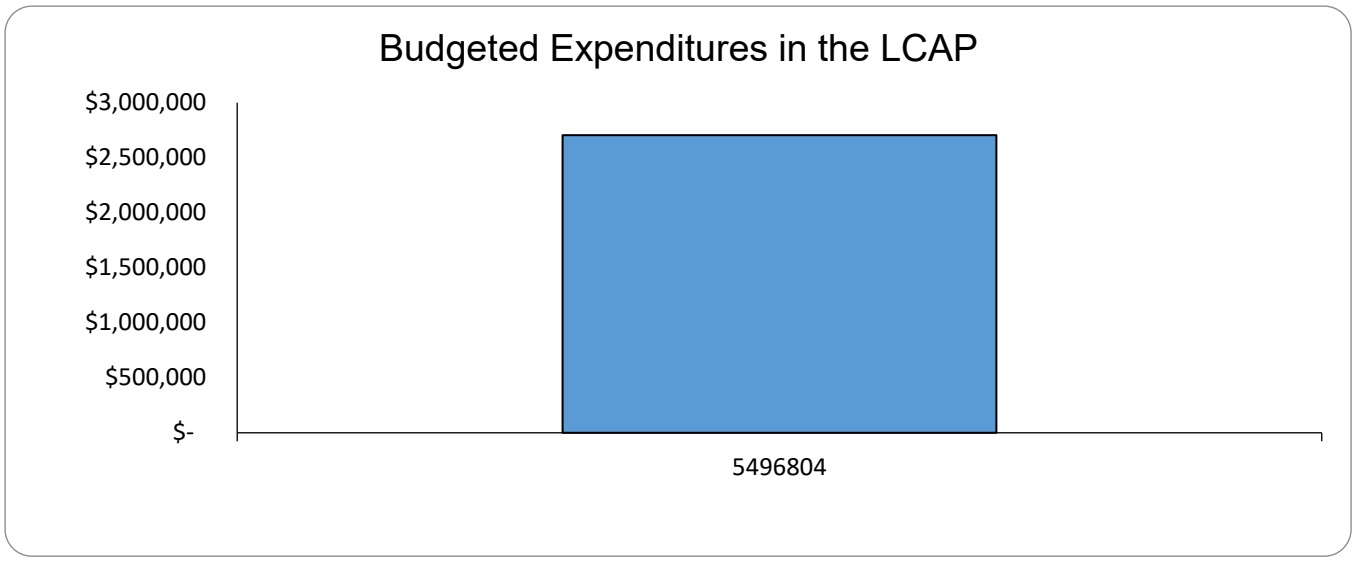
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Oakland Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Charter High School is $7,747,309.00, of which $5,496,804.00 is Local Control Funding Formula (LCFF), $1,835,479.00 is other state funds, $80,000.00 is local funds, and $335,026.00 is federal funds. Of the $5,496,804.00 in LCFF Funds, $1,353,854.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oakland Charter High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

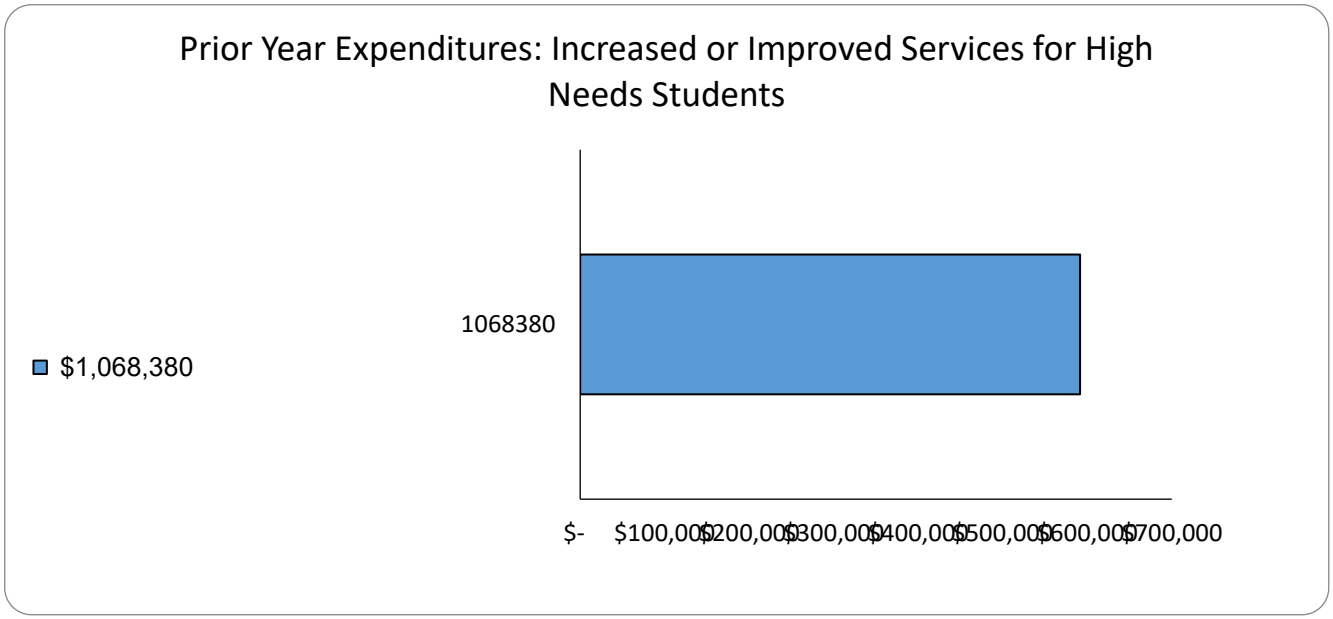
The text description of the above chart is as follows: Oakland Charter High School plans to spend $5,496,804.00 for the 2024-2025 school year. Of that amount, $2,704,886.53 is tied to actions/services in the LCAP and $2,791,917.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Oakland Charter High School is projecting it will receive $1,353,854.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter High School plans to spend $1,466,794.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Oakland Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Oakland Charter High School's LCAP budgeted $591,500.00 for planned actions to increase or improve services for high needs students. Oakland Charter High School actually spent $1,068,380.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Jasmine Nash, Site Director	jnash@amethodschools.org, 510-436-0101

Goals and Actions

Goal 1

Goal 1	Description
1	**Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS Aligned Instructional Materials	2020-2021: 100% of 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	2022-2023: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2023–2024 TBD Summer 2024	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 33%of students who took an advanced placement exam received a score of “3” or higher	2021-2022 38% of students who took an advanced placement exam received a score of “3” or higher	2022-2023 33% 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	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard	2020-2021 There is no data available for this report per 2022 CA School Dashboard	2021-2022 46.3% (High ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	2022-2023 37.6% of English Learners making progress toward English proficiency as reported on the 2023 CA School Dashboard	Increase to 65% (Very High Ranking) of English Learners making progress toward English proficiency as measured by the CA School Dashboard
Percent of EL students reclassifying each year	2020-2021 Reclassification Rate: 22.3%	2021-2022 Reclassification Rate: ------	2022-2023 Reclassification Rate: 8.26%	2023–2024 TBD Summer 2025	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: ------ Reading: ------	2022-2023 Math: 35% Reading: 28%	2023–2024 TBD Summer 2024	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%	2020-2021 CCI: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 CCI: Not Reported In 2022 per 2022 CA School Dashboard	2022-2023 CCI: All Students - 62.3% Asian - 83.8% Hisp - 55.6% SED - 62.6%	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	2022-2023 97% of graduating seniors have met A-G requirements	2023–2024 TBD Summer 2024	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	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 Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 53.06% Meeting or Exceeding the State Standard	2021-2022 67.59% Meeting or Exceeding the State Standard	2022-2023 46.39% Meeting or Exceeding the State Standard	60% or more proficient
SBAC Math Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 8.33% Meeting or Exceeding the State Standard	2021-2022 8.96% Meeting or Exceeding the State Standard	2022-2023 25.77% Meeting or Exceeding the State Standard	40% or more proficient

Goal 1 Analysis

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.

Overall, the actual implementation of the actions within Goal 1 closely matched the plan. OCHS implements intensive professional development utilized by faculty and staff for curriculum design, data analysis, student and parent engagement, and technology resources. As a result, teachers use assessment data within the framework of the professional learning communities to drive their instruction and interventions. Campus administration is responsible for meeting implementation goals based on performance reports.

Targeted intervention has occurred through small group and individual instruction based on performance indicators and ability within class lessons and activities. In lesson planning templates, there is a section on how the lesson can be delivered utilizing small groups, and teachers must explain how they give differentiated instruction. Teachers hold office hours weekly after school for students to receive personalized instruction.

The school continues to focus on improving SBAC and ELPAC results as professional development is consistently provided in Advanced Placement instruction and student academic progress. Formative/summative assessments drive instructional planning necessary to increase student achievement and performance. Common Core State Standards are used to develop pacing guides for core content departments and EL Core Standards. This allowed teachers to provide daily feedback to students and communicate results to parents/guardians.

We implemented technology updates in all classrooms to increase students' ability to experience real-world applications within lessons. Our 1:1 student-technology programs enable students to explore and research content beyond the school setting and increase progress monitoring measures by teachers for scaffolding, intervention monitoring, and goal setting.

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.

Due to a misunderstanding of the instructions for last year's LCAP Action Tables, some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year. In some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

This goal's planned, budgeted expenditures align with the actual expenditures with the exception of staff salaries. The original planned expenditure budget did not include funds spent on staff salaries (such as paraprofessionals or teachers) for Actions 1.3 and 1.6. The estimated actuals include this information. Decreased enrollment and/or changes in state funding account for non-material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions were partially effective in making progress towards the goal. We met our goals for providing standards-aligned materials, CCI, and A-G graduation rate. We faced challenges in achieving our desired academic outcomes and EL metrics. The primary activity to address academic progress for students is professional development. OCHS hosts professional development every Friday for staff focused on academic rigor and the use of supplemental materials and programs to support the Common Core implementation. Academic rigor is not limited to standards-aligned lessons and assessments; it includes differentiated instruction, DOK levels, higher-order questioning techniques, and mastery of academic vocabulary. Additionally, it is closely aligned with Advanced Placement Professional Development and classroom standards. The overall effectiveness of these actions/services will increase instructional time, streamline lesson planning, and support campus data-driven collaborations. Oakland Unified SELPA providers ensure compliance in holding all IEPs on time and hold teachers accountable for submitting present levels data for each IEP, SST/MTSS, or Section 504 Plan meeting. Throughout the SST/MTSS, the Intervention plan, progress monitoring, and special education referral process allow information to be shared and stored more efficiently. District staff works with staff assisting in modifying lessons for special education students and proceeding with teaching and the curriculum accordingly.

The English Learner reclassification rate went down in Year 3 because there was inconsistent student participation in English Language Development courses. OCHS is seeking ways to provide English Learners more targeted supports and will provide parents with information through meetings including ELAC.

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 response to our decreased English learner reclassification rate, OCHS has added a paraprofessional to support English Learner students in small group instruction and one-on-one support. In response to our decreased SBAC math scores, we are working on securing additional professional development opportunities for Math and Science Teachers addressing immediate intervention strategies for students not achieving mastery and we have contracted with IXL as a supplemental program to increase student mastery on targeted skills.

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 2	Description
2	**Hire and retain a High-Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.**

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	40% of teachers retained from 21-22 to 22-23	59% of teachers retained from 22-23 to 23-24	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	Paraprofessionals, 90% retention from previous year	2023-2024 TBD Fall 2023	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	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	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	2022-2023 SARC: 70.35% % Fully credentialed	2023-2024 SARC: TBD Summer 2024	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	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	At least 90% report feeling safe and at least 85% report feeling a sense of belonging

Goal 2 Analysis

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 school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. We are using Ed-Join, Linked In, Indeed and other hiring platforms to increase our networking program to attract prospective employees to apply for different positions. Highly Qualified Teachers (HQT) teacher interviews ensure that teachers are fully credentialed and experts in their content. Professional development occurs throughout the year through content-specific training, workshops, and meetings to improve instruction and elevate lesson creativity. To ensure that all staff continue to grow, OCHS offered Leader In Me training to build staff's leadership, culture, and academic instructional skills.

Our Family, Student, and Teacher (FST)/ELAC meetings provide parents/guardians opportunities to give input and stay informed regarding the school's English Learner program and services. Teachers are provided professional development to support language and academic support, as determined by ELPAC proficiency, and standardized and formative assessment results are enrolled in English Language Development (ELD) courses. The ELD program offers intensive English language reading, comprehension, listening, speaking, and writing instruction to prepare for the upcoming ELPAC examination. Continuous training is provided on ELPAC, and we have revised our Lesson Plan template to reflect how these students are supported in the classroom to ensure student success.

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.

The planned, budgeted expenditures mirror the actual expenditures for this goal. Decreased enrollment and/or changes in state funding would account for non-material differences. The original planned expenditure budget did not include funds spent on staff salaries to support Action 2.3, however the estimated actuals include this information.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the school had some success in meeting this goal and some of the actions proved to be effective. The school was consistently successful in retaining paraprofessional staff, although we did not meet our teacher retention desired outcome. Given the turnover of leadership to a new school director, the former school director did not administer surveys in their last year of leading the school. The new school director is building strong relationships with all staff and is implementing a new survey for teacher satisfaction and teacher engagement that will be administered moving forward.

However, we have a lot of confidence in the actions that we are using to attract and retain High-Quality Teachers for the future. We are using Teacher Recruitment Fairs and a High-Quality Interview Process because we had a high number of teachers leave from 2021-2022, and from 2022-2023 we are still looking to recruit Highly Teacher applicants.

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 response to our continued need for high-quality teacher applicants, we plan to conduct more on the ground teacher recruitment efforts. We will host a job fair for potential teachers. We will also build partnerships with local teacher training programs to recruit graduates. We will also explore using educational certification services for creative pathways to teacher credentialing.

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 3	Description
3	**Create an engaged parent community that is invested in and connected to the school culture and academic program.**

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	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	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	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	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	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	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	2020-2021 82% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2021-2022 71% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	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 85% 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 74% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees
Percentage of families feeling safe and a sense of school connectedness	2020-2021 82% of families who responded to survey said that their child's learning environment is safe 75% of parents who responded to survey reported that they feel engaged with the school	2021-2022 71% of families who responded to survey said that their child's learning environment is safe 62% of parents who responded to survey reported that they feel engaged with the school	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	95% of families responding that their child's learning environment is safe 90% of parents responding that they feel engaged with the school

Goal 3 Analysis

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.

Overall, the actual implementation of the actions within Goal 3 closely matched the plan. Oakland Charter High School, in combination with families and the community, has committed to meaningful partnerships that enhance student achievement, necessary to become successful members of society. Oakland Charter High School created a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation to support developing leadership at all levels. Family, Staff, and Teacher meetings have been held online and in person. Parent Square, our district-wide communication system, continues to be a powerful tool, with families reporting easy access to information through the portal.

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.

This goal's planned, budgeted expenditures align with the actual expenditures. Decreased enrollment and/or changes in state funding would account for non-material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Oakland Charter High School is continuously pursuing the improvement of systems of communication with parents, the community, and stakeholders. Meaningful efforts and use of phone calls, conferences, and online communication platforms are consistently used. Parent/Teacher meetings are always vital for the success of our students. Clubs, extracurriculars, and student activities are also very important for student morale, and thus these actions were very successful.

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.

No changes to be made. Current strategies and actions will continue to be implemented.

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 4	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.**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students expressing a sense of belonging and support at the school	2020-2021 96% of students who responded to annual survey reported that they feel part of the school's community 80% of students who responded to annual survey reported that teachers are willing to give extra help on schoolwork if they need it	2021-2022 76% of students who responded to annual survey reported that they feel part of the school's community 74% of students who responded to annual survey reported that teachers are willing to give extra help on schoolwork if they need it	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	80% of students reporting that they feel part of the school's community 90% of students reporting that teachers are willing to give extra help on schoolwork if they need it
Students expressing a belief that respect is commonplace at the school	2020-2021 92% of students who responded to annual survey reported that adults in the school treat students with respect 86% of students who responded to annual survey reported that most students a the school are friendly	2021-2022 76% of students who responded to annual survey reported that adults in the school treat students with respect 74% of students who responded to annual survey reported that most students a the school are friendly	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	90% of students reporting that adults in the school treat students with respect 80% of students reporting that most students a the school are friendly
Students expressing that they enjoy coming to school on a regular basis	2020-2021 90% of students who responded to annual survey reported that they enjoy school most of the time	2021-2022 88% of students who responded to annual survey reported that they enjoy school most of the time	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	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 90% of students submitted responses to YouthTruth survey	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	98% of students submitting responses to YouthTruth survey
Percent of students reporting they feel safe at school	2020-2021 94% of students who responded to annual survey reported feeling safe during school	2021-2022 86% of students who responded to annual survey reported feeling safe during school	2022-2023 Data Not Available	2023-2024 TBD Summer 2024	90% of students reporting feeling safe during school

Suspension rate as a percentage	2019-2020 Suspension Rate: 3.2%	2020-2021 Suspension Rate: 0.2%	2021-2022 Suspension Rate: 1.97%	2022-2023 Suspension Rate: 2.4%	Maintain below 3%
Expulsion rate as a percentage	2019-2020 Expulsion rate: 0.0%	2020-2021 Expulsion rate: 0.0%	2021-2022 Expulsion rate: 0.0%	2022-2023 Expulsion rate: 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	2021-2022 93% attendance rate as measured by annual report	2022-2023 attendance rate as measured by annual report 93.46%	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)	2021-2022 92.2% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (96.3% 5-year Cohort Graduation Rate)	2022-2023 90.3% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (90.4% 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%	2022-2023: 90%	2023-2024 TBD Summer 2024	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	2021-2022 97 of graduating seniors admitted to a 4- year college/ university	2022-2023 TBD Summer 2023	95% of graduating seniors admitted to a 4-year college/ university
High School dropout rate	2019-2020 4.6%	2020-2021 5.8%	2021-2022 3.9%	2022-2023 8.8%	Maintain less than 5
Chronic Absenteeism Rate as a percentage	2019-2020 Not calculated by CA Dataquest	2020-2021 3.1% Chronic Absenteeism Rate as measured by CA Dataquest	2021-2022 17.9% Chronic Absenteeism Rate as measured by CA Dataquest	2022-2023 23.2% 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	2022 SARC: Good Status	2023 SARC: Good Status	Maintain Good Status or above as reported on SARC

Goal 4 Analysis

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 school did not experience substantive differences in the planned actions and actual implementation of the actions for this goal. At Oakland Charter High School, we practice restorative justice, which includes a Student Support Team, and students are offered the opportunity to speak about the incidents brought against them by staff. Our Support Support Team includes our Education Specialists, School Wellness Counselor, Academic Counselors, Campus Prevention, and the Administration team. Our team works with families diligently to help close the gap between home and school. Students receive community service and /or detention depending on the level of the incident in an effort to get them back on track positively and effectively. We are still working to lessen the utilization of the behavioral management strategies stated above.

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.

This goal's planned, budgeted expenditures align with the actual expenditures. Decreased enrollment and/or changes in state funding would account for non-material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of the actions/services to ensure that students continue to have a safe and welcoming home at Oakland Charter High School. Staff and students participate in Social, Emotional, and Learner lessons during advisory classes. We plan to continue to work with all stakeholders to ensure that their voices are always heard. Our Student Support Team works with our students to ensure they have a strong character development program that entails a multifaceted system of support with academic, behavioral, social, and emotional needs. Professional Development in Social Emotional Learning promotes faculty and staff's abilities to recognize opportunities for success for all students.

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.

Oakland Charter High School will continue to decrease the absenteeism and tardiness of students. We will continue to work alongside families to increase communication.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Jasmine Nash, Site Director	jnash@amethodschools.org, 510-436-0101

Plan Summary 2024-2025

General Information

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

Oakland Charter High School (OCHS) works with students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a deep understanding of complex subjects, and acquire a love of learning and a strong sense of community and character. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501(c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.

OCHS was established in 2007 in Oakland, California and currently serves 417 students in grades 9-12. OCHS builds strong, independent, and curious students who advocate for themselves and their communities. We believe that every child deserves a world-class education. OCHS is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line in Oakland. OCHS families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, OCHS served 86.1% socioeconomically disadvantaged students, 24.0% English learners, and 9.6% students with disabilities. Almost all students identify as students of color, including 62.4% that identify as Hispanic/Latino, 29.3% as Asian, and 5.0% as African-American/Black.

OCHS's educational program provides a space that is safe, joyful, affirming, and academically rigorous. We understand that for each student to achieve success, their individual needs must be addressed in collaboration with all stakeholders. OCHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. OCHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods,

and create action plans for teachers and students.
OCHS is well-known in our community for having a strong college-going culture. All students are put on an A-G course pathway, and OCHS offers a variety of elective and AP courses that are A-G aligned. We provide robust, one-on-one college application assistance to all seniors, and help students and their families navigate the complex financial assistance programs to ensure that college is a real possibility. For example, we hold Cash for College evening events and assist our families with filling out FAFSA and Dream Act applications.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

OCHS is proud to have achieved our A-G graduation goal, with 97% of students graduating meeting the requirements for acceptance to a California 4-year college. In addition, 62.3% of students qualified as “prepared” on the California College and Career Indicator on the Dashboard. We supplement our rigorous A-G course schedule with other college-focused opportunities, for example college tours and a college and career day that exposes students to new career options. This accomplishment, and the programmatic offerings, reflect our continuing commitment to preparing our graduates for college.
OCHS continues to focus on improving our students’ academic proficiency. Many of our students enter OCHS behind grade level, particularly in math. To support those students' needs, we utilized IXL as a supplemental instructional program to increase student mastery on targeted skills. Additionally, we provided robust professional development to math and science teachers. OCHS hosts professional development every Friday for staff focused on academic rigor and the use of supplemental materials and programs to support the Common Core implementation. Academic rigor is not limited to standards-aligned lessons and assessments; it includes differentiated instruction, DOK levels, higher-order questioning techniques, and mastery of academic vocabulary. Finally, in recognition that inspiration and engagement leads to improved academic results, we are building a calendar of STEM-based extracurricular activities, and bringing in mentors and role models from all backgrounds who will help foster student interest in math. Student progress is monitored in monthly data meetings where our leadership team works with staff to ensure continued student progress.
OCHS continues to focus on providing intensive support to English Learner students. In year 3 of the last LCAP, the reclassification rate went down. The new school administration is enforcing strict participation in ELD courses during the 2023-24 school year, and OCHS is seeking ways to provide English Learners more targeted support.
OCHS’s Student Support Team has been successful at designing MTSS interventions to meet student needs. As a universal intervention, staff and students participate in social, emotional, and learner lessons during advisory classes. We work with all stakeholders to ensure that their voices are always heard and integrated into decision-making. Additionally, all staff participate in professional development to promote social and emotional learning and build positive relationships.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable; the LEA is not eligible for technical assistance.

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.

Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable; the LEA is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners including teachers, staff, parents, students, community members, and the Board	Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP. In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.
Teachers, administrators, and other school personnel	In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. Staff development occurs every Friday afternoon. During these staff meetings, we discuss a range of topics, including but not limited to attendance data, specific professional development, data meetings on different assessments, any behavior notes, school plans (including LCAP), and/or general housekeeping items as well to keep staff aware of what is occurring on campus. Each week, we have a different focus to ensure that all staff members are prepared to help students succeed in every way possible. In addition to our weekly staff meetings, staff has weekly department meetings where they can receive instructional support and the opportunity to discuss student concerns or any additional support needed. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school's overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year's LCAP. We regularly engage with parents and families through Parent Square, an online communication system. We can 100% of parents when we need to send out information. Using this, parents can receive not only an email but a text and phone call as well. In addition to using Parent Square, we utilize our annual survey, and we host quarterly FST meetings and meetings of the parent committee for English learners to ensure that all parents and families can get accurate information about what is going on at Oakland Charter High School and ensure that they have a voice to communicate their concerns. We have seen great success with our monthly "Coffee with the Principal" meetings, where parents can come in and share any concerns, and meet with the administrative team. We sit down and problem-solve any current issues that may be arising. We use these methods to engage parents of all students.

Students	In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP. Our annual survey is very helpful in acquiring data from students to ensure everyone is involved in the decision-making process. We also have a strong student government that works closely with the administration to decide on student issues. We utilize Google Forms to receive student input about important issues and events on campus. We want everyone to know that they have a voice and that it is heard at Oakland Charter High School. We meet quarterly for FST/parent committee for English learners meetings and then we meet bi-monthly for “Coffee with the Principal” events. Both of these are great ways of getting parent engagement and feedback. We use these methods to engage our student body.
SELPA	In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

When speaking with staff, many asked about our building space because they want to have their own classroom and currently we are somewhat limited in our space. Specifically, our physical education teachers do not have a gym and/or space for many of their activities, which causes them to have to be very creative in their methods when developing lesson plans. While we do not currently have access to another building, and do not expect to in the near future, our goal is to continue supporting the staff by minimizing the number of classrooms they are assigned to and working with our physical education staff to help with the space constraints and overall use of the facility to ensure their needs are met (Action 1.5).
Many parents have acknowledged seeing a change in their children and academics post-COVID. We are working to ensure that all students receive a rigorous and well-balanced education here at Oakland Charter High School. Additionally, many speak highly of our dress code and the OCHS expectations and want to ensure that we are upholding those because that is why they chose Oakland Charter High School to educate their students. As a result of the feedback, we ensure that all students receive the necessary support and are appropriately dressed upon entering OCHS.
In the past year, students have asked for participation in a few other athletics that we do not currently offer at OCHS, including football. We are looking to partner with local community organizations to see if we can offer sports in that way (Action 3.1).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school's 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. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.
Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	65.3% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	*Will be completed in 2025.*
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of students have access to standards-aligned instructional materials	*Will be completed in 2025.*
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	*Will be completed in 2025.*	*Will be completed in 2026.*	School facilities are in good or exemplar repair	*Will be completed in 2025.*

1d	Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	Summit was offered *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	The Annual Summit is Offered	*Will be completed in 2025.*
1e	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	76.2% *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	100% of EL students are enrolled in ELD courses.	*Will be completed in 2025.*
1f	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 46.4% SED: 43.7% Hispanic: 37.7%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	*Will be completed in 2025.*

1g	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 25.8% SED: 25.3% Hispanic: 13.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	*Will be completed in 2025.*
1h	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 22.0% SED: 21.3% Asian: 46.2% Hispanic: 10.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	*Will be completed in 2025.*

1i	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 37.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	*Will be completed in 2025.*
1j	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	9.4%	*Will be completed in 2025.*	*Will be completed in 2026.*	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	*Will be completed in 2025.*
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Students have access to a broad course of study - Local Indicator "Standard Met"	*Will be completed in 2025.*

1l	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	1 paraprofessional for EL and 1 for SWD	*Will be completed in 2025.*
1m	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 40th Hispanic: 43rd Asian: 38th *Source for baseline year is NWEA.*	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile	*Will be completed in 2025.*
1n	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 64th Hispanic: 63rd Asian: 70th	*Will be completed in 2025.*	*Will be completed in 2026.*	NWEA Map: 41st+ Median Growth Percentile	*Will be completed in 2025.*

1o	Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2) Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	All: 100.0% SED: 100.0% Asian: 100.0% Hispanic: 100.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	*Will be completed in 2025.*
1p	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*	*Will be completed in 2026.*	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*
1q	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*	*Will be completed in 2026.*	N/A - School offers CTE courses, but not a complete CTE program	*Will be completed in 2025.*
1r	Of students participating in advanced placement exams, increase the percentage achieving a score of “3” or higher, or meet 60% (SP 4.7) Source: College Board AP chart	All: 32.7%	*Will be completed in 2025.*	*Will be completed in 2026.*	Overall, the AP rate will grow at least 3 percentage points annually or meet 60%	*Will be completed in 2025.*

1s	Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8) Source: CA Dashboard	All: 62.3% SED: 62.6% Asian: 83.8% Hispanic: 55.6%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.	*Will be completed in 2025.No Data*

DInsert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	$ 100,740	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red math dashboard indicator for the Hispanic subgroup. As a result, our leadership will specifically monitor this subgroup's growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	$ 453,775	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum	$ 118,697	Yes
1.5	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	$ 211,475	No
1.6	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	$ 134,644	Yes

1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	$ 39,908	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	$ 563,614	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	$ 19,330	Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: - Offer two college advisors to directly support students' college and career readiness - Host adult skills workshops (and other topics driven by student/parent interest) - Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates - Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities	$ 121,202	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1) Source: Internal Google Drive - Meeting Agendas	Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate. *From the 2023-24 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	*Will be completed in 2025.*
2b	Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3) Source: ParentSquare messaging/invitations, school calendar	Parents invited to at least 4 events *From the 2022-23 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Parents invited to at least 4 events	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	$ 30,940	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	$ 45,801	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline *(from 2022-23 unless otherwise indicated)*	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 92.4% Asian: 94.6% Hispanic: 91.7% EL: 90.9% SED: 92.4% SWD: 91.1%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will achieve 90% or greater ADA.	*Will be completed in 2025.*
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 23.2% SED: 23.0% Asian: 10.6% Hispanic: 28.4% EL: 26.2% SWD: 20.9%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	*Will be completed in 2025.*
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 2.4% SED: 2.6% Asian: 0.0% Hispanic: 2.9% EL: 2.7% SWD: 2.3%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	*Will be completed in 2025.*

3d	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will have 0.5% or lower expulsion rate	*Will be completed in 2025.*
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	39.0% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	55.7% *From the 21-22 school year.*	*Will be completed in 2025.*	*Will be completed in 2026.*	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	*Will be completed in 2025.*

3g	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes	All: 5.9% SED: 5.9% Asian: 5.4% Hispanic: 7.7%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%	*Will be completed in 2025.*
3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 90.4% SED: 90.7% Asian: 92.1% Hispanic: 90.5%	*Will be completed in 2025.*	*Will be completed in 2026.*	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	*Will be completed in 2025.*

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	$ 78,387	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	$ 148,747	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	$ 42,124	Yes

3.4	Supports for Student Behavior and Wellbeing	On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion. Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including: - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion - Train teachers to provide social-emotional learning opportunities through advisory/home room classes - The school psychologist/wellness counselor will meet with students experiencing non-academic problems	$ 225,505	Yes
3.5	Supports for Graduation	On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation. Based on the data, provide interventions such as: - Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements - Offer workshops for students and families to educate them about graduation requirements early on in the high school career - College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan	$ 90,381	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,353,854	$155,920

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
33.529%	7.201%	$291,670.95	40.73%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, and 1.4	Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (86.1% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year’s worth of academic progress in a year’s time in order to “catch up” to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.	We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports. Metric 1m: Schoolwide and subgroup averages achieve at least one year’s progress in ELA, as defined by internal assessment. Metric 1n: Schoolwide and subgroup averages achieve at least one year’s progress in Math, as defined by internal assessment.

Goal 1, Action 1.9	Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.	The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.	We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator. Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.

Goal 2, Actions 2.1 and 2.2	We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.	As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.	We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs. Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making. Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.

Goal 3, Actions 3.1, 3.2, 3.3, and 3.4	Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 39.0% of students indicated they "really feel like a part of my school's community."	As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.	Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations. Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."

Goal 1, Action 1.10 Goal 3, Action 3.5	Statewide, low income/SED students have a lower graduation rate (71.6%) compared to their non-SED peers (86.4%). In addition, the rate of CCI prepared students is 35.4% for SED students compared to 43.9% for non-SED. Lastly, rates of second year college persistence are lower for SED students compared to their more affluent peers. Although our school's graduation and CCI rates are similar across subgroups, there is still a need for support in the areas of graduation, college, and career supports. In speaking with our community partners, we've identified that access to quality information and supportive guidance is key for first generation college students and low SED students, as are opportunities for exposure to different careers and college options. Parents emphasized that having their students gain life skills and career readiness is important to them.	To address these needs, we are providing a range of comprehensive college, career readiness, and graduation supports. To provide students and families with quality information and guidance, we have two college advisors to directly support students with the college and career transition. They also monitor students' progress to graduation throughout high school and meet with families and students at least twice annually to discuss the student's progress and plans for postsecondary success. We will analyze student data and offer interventions such as our credit recovery program and workshops for students and families on graduation requirements and how to meet them. Lastly, we host career fairs and college field trips to expose students to a wide range of opportunities, and host adult skills workshops as well to improve student outcomes by providing knowledge, creating individualized plans, and following through with close data monitoring and communication. These actions are being provided on an LEA-wide basis because a majority of our students are SED and/or would be first generation college students. In addition, all of our students can benefit from the supports for graduation and college and career readiness.	We will monitor progress in increasing or maintaining high graduation rates and CCI preparedness. Feedback from students and families will shape the work of the College Advisors. 1s: Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. 3f: Increase the 5-year cohort graduation rate or meet the overall state average for baseline year.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.6 Goal 1, Action 1.7	Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they tend to perform worse on these assessments in both ELA and math compared to the averages for all students (46.4% in ELA and 25.8% in math). 2023 dashboard data for EL proficiency rates are not reportable due to the low number of students but internal data analysis supports this need. Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency. These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners. Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. Metric 1L: Provide at least one paraprofessional to work with English learners.

Insert or delete rows, as necessary.

For any limited 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, as applicable.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7). Lastly, the funds also are used for the college advisors, who support students with graduation and postsecondary success (Goal 1, Action 1.10 and Goal 3, Action 3.5).

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	*Not applicable for charter schools.*	*Not applicable for charter schools.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable for charter schools.*	*Not applicable for charter schools.*

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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
November 2023

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 4,037,880	$ 1,353,854	33.529%	7.201%	40.730%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,873,304	$ 643,162	$ -	$ 103,840	$ 2,704,886.53	$ 1,519,585	$ 1,185,302

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$58,625.00	$ 42,115	$ 63,372	$ 37,368	$ -	$ -	$ 100,740	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 453,775	$ -	$ 395,535	$ 58,240	$ -	$ -	$ 453,775	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ -	$ 279,616	$ 279,616	$ -	$ -	$ -	$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 78,697	$ 40,000	$ 118,697	$ -	$ -	$ -	$ 118,697	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	$ 148,475	$ 63,000	$ 211,475	$ -	$ -	$ -	$ 211,475	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 119,644	$ 15,000	$ 76,404	$ -	$ -	$ 58,240	$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	$ 26,908	$ 13,000	$ 39,908	$ -	$ -	$ -	$ 39,908	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	$ -	$ 563,614		$ 518,014	$ -	$ 45,600	$ 563,614	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	$ 13,330	$ 6,000	$ 13,330	$ 6,000	$ -	$ -	$ 19,330	0.000%
1	1.10	College & Career Readiness	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 96,202	$ 25,000	$ 113,462	$ 7,740	$ -	$ -	$ 121,202	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 23,940	$ 7,000	$ 30,940	$ -	$ -	$ -	$ 30,940	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 20,801	$ 25,000	$ 45,801	$ -	$ -	$ -	$ 45,801	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	$ 23,940	$ 54,447	$ 78,387		$ -	$ -	$ 78,387	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	$ 117,565	$ 31,182	$ 138,747	$ 10,000	$ -	$ -	$ 148,747	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 40,024	$ 2,100	$ 42,124	$ -	$ -	$ -	$ 42,124	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 213,078	$ 12,427	$ 225,505	$ -	$ -	$ -	$ 225,505	0.000%
3	3.5	Supports for Graduation	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	$ 84,581	$ 5,800	$ 84,581	$ 5,800	$ -	$ -	$ 90,381	0.000%

2024-2025 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
$ 4,037,880	$ 1,353,854	33.529%	7.201%	40.730%	$ 1,466,794	0.000%	36.326%	**Total:**	$ 1,466,794
								LEA-wide Total:	$ 1,350,482
								Limited Total:	$ 116,312
								Schoolwide Total:	$ 1,350,482

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	1.1	Academic Assessment and Progress Monit	Yes	LEA-wide	0	The charter school/LEA	$ 63,372	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	$ 395,535	0.000%
1	1.4	Professional Development to Promote Acad	Yes	LEA-wide	All	The charter school/LEA	$ 118,697	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	$ 76,404	0.000%
1	1.7	Additional Supports for Long-term English L	Yes	Limited	English Learners	The charter school/LEA	$ 39,908	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	$ 13,330	0.000%
1	1.10	College & Career Readiness	Yes	LEA-wide	All	The charter school/LEA	$ 113,462	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	$ 30,940	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	$ 45,801	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	$ 78,387	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	$ 138,747	0.000%
3	3.3	Supports for Student Attendance and Engag	Yes	LEA-wide	All	The charter school/LEA	$ 42,124	0.000%
3	3.5	Supports for Graduation	Yes	LEA-wide	All	The charter school/LEA	$ 84,581	0.000%
3	3.4	Supports for Student Behavior and Wellbeir	Yes	LEA-wide	All	The charter school/LEA	$ 225,505	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,193,000.00	$ 1,635,482.95

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	$ 200,000	$ 74,280
1	2	CCSS aligned assessments	No	$ 7,000	$ 5,000
1	3	Academic Supports and Interventions	Yes	$ 250,000	$ 471,386
1	4	Course Offerings	No	$ 45,000	$ 84,578
1	5	English Language Development	Yes	$ 50,000	$ 89,647
1	6	Special Education	No	$ 85,000	$ 210,459
1	7	Personnel	Yes	$ 110,000	$ 137,977
1	8	Technology	No	$ 45,000	$ 45,195
2	1	Teacher Retention	No	$ 20,000	$ 14,592
2	2	Professional Development	No	$ 25,000	$ 18,478
2	3	EL Focus Professional Development	Yes	$ 6,000	$ 145,279
2	4	Staff Workshops	No	$ 25,000	$ 24,378
3	1	Post Secondary Parent Engagement	No	$ 2,500	$ 2,500
3	2	Parent Survey	No	$ 2,000	$ 2,500
3	3	Parent Orientations	No	$ 5,000	$ 5,799
3	4	Outreach Coordinator	No	$ 30,000	$ 30,303
3	5	Technology	No	$ 12,000	$ 10,000
3	6	EL and SPED Parent Engagement	Yes	$ 2,500	$ 4,033
4	1	Counselor	Yes	$ 98,000	$ 88,000
4	2	Assemblies	No	$ 3,000	$ 3,700
4	3	School Supplies	No	$ 50,000	$ 16,266
4	4	2 College Advisors	Yes	$ 75,000	$ 132,057
4	5	Youth Truth Survey	No	$ 5,000	$ 4,076
4	6	Field Trips & college and career readiness student activities	No	$ 40,000	$ 15,000

2023-2024 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)
$ 1,360,051	$ 591,500	$ 1,068,380	$ (476,880)	0.000%	0.000%	0.000% - 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	3	Academic Supports and Interventions	Yes	$ 250,000	$ 471,386	0.000%	0.000%
1	5	English Language Development	Yes	$ 50,000	$ 89,647	0.000%	0.000%
1	7	Personnel	Yes	$ 110,000	$ 137,977	0.000%	0.000%
2	3	EL Focus Professional Development	Yes	$ 6,000	$ 145,279	0.000%	0.000%
3	6	EL and SPED Parent Engagement	Yes	$ 2,500	$ 4,033	0.000%	0.000%
4	1	Counselor	Yes	$ 98,000	$ 88,000	0.000%	0.000%
4	4	2 College Advisors	Yes	$ 75,000	$ 132,057	0.000%	0.000%

2023-2024 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)
$ 4,050,377	$ 1,360,051	0.000%	33.578%	$ 1,068,380	0.000%	26.377%	$ 291,670.95	7.201%

Coversheet

Approval of Fiscal Year 2024-2025 Budget

Section:	III. Business
Item:	B. Approval of Fiscal Year 2024-2025 Budget
Purpose:	Vote
Submitted by:	
Related Material:	AMPS_FY25 Budget Presentation.pdf FY25-AMPS HO and All Schools-Budget-6.7.24_Final.pdf

CHARTER IMPACT

Amethod Public Schools

FY24-25 Budget Presentation

State Budget Process



May Revise Highlights



1.07% COLA (up from 0.76%)

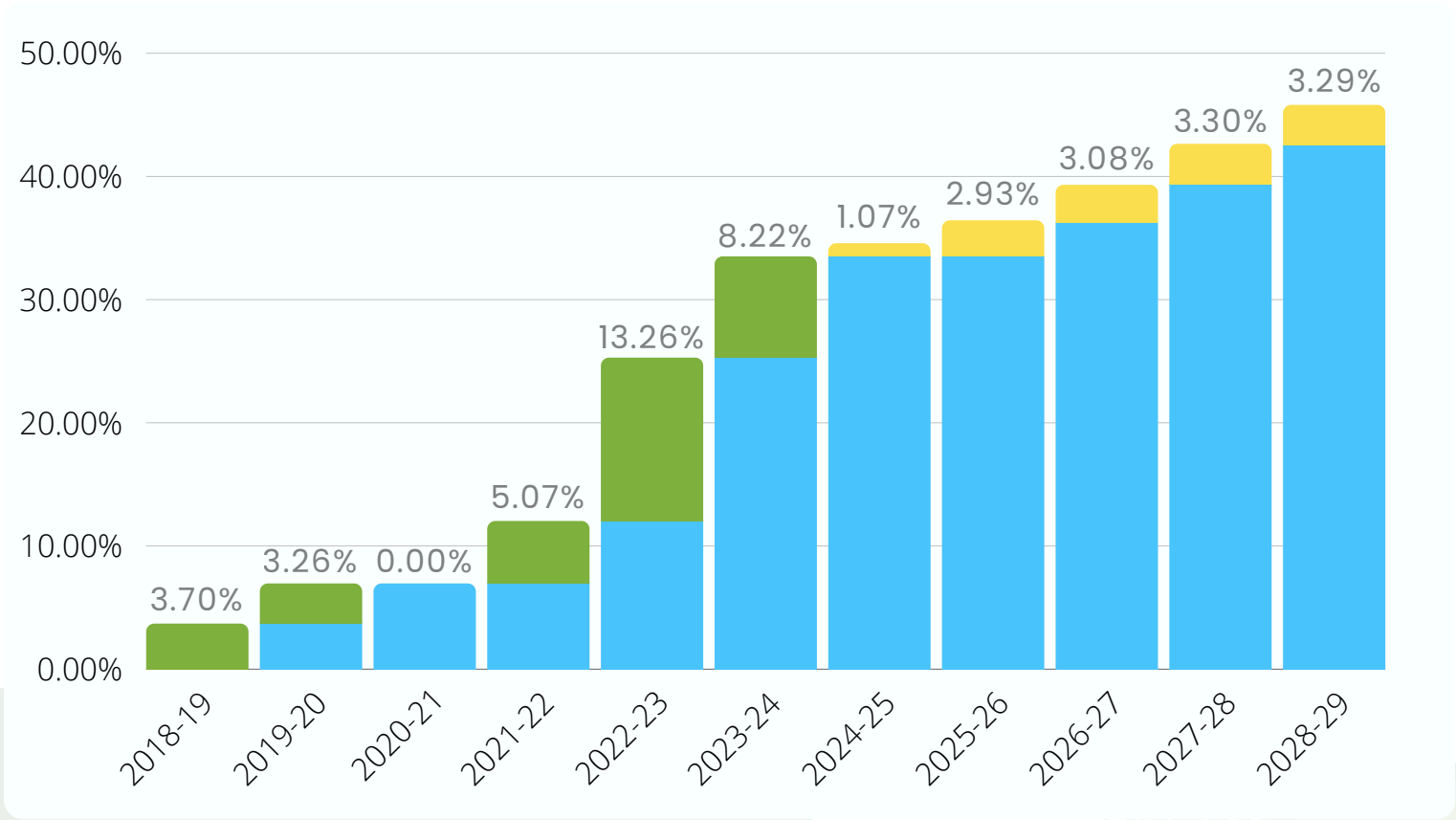
Increased COLA adds ~ $50/ADA

No Deferrals

COLA extends to SpEd, Nutrition, MBG, and more

LCFF Increase

Cumulative increase in State COLA since FY18-19

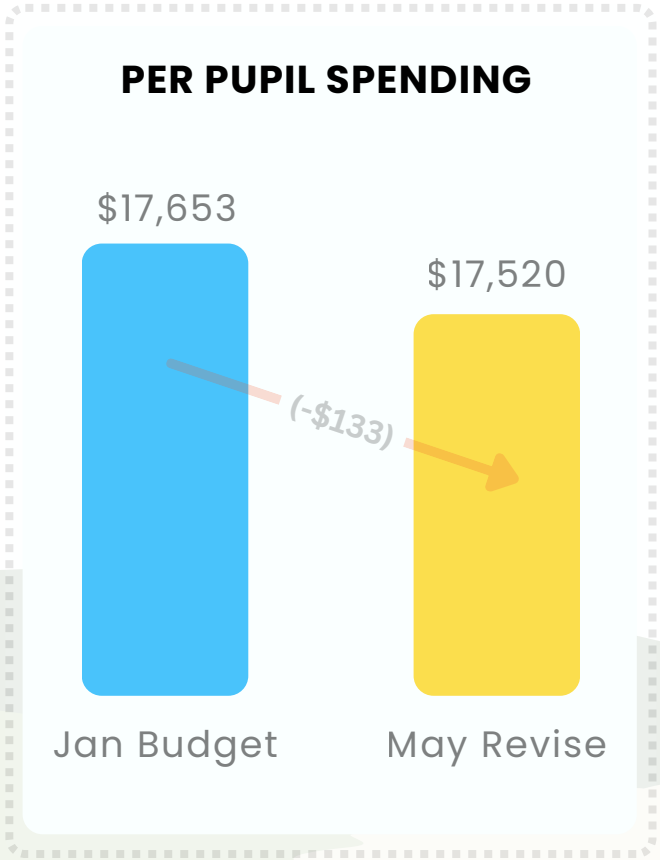


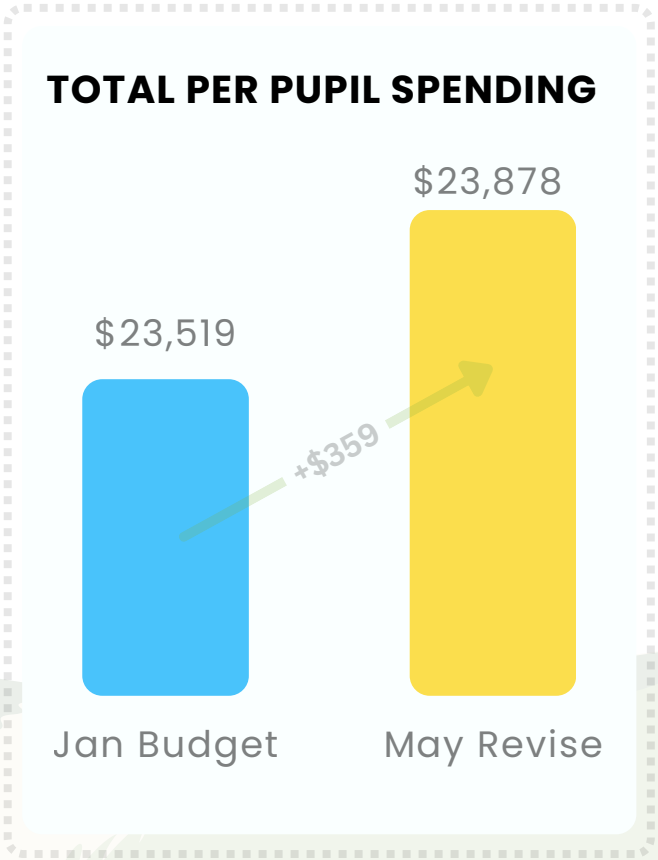
2024-25 COLA at May Proposal- 1.07%

Powered by BoardOnTrack

Governor May Revised Update

This results in $17,502 total per pupil spending and $23,878 in all funds per pupil spending at May Revise, compared to $17,653 total per pupil spending and $23,519 all funds per pupil spending, from the Governor's January Budget.



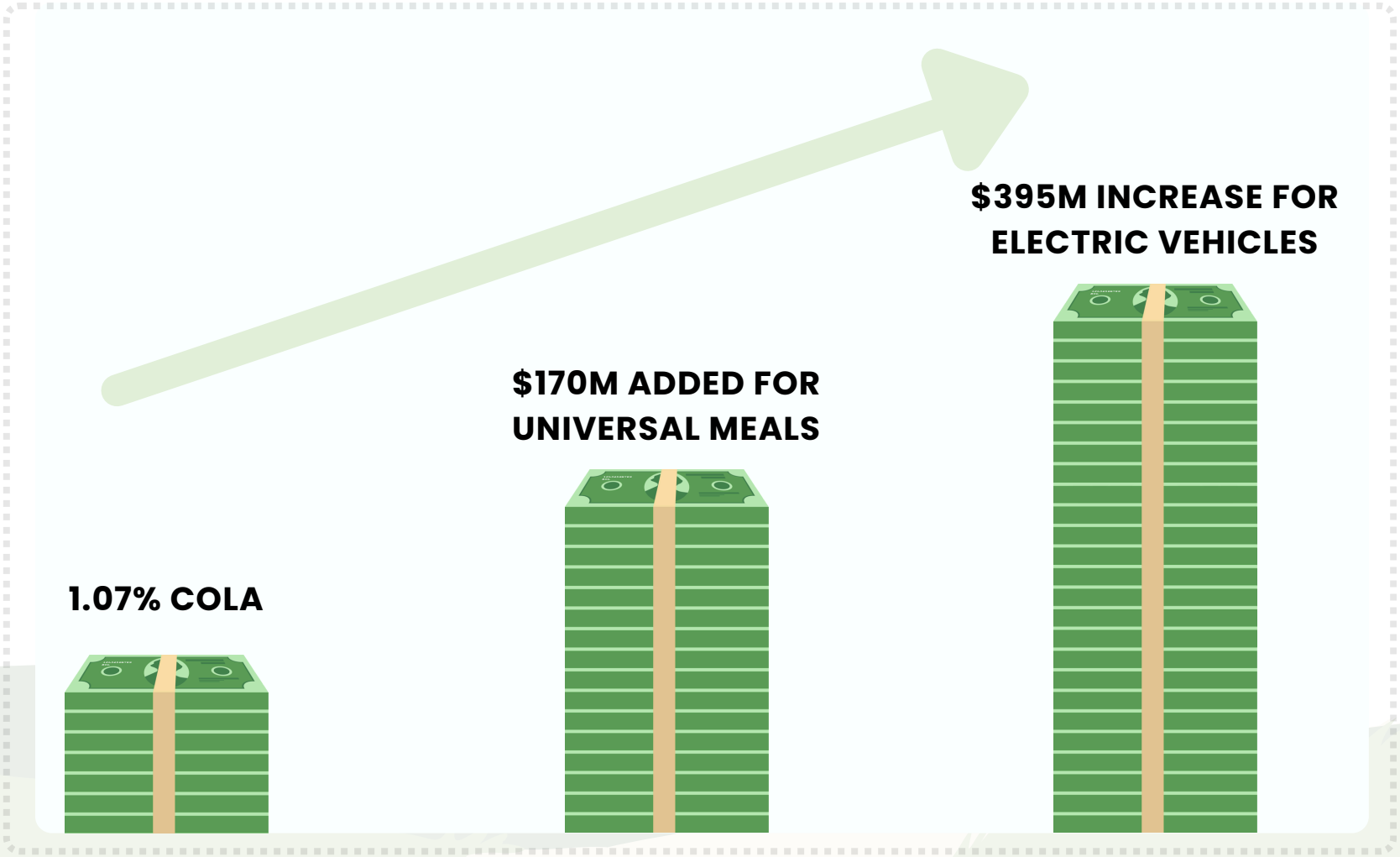


Deficit covered by..

- 8.4B from rainy day fund
- 8.8B “backfill” to avoid Prop 98 minimum
- $550M reduced from TK
- $510M reduced from middle-class scholarship program
- $485M reduced from learning-aligned employment program
- $350M reduced from school facility aid program
- $62M reduced from Golden State Teacher Grant
- Shifting of other planned investments and out-year items

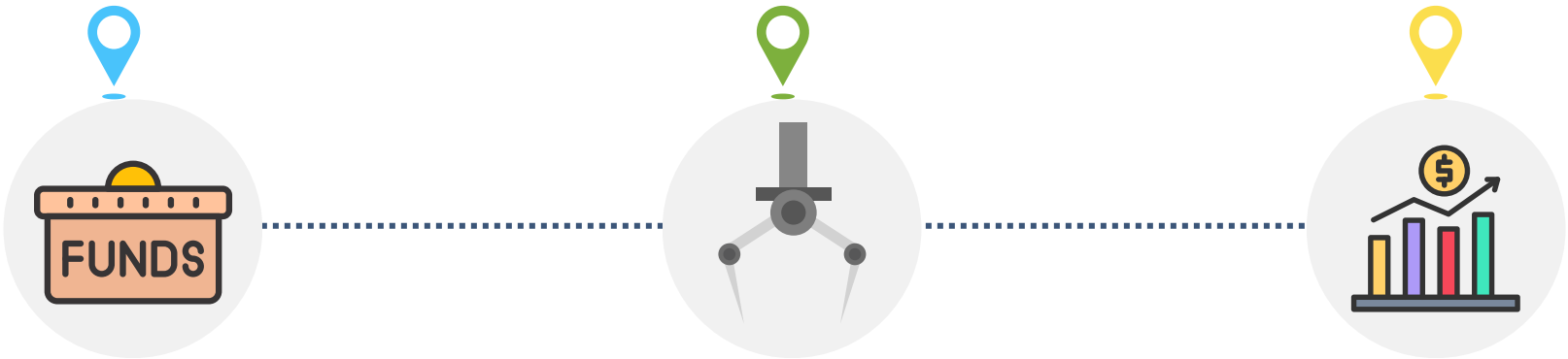


Increases in the proposal



Learning Recovery Proposals

Learning recovery initiatives funding to be spent by June 30, 2028



Original Entitlement (FY23): $7.9B

Clawback (FY24): $1.1B

Unspent LREBG now requires a plan, reported results included in LCAP (FY25-FY28)

Other Key Updates

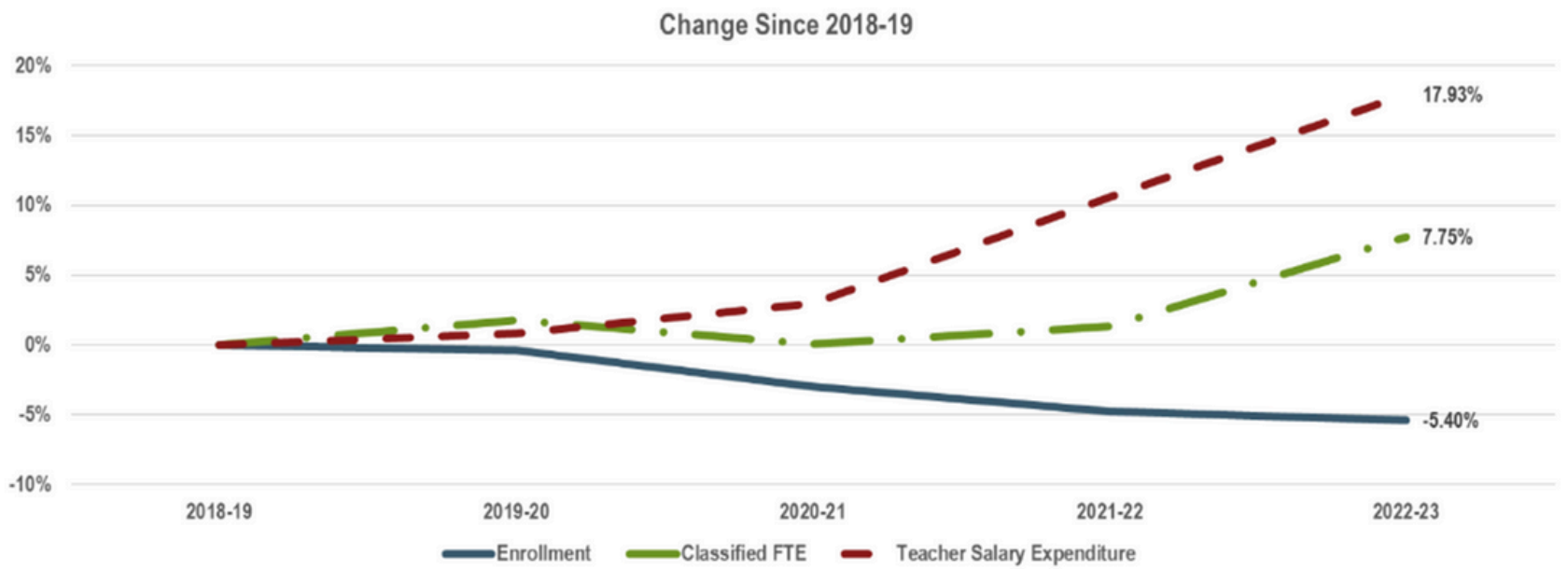
10 to 1 TK ratio will be enforced

No new funding given to lower the ratio

No planned deferrals (but this is not final)

2-year spending deadline for future ELOP funds

CA Trends



Source: School Services of California

FY25 Overview

- 1,993 total enrollment
- 1,878 total ADA
- $44.8M total revenues
- $43.5M total expenses
- $1.2M total surplus
- 1.07% COLA; based on Governor's May revise

FY24-25 AMPS Budget - Summary

CHARTER IMPACT

Revised 6/7/24

	2024-25 Total	2024-25 Home Office	2024-25 BJE	2024-25 DCA	2024-25 JHHS	2024-25 OCA	2024-25 OCHS	2024-25 Budget
Assumptions								
LCFF COLA			*1.07%*	*1.07%*	*1.07%*	*1.07%*	*1.07%*	*1.07%*
Non-LCFF Revenue COLA		*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Expense COLA		*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*	*2.00%*
Enrollment	*1,993.00*		*498.00*	*300.00*	*320.00*	*225.00*	*350.00*	*300.00*
Average Daily Attendance	*1,878.41*		*458.16*	*285.00*	*304.00*	*213.75*	*332.50*	*285.00*
Total Revenue	**$ 44,796,356**	**$ 4,131,487**	**$ 9,896,219**	**$ 6,023,818**	**$ 6,640,924**	**$ 4,778,206**	**$ 7,747,309**	**$ 5,578,394**
Total Expenses	**$ 43,533,788**	**$ 3,706,497**	**$ 9,631,929**	**$ 5,981,520**	**$ 6,431,290**	**$ 4,726,585**	**$ 7,551,239**	**$ 5,504,729**
Surplus (Deficit)	**$ 1,262,568**	**$ 424,990**	**$ 264,290**	**$ 42,298**	**$ 209,634**	**$ 51,621**	**$ 196,070**	**$ 73,665**
		11%	3%	1%	3%	1%	3%	1%
Fund Balance, Beginning of Year		$ (10,541,764)	$ 4,506,753	$ 4,280,025	$ 1,436,515	$ 1,646,149	$ 4,798,183	$ 4,540,850
Fund Balance, End of Year		**$(10,116,774)**	**$ 4,771,044**	**$ 4,322,323**	**$ 1,646,149**	**$ 1,697,770**	**$ 4,994,253**	**$ 4,614,515**
		-272.9%	*49.5%*	*72.3%*	*25.6%*	*35.9%*	*66.1%*	*83.8%*

Revenues

- Total revenue projected at $44.8M; $40.5M at school sites
- 1.07% COLA

	2024-25 Total	2024-25 Home Office	2024-25 BJE	2024-25 DCA	2024-25 JHHS	2024-25 OCA	2024-25 OCHS	2024-25 Budget
Revenues								
State Aid - Revenue Limit								
	27,197,620	-	6,304,146	3,922,667	4,779,231	2,979,953	5,496,804	3,714,819
Federal Revenue								
	1,785,992	-	432,003	254,515	275,424	228,661	335,026	260,365
Other State Revenue								
	10,785,719	-	3,016,661	1,586,126	1,501,390	1,329,207	1,835,479	1,516,856
Other Local Revenue								
	5,027,024	4,131,487	143,409	260,510	84,879	240,385	80,000	86,354
Total Revenue	**$44,796,356**	**$ 4,131,487**	**$9,896,219**	**$6,023,818**	**$6,640,924**	**$4,778,206**	**$7,747,309**	**$5,578,394**

Revenues – Specialty Sources

- $1.5M ELOP
- $722K ASES
- $595K A-G Completion
- $1.52M CCSPP Grants
- $81K EEBG
- $591K AMIMBG
- $770K LREBG

Expenses

- $22.3M total salaries & benefits (50% of budget)

	2024-25 Total	2024-25 Home Office	2024-25 BJE	2024-25 DCA	2024-25 JHHS	2024-25 OCA	2024-25 OCHS	2024-25 Budget
Expenses								
Certificated Salaries	10,822,917	-	2,319,321	1,697,485	1,695,046	1,309,912	2,107,132	1,694,021
Classified Salaries	7,204,016	2,018,229	1,295,059	796,358	731,481	640,784	925,379	796,726
Benefits	4,356,589	678,079	749,658	661,378	483,662	456,339	805,748	521,725
Books and Supplies	2,668,439	89,200	750,351	234,407	467,438	470,633	432,419	223,990
Subagreement Services	2,142,699	26,600	650,000	217,200	280,000	225,400	514,800	228,700
Operations and Housekeeping	2,218,500	287,300	418,400	249,600	350,500	273,500	406,900	232,300
Facilities, Repairs and Other Leases	6,649,861	264,090	1,669,695	1,136,660	1,168,640	543,228	965,564	901,985
Professional/Consulting Services	7,129,667	343,000	1,608,346	977,132	1,193,422	780,689	1,366,196	860,882
Depreciation	341,100	-	171,100	11,300	61,100	26,100	27,100	44,400
Total Expenses	**$43,533,788**	**$ 3,706,497**	**$9,631,929**	**$5,981,520**	**$6,431,290**	**$4,726,585**	**$7,551,239**	**$5,504,729**

Fund Balance

- Projected surpluses between 1-3% for all schools
- Positive and growing fund balances

	2024-25 Total	2024-25 Home Office	2024-25 BJE	2024-25 DCA	2024-25 JHHS	2024-25 OCA	2024-25 OCHS	2024-25 Budget
Surplus (Deficit)	**$ 1,262,568**	**$ 424,990**	**$ 264,290**	**$ 42,298**	**$ 209,634**	**$ 51,621**	**$ 196,070**	**$ 73,665**
		11%	3%	1%	3%	1%	3%	1%
Fund Balance, Beginning of Year		$ (10,541,764)	$ 4,506,753	$ 4,280,025	$ 1,436,515	$ 1,646,149	$ 4,798,183	$ 4,540,850
Fund Balance, End of Year		**$ (10,116,774)**	**$ 4,771,044**	**$ 4,322,323**	**$ 1,646,149**	**$ 1,697,770**	**$ 4,994,253**	**$ 4,614,515**
		-272.9%	*49.5%*	*72.3%*	*25.6%*	*35.9%*	*66.1%*	*83.8%*

Appendix

- Multi-Year Forecast

FY24-25 Budget - AMPS Home Office

Multi-Year Forecast

Revised 6/6/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*0.76%*	*2.73%*	*3.11%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*1,977.27*	*2,037.27*	*2,087.27*
Average Daily Attendance	*1,878.41*	*1,935.41*	*1,982.91*
Revenues			
Other Local Revenue			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	69,000	71,094	72,839
8660 Interest Revenue	-	-	-
8689 Other Fees and Contracts	4,062,487	4,185,762	4,288,492
	4,131,487	4,256,856	4,361,331
Total Revenue	**$ 4,131,487**	**$ 4,256,856**	**$ 4,361,331**
Expenses			
Classified Salaries			
2100 Instructional Salaries	-	-	-
2200 Support Salaries	54,995	56,095	57,217
2300 Classified Administrators' Salaries	1,537,816	1,568,572	1,599,944
2400 Clerical and Office Staff Salaries	425,418	433,926	442,604
2900 Other Classified Salaries	-	-	-
	2,018,229	2,058,593	2,099,765
Benefits			
3301 OASDI	125,130	127,633	130,185
3311 Medicare	29,264	29,850	30,447
3401 Health and Welfare	144,000	146,880	149,818
3501 State Unemployment	8,330	8,330	8,330
3601 Workers' Compensation	28,255	28,820	29,397
3901 Other Benefits	343,099	349,961	356,960
	678,079	691,474	705,136
Books and Supplies			
4100 Textbooks and Core Curricula	-	-	-
4200 Books and Other Materials	1,100	1,156	1,208
4302 School Supplies	-	-	-
4305 Software	36,800	38,675	40,417
4310 Office Expense	29,400	30,898	32,289
4311 Business Meals	11,400	11,981	12,520
4312 School Fundraising	-	-	-
4400 Noncapitalized Equipment	10,500	11,035	11,532

FY24-25 Budget - AMPS Home Office

Multi-Year Forecast

Revised 6/6/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
4700	Food Services	-	-	-
		89,200	93,745	97,967
Subagreement Services				
5105	Security	26,600	27,955	29,214
5106	Other Educational Consultants	-	-	-
		26,600	27,955	29,214
Operations and Housekeeping				
5201	Auto and Travel	52,600	55,280	57,770
5300	Dues & Memberships	21,000	22,070	23,064
5400	Insurance	95,300	100,156	104,666
5501	Utilities	57,800	60,745	63,481
5502	Janitorial Services	42,100	44,245	46,238
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	11,700	12,296	12,850
5901	Postage and Shipping	6,800	7,146	7,468
		287,300	301,938	315,536
Facilities, Repairs and Other Leases				
5601	Rent	183,190	192,523	201,193
5602	Additional Rent	-	-	-
5603	Equipment Leases	47,300	49,710	51,949
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	33,600	35,312	36,902
		264,090	277,545	290,044
Professional/Consulting Services				
5801	IT	58,600	61,586	64,359
5802	Audit & Taxes	10,200	10,404	10,612
5803	Legal	52,600	53,652	54,725
5804	Professional Development	-	-	-
5805	General Consulting	143,500	150,812	157,603
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	5,300	5,570	5,821
5808	Printing	1,900	1,997	2,087
5809	Other taxes and fees	21,000	22,070	23,064
5810	Payroll Service Fee	8,400	8,828	9,226
5815	Public Relations/Recruitment	41,500	42,330	43,177
		343,000	357,248	370,673
Depreciation				
6900	Depreciation Expense	-	-	-
		-	-	-
Interest				

FY24-25 Budget - AMPS Home Office

Multi-Year Forecast

Revised 6/6/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 3,706,497**	**$ 3,808,499**	**$ 3,908,335**
Surplus (Deficit)	**$ 424,990**	**$ 448,357**	**$ 452,995**
Fund Balance, Beginning of Year	$ (10,541,764)	$ (10,116,774)	$ (9,668,416)
Fund Balance, End of Year	**$ (10,116,774)**	**$ (9,668,416)**	**$ (9,215,421)**
	-272.9%	***-253.9%***	***-235.8%***
Cash Flow Adjustments			
Surplus (Deficit)	424,990	448,357	452,995
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	-	-	-
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	-	-	-
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	424,990	448,357	452,995
Cash, Beginning of Year	(13,015,606)	(12,590,616)	(12,142,258)
Cash, End of Year	**$ (12,590,616)**	**$ (12,142,258)**	**$ (11,689,263)**

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*498*	*498*	*498*
Average Daily Attendance	*458.16*	*458.16*	*458.16*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 4,454,458	$ 4,649,998	$ 4,850,308
8012 Education Protection Account	91,632	91,632	91,632
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,758,056	1,758,056	1,758,056
	6,304,146	6,499,686	6,699,996
Federal Revenue			
8181 Special Education - Entitlement	59,561	59,561	59,561
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	169,324	169,324	169,324
8290 Title I, Part A - Basic Low Income	145,407	145,407	145,407
8291 Title II, Part A - Teacher Quality	19,668	19,668	19,668
8293 Title III - Limited English	26,752	26,752	26,752
8294 Title IV	11,291	11,291	11,291
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	432,003	432,003	432,003
Other State Revenue			
8311 State Special Education	396,359	396,359	396,359
8520 Child Nutrition	16,027	16,027	16,027
8545 School Facilities (SB740)	650,587	650,587	650,587
8550 Mandated Cost	8,488	8,875	9,094
8560 State Lottery	114,082	114,082	114,082
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	1,831,119	1,766,779	1,603,798
	3,016,661	2,952,709	2,789,947
Other Local Revenue			
8980 Contributions, Unrestricted	143,409	143,409	143,409
8990 Contributions, Restricted	-	-	-
	143,409	143,409	143,409
Total Revenue	**$ 9,896,219**	**$ 10,027,807**	**$ 10,065,355**
Expenses			

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,633,788	1,666,464	1,699,794
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	88,500	90,270	92,075
1200	Pupil Support Salaries	167,400	170,748	174,163
1300	Administrators' Salaries	429,632	438,225	446,989
1900	Other Certificated Salaries	-	-	-
		2,319,321	2,365,707	2,413,021
Classified Salaries				
2100	Instructional Salaries	764,990	780,290	795,896
2200	Support Salaries	135,791	138,507	141,277
2300	Classified Administrators' Salaries	196,832	200,769	204,784
2400	Clerical and Office Staff Salaries	197,445	201,394	205,422
2900	Other Classified Salaries	-	-	-
		1,295,059	1,320,960	1,347,380
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	224,092	228,573	233,145
3311	Medicare	52,409	53,457	54,526
3401	Health and Welfare	280,000	285,600	291,312
3501	State Unemployment	34,125	34,249	34,375
3601	Workers' Compensation	50,601	51,613	52,646
3901	Other Benefits	108,431	110,600	112,812
		749,658	764,092	778,816
Books and Supplies				
4100	Textbooks and Core Curricula	150,000	80,000	81,600
4200	Books and Other Materials	20,000	20,400	20,808
4302	School Supplies	150,000	153,000	156,060
4305	Software	80,000	81,600	83,232
4310	Office Expense	40,000	40,800	41,616
4311	Business Meals	35,000	35,700	36,414
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	90,000	91,800	93,636
4700	Food Services	185,351	189,058	192,839
		750,351	692,358	706,205
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	300,000	306,000	312,120
5103	Substitute Teacher	80,000	81,600	83,232
5104	Transportation	40,000	40,800	41,616
5105	Security	30,000	30,600	31,212

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	200,000	204,000	208,080
		650,000	663,000	676,260
Operations and Housekeeping				
5201	Auto and Travel	5,700	5,814	5,930
5300	Dues & Memberships	9,300	9,486	9,676
5400	Insurance	93,900	95,778	97,694
5501	Utilities	234,500	239,190	243,974
5502	Janitorial Services	30,000	30,600	31,212
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	40,000	40,800	41,616
5901	Postage and Shipping	5,000	5,100	5,202
		418,400	426,768	435,303
Facilities, Repairs and Other Leases				
5601	Rent	1,314,695	1,340,989	1,367,808
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	30,600	31,212
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	25,000	25,500	26,010
5610	Repairs and Maintenance	300,000	185,000	188,700
		1,669,695	1,582,089	1,613,730
Professional/Consulting Services				
5801	IT	70,000	71,400	72,828
5802	Audit & Taxes	20,000	20,400	20,808
5803	Legal	21,400	21,828	22,265
5804	Professional Development	53,600	54,672	55,765
5805	General Consulting	150,000	153,000	156,060
5806	Special Activities/Field Trips	100,000	102,000	104,040
5807	Bank Charges	-	-	-
5808	Printing	10,000	10,200	10,404
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	1,105,304	1,127,410	1,149,959
5812	District Oversight Fee	63,041	64,997	67,000
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	15,000	15,300	15,606
		1,608,346	1,641,207	1,674,735
Depreciation				
6900	Depreciation Expense	171,100	174,522	178,012
		171,100	174,522	178,012
Interest				

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 9,631,929**	**$ 9,630,703**	**$ 9,823,462**
Surplus (Deficit)	**$ 264,290**	**$ 397,103**	**$ 241,893**
	3%	4%	2%
Fund Balance, Beginning of Year	$ 4,506,753	$ 4,771,044	$ 5,168,147
Fund Balance, End of Year	**$ 4,771,044**	**$ 5,168,147**	**$ 5,410,040**
	49.5%	***53.7%***	***55.1%***
Cash Flow Adjustments			
Surplus (Deficit)	264,290	397,103	241,893
Cash Flows From Operating Activities			
Depreciation/Amortization	171,100	174,522	178,012
Public Funding Receivables	(1,348,077)	286,403	(1,949)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	5,909	(264)	180
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(906,777)	857,764	418,137
Cash, Beginning of Year	2,410,184	1,503,407	2,361,171
Cash, End of Year	**$ 1,503,407**	**$ 2,361,171**	**$ 2,779,307**

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*300*	*300*	*300*
Average Daily Attendance	*285.00*	*285.00*	*285.00*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 2,836,238	$ 2,950,356	$ 3,074,691
8012 Education Protection Account	57,000	57,000	57,000
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,029,429	1,029,429	1,029,429
	3,922,667	4,036,785	4,161,119
Federal Revenue			
8181 Special Education - Entitlement	37,050	37,050	37,050
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	96,658	96,658	96,658
8290 Title I, Part A - Basic Low Income	90,979	90,979	90,979
8291 Title II, Part A - Teacher Quality	9,920	9,920	9,920
8293 Title III - Limited English	9,908	9,908	9,908
8294 Title IV	10,000	10,000	10,000
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	254,515	254,515	254,515
Other State Revenue			
8311 State Special Education	246,556	246,556	246,556
8520 Child Nutrition	9,149	9,149	9,149
8545 School Facilities (SB740)	404,700	404,700	404,700
8550 Mandated Cost	5,056	5,657	5,657
8560 State Lottery	70,965	70,965	70,965
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	849,700	849,700	754,388
	1,586,126	1,586,727	1,491,416
Other Local Revenue			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	40,000	40,000	40,000
8980 Contributions, Unrestricted	220,510	220,510	220,510
8990 Contributions, Restricted	-	-	-
	260,510	260,510	260,510
Total Revenue	**$ 6,023,818**	**$ 6,138,537**	**$ 6,167,560**

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Expenses				
Certificated Salaries				
1100	Teachers' Salaries	1,228,611	1,253,183	1,278,246
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	46,500	47,430	48,379
1200	Pupil Support Salaries	68,783	70,159	71,562
1300	Administrators' Salaries	353,591	360,663	367,876
1900	Other Certificated Salaries	-	-	-
		1,697,485	1,731,435	1,766,063
Classified Salaries				
2100	Instructional Salaries	505,472	515,582	525,893
2200	Support Salaries	93,182	95,046	96,947
2300	Classified Administrators' Salaries	82,294	83,940	85,619
2400	Clerical and Office Staff Salaries	115,410	117,718	120,072
2900	Other Classified Salaries	-	-	-
		796,358	812,286	828,531
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	154,618	157,711	160,865
3311	Medicare	36,161	36,884	37,622
3401	Health and Welfare	263,200	268,464	273,833
3501	State Unemployment	22,855	22,920	22,987
3601	Workers' Compensation	34,914	35,612	36,324
3901	Other Benefits	149,631	152,623	155,676
		661,378	674,214	687,306
Books and Supplies				
4100	Textbooks and Core Curricula	20,000	20,400	20,808
4200	Books and Other Materials	5,000	5,100	5,202
4302	School Supplies	25,000	25,500	26,010
4305	Software	15,000	15,300	15,606
4310	Office Expense	25,000	25,500	26,010
4311	Business Meals	10,000	10,200	10,404
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	28,600	29,172	29,755
4700	Food Services	105,807	107,923	110,081
		234,407	239,095	243,877
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	100,000	102,000	104,040
5103	Substitute Teacher	50,000	51,000	52,020

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5104	Transportation	8,000	8,160	8,323
5105	Security	30,000	30,600	31,212
5106	Other Educational Consultants	29,200	29,784	30,379
		217,200	221,544	225,975
Operations and Housekeeping				
5201	Auto and Travel	3,000	3,060	3,121
5300	Dues & Memberships	4,600	4,692	4,786
5400	Insurance	90,000	91,800	93,636
5501	Utilities	100,000	102,000	104,040
5502	Janitorial Services	30,000	30,600	31,212
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	20,000	20,400	20,808
5901	Postage and Shipping	2,000	2,040	2,081
		249,600	254,592	259,684
Facilities, Repairs and Other Leases				
5601	Rent	891,660	909,493	927,683
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	30,600	31,212
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	15,000	15,300	15,606
5610	Repairs and Maintenance	200,000	60,000	60,000
		1,136,660	1,015,393	1,034,501
Professional/Consulting Services				
5801	IT	60,000	61,200	62,424
5802	Audit & Taxes	20,000	20,400	20,808
5803	Legal	16,800	17,136	17,479
5804	Professional Development	30,000	30,600	31,212
5805	General Consulting	46,800	47,736	48,690
5806	Special Activities/Field Trips	80,000	81,600	83,232
5807	Bank Charges	-	-	-
5808	Printing	3,000	3,060	3,121
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	674,306	687,792	701,548
5812	District Oversight Fee	39,227	40,368	41,611
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	7,000	7,140	7,283
		977,132	997,031	1,017,408
Depreciation				
6900	Depreciation Expense	11,300	11,526	11,757

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
	11,300	11,526	11,757
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 5,981,520**	**$ 5,957,115**	**$ 6,075,101**
Surplus (Deficit)	**$ 42,298**	**$ 181,421**	**$ 92,458**
	1%	3%	2%
Fund Balance, Beginning of Year	$ 4,280,025	$ 4,322,323	$ 4,503,744
Fund Balance, End of Year	**$ 4,322,323**	**$ 4,503,744**	**$ 4,596,202**
	72.3%	***75.6%***	***75.7%***
Cash Flow Adjustments			
Surplus (Deficit)	42,298	181,421	92,458
Cash Flows From Operating Activities			
Depreciation/Amortization	11,300	11,526	11,757
Public Funding Receivables	(784,806)	150,006	(1,659)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	3,853	(334)	112
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(727,355)	342,619	102,668
Cash, Beginning of Year	1,735,284	1,007,929	1,350,548
Cash, End of Year	**$ 1,007,929**	**$ 1,350,548**	**$ 1,453,216**

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*320*	*350*	*370*
Average Daily Attendance	*304.00*	*332.50*	*351.50*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 4,718,431	$ 5,319,461	$ 5,798,806
8012 Education Protection Account	60,800	66,500	70,300
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	-	-	-
	4,779,231	5,385,961	5,869,106
Federal Revenue			
8181 Special Education - Entitlement	39,520	43,225	45,695
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	107,284	117,342	124,047
8290 Title I, Part A - Basic Low Income	93,542	102,312	108,158
8291 Title II, Part A - Teacher Quality	11,950	13,070	13,817
8293 Title III - Limited English	13,128	14,359	15,179
8294 Title IV	10,000	10,938	11,563
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	275,424	301,245	318,459
Other State Revenue			
8311 State Special Education	262,993	287,649	304,086
8520 Child Nutrition	10,155	11,107	11,741
8545 School Facilities (SB740)	431,680	472,150	499,130
8550 Mandated Cost	15,152	16,772	18,344
8560 State Lottery	75,696	82,793	87,524
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	705,714	452,899	357,378
	1,501,390	1,323,369	1,278,203
Other Local Revenue			
8980 Contributions, Unrestricted	84,879	92,836	98,141
8990 Contributions, Restricted	-	-	-
	84,879	92,836	98,141
Total Revenue	**$ 6,640,924**	**$ 7,103,411**	**$ 7,563,909**
Expenses			

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,240,587	1,336,557	1,363,288
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	57,500	58,650	59,823
1200	Pupil Support Salaries	68,783	70,159	71,562
1300	Administrators' Salaries	328,176	334,740	341,435
1900	Other Certificated Salaries	-	-	-
		1,695,046	1,800,106	1,836,108
Classified Salaries				
2100	Instructional Salaries	224,347	228,834	233,411
2200	Support Salaries	228,012	232,572	237,224
2300	Classified Administrators' Salaries	101,334	103,361	105,428
2400	Clerical and Office Staff Salaries	177,788	181,344	184,971
2900	Other Classified Salaries	-	-	-
		731,481	746,111	761,033
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	150,445	157,865	161,023
3311	Medicare	35,185	36,920	37,659
3401	Health and Welfare	169,600	176,256	179,781
3501	State Unemployment	21,665	22,236	22,318
3601	Workers' Compensation	33,971	35,647	36,360
3901	Other Benefits	72,796	76,386	77,914
		483,662	505,311	515,054
Books and Supplies				
4100	Textbooks and Core Curricula	150,000	167,344	180,444
4200	Books and Other Materials	10,000	11,156	12,030
4302	School Supplies	25,000	27,891	30,074
4305	Software	50,000	55,781	60,148
4310	Office Expense	25,000	27,891	30,074
4311	Business Meals	20,000	22,313	24,059
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	70,000	78,094	84,207
4700	Food Services	117,438	131,017	141,274
		467,438	521,486	562,311
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	100,000	111,563	120,296
5103	Substitute Teacher	50,000	55,781	60,148
5104	Transportation	20,000	22,313	24,059
5105	Security	50,000	55,781	60,148

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	60,000	61,200	62,424
		280,000	306,638	327,076
Operations and Housekeeping				
5201	Auto and Travel	5,000	5,578	6,015
5300	Dues & Memberships	4,600	5,132	5,534
5400	Insurance	27,000	30,122	32,480
5501	Utilities	271,900	303,338	327,086
5502	Janitorial Services	10,000	11,156	12,030
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	30,000	33,469	36,089
5901	Postage and Shipping	2,000	2,231	2,406
		350,500	391,027	421,638
Facilities, Repairs and Other Leases				
5601	Rent	938,640	1,047,170	1,129,149
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	33,469	36,089
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	200,000	223,125	240,593
		1,168,640	1,303,764	1,405,830
Professional/Consulting Services				
5801	IT	70,000	78,094	84,207
5802	Audit & Taxes	20,000	20,400	20,808
5803	Legal	25,000	25,500	26,010
5804	Professional Development	50,000	55,781	60,148
5805	General Consulting	60,000	66,938	72,178
5806	Special Activities/Field Trips	150,000	167,344	180,444
5807	Bank Charges	-	-	-
5808	Printing	5,000	5,578	6,015
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	750,630	837,421	902,979
5812	District Oversight Fee	47,792	53,860	58,691
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	15,000	15,300	15,606
		1,193,422	1,326,216	1,427,087
Depreciation				
6900	Depreciation Expense	61,100	62,322	63,568
		61,100	62,322	63,568
Interest				

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 6,431,290**	**$ 6,962,979**	**$ 7,319,706**
Surplus (Deficit)	**$ 209,634**	**$ 140,432**	**$ 244,203**
	3%	2%	3%
Fund Balance, Beginning of Year	$ 1,436,515	$ 1,646,149	$ 1,786,582
Fund Balance, End of Year	**$ 1,646,149**	**$ 1,786,582**	**$ 2,030,785**
	25.6%	***25.7%***	***27.7%***
Cash Flow Adjustments			
Surplus (Deficit)	209,634	140,432	244,203
Cash Flows From Operating Activities			
Depreciation/Amortization	61,100	62,322	63,568
Public Funding Receivables	(866,159)	44,435	(37,301)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	4,900	555	313
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(590,525)	247,745	270,784
Cash, Beginning of Year	2,032,482	1,441,957	1,689,702
Cash, End of Year	**$ 1,441,957**	**$ 1,689,702**	**$ 1,960,486**

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*225.00*	*235.00*	*245.00*
Average Daily Attendance	*213.75*	*223.25*	*232.75*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,465,903	$ 1,591,184	$ 1,735,748
8012 Education Protection Account	741,979	794,891	854,196
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	772,071	806,386	840,700
	2,979,953	3,192,460	3,430,643
Federal Revenue			
8181 Special Education - Entitlement	27,788	29,022	30,257
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	79,325	82,851	86,376
8290 Title I, Part A - Basic Low Income	86,512	90,357	94,202
8291 Title II, Part A - Teacher Quality	9,431	9,850	10,269
8293 Title III - Limited English	15,605	16,299	16,992
8294 Title IV	10,000	10,444	10,889
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	228,661	238,823	248,986
Other State Revenue			
8311 State Special Education	184,917	193,136	201,354
8520 Child Nutrition	7,508	7,842	8,176
8545 School Facilities (SB740)	261,171	278,234	295,875
8550 Mandated Cost	4,121	4,243	4,432
8560 State Lottery	53,224	55,589	57,955
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	818,266	818,266	734,802
	1,329,207	1,357,310	1,302,594
Other Local Revenue			
8980 Contributions, Unrestricted	240,385	251,069	261,753
8990 Contributions, Restricted	-	-	-
	240,385	251,069	261,753
Total Revenue	**$ 4,778,206**	**$ 5,039,662**	**$ 5,243,976**
Expenses			

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	941,440	960,269	979,474
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	57,000	58,140	59,303
1200	Pupil Support Salaries	70,176	71,580	73,011
1300	Administrators' Salaries	241,296	246,122	251,044
1900	Other Certificated Salaries	-	-	-
		1,309,912	1,336,110	1,362,832
Classified Salaries				
2100	Instructional Salaries	371,081	378,503	386,073
2200	Support Salaries	90,241	92,046	93,887
2300	Classified Administrators' Salaries	59,713	60,908	62,126
2400	Clerical and Office Staff Salaries	119,748	122,143	124,586
2900	Other Classified Salaries	-	-	-
		640,784	653,599	666,671
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	120,943	123,362	125,829
3311	Medicare	28,285	28,851	29,428
3401	Health and Welfare	170,880	174,298	177,784
3501	State Unemployment	21,140	21,220	21,301
3601	Workers' Compensation	27,310	27,856	28,413
3901	Other Benefits	87,781	89,537	91,328
		456,339	465,123	474,083
Books and Supplies				
4100	Textbooks and Core Curricula	80,000	85,227	90,630
4200	Books and Other Materials	80,000	85,227	90,630
4302	School Supplies	71,800	76,491	81,341
4305	Software	80,000	85,227	90,630
4310	Office Expense	25,700	27,379	29,115
4311	Business Meals	15,000	15,980	16,993
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	31,300	33,345	35,459
4700	Food Services	86,833	92,507	98,372
		470,633	501,381	533,171
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	100,000	106,533	113,288
5103	Substitute Teacher	50,000	53,267	56,644
5104	Transportation	15,400	16,406	17,446
5105	Security	10,000	10,653	11,329

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	50,000	51,000	52,020
		225,400	237,859	250,727
Operations and Housekeeping				
5201	Auto and Travel	4,300	4,581	4,871
5300	Dues & Memberships	5,000	5,327	5,664
5400	Insurance	90,200	96,093	102,186
5501	Utilities	129,900	138,387	147,161
5502	Janitorial Services	10,000	10,653	11,329
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	32,100	34,197	36,365
5901	Postage and Shipping	2,000	2,131	2,266
		273,500	291,369	309,843
Facilities, Repairs and Other Leases				
5601	Rent	348,228	370,979	394,501
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	31,960	33,986
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	15,000	15,980	16,993
5610	Repairs and Maintenance	150,000	60,000	60,000
		543,228	478,919	505,480
Professional/Consulting Services				
5801	IT	77,200	82,244	87,458
5802	Audit & Taxes	20,600	21,012	21,432
5803	Legal	25,700	26,214	26,738
5804	Professional Development	40,000	42,613	45,315
5805	General Consulting	50,000	53,266	56,644
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	-	-	-
5808	Printing	5,000	5,327	5,664
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	532,390	567,173	603,134
5812	District Oversight Fee	29,800	31,925	34,306
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	-	-	-
		780,689	829,773	880,692
Depreciation				
6900	Depreciation Expense	26,100	26,622	27,154
		26,100	26,622	27,154
Interest				

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 4,726,585**	**$ 4,820,756**	**$ 5,010,654**
Surplus (Deficit)	**$ 51,621**	**$ 218,906**	**$ 233,322**
	1%	5%	5%
Fund Balance, Beginning of Year	$ 4,791,097	$ 4,842,718	$ 5,061,624
Fund Balance, End of Year	**$ 4,842,718**	**$ 5,061,624**	**$ 5,294,947**
	102.5%	***105.0%***	***105.7%***
Cash Flow Adjustments			
Surplus (Deficit)	51,621	218,906	233,322
Cash Flows From Operating Activities			
Depreciation/Amortization	26,100	26,622	27,154
Public Funding Receivables	(710,099)	70,980	(75,495)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	3,783	276	751
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(628,596)	316,784	185,733
Cash, Beginning of Year	4,033,479	3,404,883	3,721,667
Cash, End of Year	**$ 3,404,883**	**$ 3,721,667**	**$ 3,907,400**

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*350.00*	*370.00*	*390.00*
Average Daily Attendance	*332.50*	*351.50*	*370.50*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 2,938,093	$ 3,201,668	$ 3,519,899
8012 Education Protection Account	1,357,711	1,466,680	1,593,578
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,201,000	1,269,629	1,338,257
	5,496,804	5,937,977	6,451,734
Federal Revenue			
8181 Special Education - Entitlement	43,225	45,695	48,165
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	113,113	119,576	126,040
8290 Title I, Part A - Basic Low Income	138,225	146,124	154,022
8291 Title II, Part A - Teacher Quality	16,388	17,324	18,261
8293 Title III - Limited English	12,385	13,093	13,800
8294 Title IV	11,690	12,358	13,026
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	335,026	354,170	373,315
Other State Revenue			
8311 State Special Education	287,649	304,086	320,523
8520 Child Nutrition	10,706	11,318	11,930
8545 School Facilities (SB740)	472,150	499,130	526,110
8550 Mandated Cost	18,598	18,344	19,392
8560 State Lottery	82,793	87,524	92,255
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	963,582	699,006	478,449
	1,835,479	1,619,407	1,448,659
Other Local Revenue			
8980 Contributions, Unrestricted	80,000	84,571	89,143
8990 Contributions, Restricted	-	-	-
	80,000	84,571	89,143
Total Revenue	**$ 7,747,309**	**$ 7,996,126**	**$ 8,362,850**
Expenses			

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,613,222	1,645,486	1,678,396
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	78,000	79,560	81,151
1200	Pupil Support Salaries	71,750	73,185	74,649
1300	Administrators' Salaries	344,160	351,043	358,064
1900	Other Certificated Salaries	-	-	-
		2,107,132	2,149,274	2,192,260
Classified Salaries				
2100	Instructional Salaries	223,274	227,739	232,294
2200	Support Salaries	378,355	385,922	393,640
2300	Classified Administrators' Salaries	104,412	106,500	108,630
2400	Clerical and Office Staff Salaries	219,339	223,725	228,200
2900	Other Classified Salaries	-	-	-
		925,379	943,887	962,765
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	188,016	191,776	195,612
3311	Medicare	43,971	44,851	45,748
3401	Health and Welfare	292,500	298,350	304,317
3501	State Unemployment	26,530	26,639	26,751
3601	Workers' Compensation	42,455	43,304	44,170
3901	Other Benefits	212,276	216,521	220,852
		805,748	821,442	837,449
Books and Supplies				
4100	Textbooks and Core Curricula	150,000	161,743	173,895
4200	Books and Other Materials	15,000	16,174	17,390
4302	School Supplies	30,000	32,349	34,779
4305	Software	20,000	21,566	23,186
4310	Office Expense	29,600	31,917	34,315
4311	Business Meals	20,000	21,566	23,186
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	44,000	47,445	51,009
4700	Food Services	123,819	133,513	143,544
		432,419	466,272	501,305
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	200,000	215,657	231,861
5103	Substitute Teacher	50,000	53,914	57,965
5104	Transportation	14,800	15,959	17,158
5105	Security	50,000	53,914	57,965

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	200,000	204,000	208,080
		514,800	543,444	573,029
Operations and Housekeeping				
5201	Auto and Travel	5,900	6,362	6,840
5300	Dues & Memberships	4,600	4,960	5,333
5400	Insurance	86,400	93,164	100,164
5501	Utilities	236,700	255,230	274,407
5502	Janitorial Services	10,000	10,783	11,593
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	61,300	66,099	71,065
5901	Postage and Shipping	2,000	2,157	2,319
		406,900	438,754	471,720
Facilities, Repairs and Other Leases				
5601	Rent	750,564	809,322	870,131
5602	Additional Rent	-	-	-
5603	Equipment Leases	-	-	-
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	15,000	16,174	17,390
5610	Repairs and Maintenance	200,000	115,000	123,641
		965,564	940,497	1,011,161
Professional/Consulting Services				
5801	IT	74,000	79,793	85,788
5802	Audit & Taxes	19,700	20,094	20,496
5803	Legal	24,700	25,194	25,698
5804	Professional Development	74,000	79,793	85,788
5805	General Consulting	150,000	161,743	173,895
5806	Special Activities/Field Trips	80,000	86,263	92,744
5807	Bank Charges	-	-	-
5808	Printing	5,000	5,391	5,797
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	873,828	942,236	1,013,031
5812	District Oversight Fee	54,968	59,380	64,517
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	10,000	10,200	10,404
		1,366,196	1,470,088	1,578,160
Depreciation				
6900	Depreciation Expense	27,100	27,642	28,195
		27,100	27,642	28,195
Interest				

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 7,551,239**	**$ 7,801,300**	**$ 8,156,043**
Surplus (Deficit)	**$ 196,070**	**$ 194,826**	**$ 206,807**
	3%	2%	3%
Fund Balance, Beginning of Year	$ 4,798,183	$ 4,994,253	$ 5,189,078
Fund Balance, End of Year	**$ 4,994,253**	**$ 5,189,078**	**$ 5,395,886**
	66.1%	***66.5%***	***66.2%***
Cash Flow Adjustments			
Surplus (Deficit)	196,070	194,826	206,807
Cash Flows From Operating Activities			
Depreciation/Amortization	27,100	27,642	28,195
Public Funding Receivables	(1,131,731)	45,123	(154,590)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	6,818	809	1,612
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(901,742)	268,400	82,023
Cash, Beginning of Year	4,040,565	3,138,822	3,407,222
Cash, End of Year	**$ 3,138,822**	**$ 3,407,222**	**$ 3,489,245**

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*300.00*	*300.00*	*300.00*
Average Daily Attendance	*285.00*	*285.00*	*285.00*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,676,907	$ 1,746,260	$ 1,833,729
8012 Education Protection Account	944,307	967,945	997,758
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,093,605	1,093,605	1,093,605
	3,714,819	3,807,810	3,925,092
Federal Revenue			
8181 Special Education - Entitlement	37,050	37,050	37,050
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	97,191	97,191	97,191
8290 Title I, Part A - Basic Low Income	89,706	89,706	89,706
8291 Title II, Part A - Teacher Quality	12,671	12,671	12,671
8293 Title III - Limited English	13,747	13,747	13,747
8294 Title IV	10,000	10,000	10,000
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	260,365	260,365	260,365
Other State Revenue			
8311 State Special Education	246,556	246,556	246,556
8520 Child Nutrition	9,199	9,199	9,199
8545 School Facilities (SB740)	404,700	404,700	404,700
8550 Mandated Cost	5,520	5,657	5,657
8560 State Lottery	70,965	70,965	70,965
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	779,915	779,915	687,251
	1,516,856	1,516,992	1,424,329
Other Local Revenue			
8980 Contributions, Unrestricted	86,354	86,354	86,354
8990 Contributions, Restricted	-	-	-
	86,354	86,354	86,354
Total Revenue	**$ 5,578,394**	**$ 5,671,521**	**$ 5,696,140**
Expenses			

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,222,229	1,246,673	1,271,607
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	69,000	70,380	71,788
1200	Pupil Support Salaries	75,000	76,500	78,030
1300	Administrators' Salaries	327,792	334,348	341,035
1900	Other Certificated Salaries	-	-	-
		1,694,021	1,727,902	1,762,460
Classified Salaries				
2100	Instructional Salaries	464,411	473,699	416,823
2200	Support Salaries	125,775	128,291	130,856
2300	Classified Administrators' Salaries	82,294	83,940	85,619
2400	Clerical and Office Staff Salaries	124,245	126,730	129,265
2900	Other Classified Salaries	-	-	-
		796,726	812,660	762,563
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	154,426	157,515	156,551
3311	Medicare	36,116	36,838	36,613
3401	Health and Welfare	195,200	199,104	199,757
3501	State Unemployment	26,390	26,487	26,095
3601	Workers' Compensation	34,870	35,568	35,350
3901	Other Benefits	74,722	76,217	75,751
		521,725	531,728	530,117
Books and Supplies				
4100	Textbooks and Core Curricula	20,000	20,400	20,808
4200	Books and Other Materials	5,000	5,100	5,202
4302	School Supplies	25,000	25,500	26,010
4305	Software	18,000	18,360	18,727
4310	Office Expense	10,000	10,200	10,404
4311	Business Meals	10,000	10,200	10,404
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	29,600	30,192	30,796
4700	Food Services	106,390	108,518	110,688
		223,990	228,470	233,039
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	115,000	117,300	119,646
5103	Substitute Teacher	50,000	51,000	52,020
5104	Transportation	3,700	3,774	3,849
5105	Security	10,000	10,200	10,404

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	50,000	51,000	52,020
		228,700	233,274	237,939
Operations and Housekeeping				
5201	Auto and Travel	3,700	3,774	3,849
5300	Dues & Memberships	5,800	5,916	6,034
5400	Insurance	89,800	91,596	93,428
5501	Utilities	100,000	102,000	104,040
5502	Janitorial Services	-	-	-
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	30,000	30,600	31,212
5901	Postage and Shipping	3,000	3,060	3,121
		232,300	236,946	241,685
Facilities, Repairs and Other Leases				
5601	Rent	791,985	807,824	823,981
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	30,600	31,212
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	20,000	20,400	20,808
5610	Repairs and Maintenance	60,000	60,000	60,000
		901,985	918,824	936,001
Professional/Consulting Services				
5801	IT	76,900	78,438	80,007
5802	Audit & Taxes	20,500	20,910	21,328
5803	Legal	20,000	20,400	20,808
5804	Professional Development	40,000	40,800	41,616
5805	General Consulting	40,000	40,800	41,616
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	-	-	-
5808	Printing	-	-	-
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	626,334	638,861	651,638
5812	District Oversight Fee	37,148	38,078	39,251
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	-	-	-
		860,882	878,287	896,264
Depreciation				
6900	Depreciation Expense	44,400	44,400	44,400
		44,400	44,400	44,400
Interest				

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 5,504,729**	**$ 5,612,491**	**$ 5,644,468**
Surplus (Deficit)	**$ 73,665**	**$ 59,030**	**$ 51,672**
	1%	1%	1%
Fund Balance, Beginning of Year	$ 4,540,850	$ 4,614,515	$ 4,673,545
Fund Balance, End of Year	**$ 4,614,515**	**$ 4,673,545**	**$ 4,725,217**
	83.8%	***83.3%***	***83.7%***
Cash Flow Adjustments			
Surplus (Deficit)	73,665	59,030	51,672
Cash Flows From Operating Activities			
Depreciation/Amortization	44,400	44,400	44,400
Public Funding Receivables	(847,273)	95,164	(28,419)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	4,706	51	377
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(724,502)	198,645	68,030
Cash, Beginning of Year	3,783,232	3,058,730	3,257,375
Cash, End of Year	**$ 3,058,730**	**$ 3,257,375**	**$ 3,325,405**

FY24-25 Budget - AMPS Home Office

Multi-Year Forecast

Revised 6/6/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*0.76%*	*2.73%*	*3.11%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*1,977.27*	*2,037.27*	*2,087.27*
Average Daily Attendance	*1,878.41*	*1,935.41*	*1,982.91*
Revenues			
Other Local Revenue			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	69,000	71,094	72,839
8660 Interest Revenue	-	-	-
8689 Other Fees and Contracts	4,062,487	4,185,762	4,288,492
	4,131,487	4,256,856	4,361,331
Total Revenue	**$ 4,131,487**	**$ 4,256,856**	**$ 4,361,331**
Expenses			
Classified Salaries			
2100 Instructional Salaries	-	-	-
2200 Support Salaries	54,995	56,095	57,217
2300 Classified Administrators' Salaries	1,537,816	1,568,572	1,599,944
2400 Clerical and Office Staff Salaries	425,418	433,926	442,604
2900 Other Classified Salaries	-	-	-
	2,018,229	2,058,593	2,099,765
Benefits			
3301 OASDI	125,130	127,633	130,185
3311 Medicare	29,264	29,850	30,447
3401 Health and Welfare	144,000	146,880	149,818
3501 State Unemployment	8,330	8,330	8,330
3601 Workers' Compensation	28,255	28,820	29,397
3901 Other Benefits	343,099	349,961	356,960
	678,079	691,474	705,136
Books and Supplies			
4100 Textbooks and Core Curricula	-	-	-
4200 Books and Other Materials	1,100	1,156	1,208
4302 School Supplies	-	-	-
4305 Software	36,800	38,675	40,417
4310 Office Expense	29,400	30,898	32,289
4311 Business Meals	11,400	11,981	12,520
4312 School Fundraising	-	-	-
4400 Noncapitalized Equipment	10,500	11,035	11,532

FY24-25 Budget - AMPS Home Office

Multi-Year Forecast

Revised 6/6/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
4700	Food Services	-	-	-
		89,200	93,745	97,967
Subagreement Services				
5105	Security	26,600	27,955	29,214
5106	Other Educational Consultants	-	-	-
		26,600	27,955	29,214
Operations and Housekeeping				
5201	Auto and Travel	52,600	55,280	57,770
5300	Dues & Memberships	21,000	22,070	23,064
5400	Insurance	95,300	100,156	104,666
5501	Utilities	57,800	60,745	63,481
5502	Janitorial Services	42,100	44,245	46,238
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	11,700	12,296	12,850
5901	Postage and Shipping	6,800	7,146	7,468
		287,300	301,938	315,536
Facilities, Repairs and Other Leases				
5601	Rent	183,190	192,523	201,193
5602	Additional Rent	-	-	-
5603	Equipment Leases	47,300	49,710	51,949
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	33,600	35,312	36,902
		264,090	277,545	290,044
Professional/Consulting Services				
5801	IT	58,600	61,586	64,359
5802	Audit & Taxes	10,200	10,404	10,612
5803	Legal	52,600	53,652	54,725
5804	Professional Development	-	-	-
5805	General Consulting	143,500	150,812	157,603
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	5,300	5,570	5,821
5808	Printing	1,900	1,997	2,087
5809	Other taxes and fees	21,000	22,070	23,064
5810	Payroll Service Fee	8,400	8,828	9,226
5815	Public Relations/Recruitment	41,500	42,330	43,177
		343,000	357,248	370,673
Depreciation				
6900	Depreciation Expense	-	-	-
		-	-	-
Interest				

FY24-25 Budget - AMPS Home Office

Multi-Year Forecast

Revised 6/6/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 3,706,497**	**$ 3,808,499**	**$ 3,908,335**
Surplus (Deficit)	**$ 424,990**	**$ 448,357**	**$ 452,995**
Fund Balance, Beginning of Year	$ (10,541,764)	$ (10,116,774)	$ (9,668,416)
Fund Balance, End of Year	**$ (10,116,774)**	**$ (9,668,416)**	**$ (9,215,421)**
	-272.9%	***-253.9%***	***-235.8%***
Cash Flow Adjustments			
Surplus (Deficit)	424,990	448,357	452,995
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	-	-	-
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	-	-	-
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	424,990	448,357	452,995
Cash, Beginning of Year	(13,015,606)	(12,590,616)	(12,142,258)
Cash, End of Year	**$ (12,590,616)**	**$ (12,142,258)**	**$ (11,689,263)**

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*498*	*498*	*498*
Average Daily Attendance	*458.16*	*458.16*	*458.16*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 4,454,458	$ 4,649,998	$ 4,850,308
8012 Education Protection Account	91,632	91,632	91,632
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,758,056	1,758,056	1,758,056
	6,304,146	6,499,686	6,699,996
Federal Revenue			
8181 Special Education - Entitlement	59,561	59,561	59,561
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	169,324	169,324	169,324
8290 Title I, Part A - Basic Low Income	145,407	145,407	145,407
8291 Title II, Part A - Teacher Quality	19,668	19,668	19,668
8293 Title III - Limited English	26,752	26,752	26,752
8294 Title IV	11,291	11,291	11,291
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	432,003	432,003	432,003
Other State Revenue			
8311 State Special Education	396,359	396,359	396,359
8520 Child Nutrition	16,027	16,027	16,027
8545 School Facilities (SB740)	650,587	650,587	650,587
8550 Mandated Cost	8,488	8,875	9,094
8560 State Lottery	114,082	114,082	114,082
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	1,831,119	1,766,779	1,603,798
	3,016,661	2,952,709	2,789,947
Other Local Revenue			
8980 Contributions, Unrestricted	143,409	143,409	143,409
8990 Contributions, Restricted	-	-	-
	143,409	143,409	143,409
Total Revenue	**$ 9,896,219**	**$ 10,027,807**	**$ 10,065,355**
Expenses			

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

CHARTER IMPACT

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,633,788	1,666,464	1,699,794
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	88,500	90,270	92,075
1200	Pupil Support Salaries	167,400	170,748	174,163
1300	Administrators' Salaries	429,632	438,225	446,989
1900	Other Certificated Salaries	-	-	-
		2,319,321	2,365,707	2,413,021
Classified Salaries				
2100	Instructional Salaries	764,990	780,290	795,896
2200	Support Salaries	135,791	138,507	141,277
2300	Classified Administrators' Salaries	196,832	200,769	204,784
2400	Clerical and Office Staff Salaries	197,445	201,394	205,422
2900	Other Classified Salaries	-	-	-
		1,295,059	1,320,960	1,347,380
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	224,092	228,573	233,145
3311	Medicare	52,409	53,457	54,526
3401	Health and Welfare	280,000	285,600	291,312
3501	State Unemployment	34,125	34,249	34,375
3601	Workers' Compensation	50,601	51,613	52,646
3901	Other Benefits	108,431	110,600	112,812
		749,658	764,092	778,816
Books and Supplies				
4100	Textbooks and Core Curricula	150,000	80,000	81,600
4200	Books and Other Materials	20,000	20,400	20,808
4302	School Supplies	150,000	153,000	156,060
4305	Software	80,000	81,600	83,232
4310	Office Expense	40,000	40,800	41,616
4311	Business Meals	35,000	35,700	36,414
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	90,000	91,800	93,636
4700	Food Services	185,351	189,058	192,839
		750,351	692,358	706,205
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	300,000	306,000	312,120
5103	Substitute Teacher	80,000	81,600	83,232
5104	Transportation	40,000	40,800	41,616
5105	Security	30,000	30,600	31,212

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	200,000	204,000	208,080
		650,000	663,000	676,260
Operations and Housekeeping				
5201	Auto and Travel	5,700	5,814	5,930
5300	Dues & Memberships	9,300	9,486	9,676
5400	Insurance	93,900	95,778	97,694
5501	Utilities	234,500	239,190	243,974
5502	Janitorial Services	30,000	30,600	31,212
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	40,000	40,800	41,616
5901	Postage and Shipping	5,000	5,100	5,202
		418,400	426,768	435,303
Facilities, Repairs and Other Leases				
5601	Rent	1,314,695	1,340,989	1,367,808
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	30,600	31,212
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	25,000	25,500	26,010
5610	Repairs and Maintenance	300,000	185,000	188,700
		1,669,695	1,582,089	1,613,730
Professional/Consulting Services				
5801	IT	70,000	71,400	72,828
5802	Audit & Taxes	20,000	20,400	20,808
5803	Legal	21,400	21,828	22,265
5804	Professional Development	53,600	54,672	55,765
5805	General Consulting	150,000	153,000	156,060
5806	Special Activities/Field Trips	100,000	102,000	104,040
5807	Bank Charges	-	-	-
5808	Printing	10,000	10,200	10,404
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	1,105,304	1,127,410	1,149,959
5812	District Oversight Fee	63,041	64,997	67,000
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	15,000	15,300	15,606
		1,608,346	1,641,207	1,674,735
Depreciation				
6900	Depreciation Expense	171,100	174,522	178,012
		171,100	174,522	178,012
Interest				

FY24-25 Budget Benito Juarez Elementary

Multi-Year Forecast

Revised 6/6/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 9,631,929**	**$ 9,630,703**	**$ 9,823,462**
Surplus (Deficit)	**$ 264,290**	**$ 397,103**	**$ 241,893**
	3%	4%	2%
Fund Balance, Beginning of Year	$ 4,506,753	$ 4,771,044	$ 5,168,147
Fund Balance, End of Year	**$ 4,771,044**	**$ 5,168,147**	**$ 5,410,040**
	49.5%	***53.7%***	***55.1%***
Cash Flow Adjustments			
Surplus (Deficit)	264,290	397,103	241,893
Cash Flows From Operating Activities			
Depreciation/Amortization	171,100	174,522	178,012
Public Funding Receivables	(1,348,077)	286,403	(1,949)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	5,909	(264)	180
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(906,777)	857,764	418,137
Cash, Beginning of Year	2,410,184	1,503,407	2,361,171
Cash, End of Year	**$ 1,503,407**	**$ 2,361,171**	**$ 2,779,307**

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*300*	*300*	*300*
Average Daily Attendance	*285.00*	*285.00*	*285.00*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 2,836,238	$ 2,950,356	$ 3,074,691
8012 Education Protection Account	57,000	57,000	57,000
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,029,429	1,029,429	1,029,429
	3,922,667	4,036,785	4,161,119
Federal Revenue			
8181 Special Education - Entitlement	37,050	37,050	37,050
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	96,658	96,658	96,658
8290 Title I, Part A - Basic Low Income	90,979	90,979	90,979
8291 Title II, Part A - Teacher Quality	9,920	9,920	9,920
8293 Title III - Limited English	9,908	9,908	9,908
8294 Title IV	10,000	10,000	10,000
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	254,515	254,515	254,515
Other State Revenue			
8311 State Special Education	246,556	246,556	246,556
8520 Child Nutrition	9,149	9,149	9,149
8545 School Facilities (SB740)	404,700	404,700	404,700
8550 Mandated Cost	5,056	5,657	5,657
8560 State Lottery	70,965	70,965	70,965
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	849,700	849,700	754,388
	1,586,126	1,586,727	1,491,416
Other Local Revenue			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	40,000	40,000	40,000
8980 Contributions, Unrestricted	220,510	220,510	220,510
8990 Contributions, Restricted	-	-	-
	260,510	260,510	260,510
Total Revenue	**$ 6,023,818**	**$ 6,138,537**	**$ 6,167,560**

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Expenses				
Certificated Salaries				
1100	Teachers' Salaries	1,228,611	1,253,183	1,278,246
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	46,500	47,430	48,379
1200	Pupil Support Salaries	68,783	70,159	71,562
1300	Administrators' Salaries	353,591	360,663	367,876
1900	Other Certificated Salaries	-	-	-
		1,697,485	1,731,435	1,766,063
Classified Salaries				
2100	Instructional Salaries	505,472	515,582	525,893
2200	Support Salaries	93,182	95,046	96,947
2300	Classified Administrators' Salaries	82,294	83,940	85,619
2400	Clerical and Office Staff Salaries	115,410	117,718	120,072
2900	Other Classified Salaries	-	-	-
		796,358	812,286	828,531
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	154,618	157,711	160,865
3311	Medicare	36,161	36,884	37,622
3401	Health and Welfare	263,200	268,464	273,833
3501	State Unemployment	22,855	22,920	22,987
3601	Workers' Compensation	34,914	35,612	36,324
3901	Other Benefits	149,631	152,623	155,676
		661,378	674,214	687,306
Books and Supplies				
4100	Textbooks and Core Curricula	20,000	20,400	20,808
4200	Books and Other Materials	5,000	5,100	5,202
4302	School Supplies	25,000	25,500	26,010
4305	Software	15,000	15,300	15,606
4310	Office Expense	25,000	25,500	26,010
4311	Business Meals	10,000	10,200	10,404
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	28,600	29,172	29,755
4700	Food Services	105,807	107,923	110,081
		234,407	239,095	243,877
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	100,000	102,000	104,040
5103	Substitute Teacher	50,000	51,000	52,020

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5104	Transportation	8,000	8,160	8,323
5105	Security	30,000	30,600	31,212
5106	Other Educational Consultants	29,200	29,784	30,379
		217,200	221,544	225,975
Operations and Housekeeping				
5201	Auto and Travel	3,000	3,060	3,121
5300	Dues & Memberships	4,600	4,692	4,786
5400	Insurance	90,000	91,800	93,636
5501	Utilities	100,000	102,000	104,040
5502	Janitorial Services	30,000	30,600	31,212
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	20,000	20,400	20,808
5901	Postage and Shipping	2,000	2,040	2,081
		249,600	254,592	259,684
Facilities, Repairs and Other Leases				
5601	Rent	891,660	909,493	927,683
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	30,600	31,212
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	15,000	15,300	15,606
5610	Repairs and Maintenance	200,000	60,000	60,000
		1,136,660	1,015,393	1,034,501
Professional/Consulting Services				
5801	IT	60,000	61,200	62,424
5802	Audit & Taxes	20,000	20,400	20,808
5803	Legal	16,800	17,136	17,479
5804	Professional Development	30,000	30,600	31,212
5805	General Consulting	46,800	47,736	48,690
5806	Special Activities/Field Trips	80,000	81,600	83,232
5807	Bank Charges	-	-	-
5808	Printing	3,000	3,060	3,121
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	674,306	687,792	701,548
5812	District Oversight Fee	39,227	40,368	41,611
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	7,000	7,140	7,283
		977,132	997,031	1,017,408
Depreciation				
6900	Depreciation Expense	11,300	11,526	11,757

FY24-25 Budget Downtown Charter Academy

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
	11,300	11,526	11,757
Interest			
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 5,981,520**	**$ 5,957,115**	**$ 6,075,101**
Surplus (Deficit)	**$ 42,298**	**$ 181,421**	**$ 92,458**
	1%	3%	2%
Fund Balance, Beginning of Year	$ 4,280,025	$ 4,322,323	$ 4,503,744
Fund Balance, End of Year	**$ 4,322,323**	**$ 4,503,744**	**$ 4,596,202**
	72.3%	***75.6%***	***75.7%***
Cash Flow Adjustments			
Surplus (Deficit)	42,298	181,421	92,458
Cash Flows From Operating Activities			
Depreciation/Amortization	11,300	11,526	11,757
Public Funding Receivables	(784,806)	150,006	(1,659)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	3,853	(334)	112
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(727,355)	342,619	102,668
Cash, Beginning of Year	1,735,284	1,007,929	1,350,548
Cash, End of Year	**$ 1,007,929**	**$ 1,350,548**	**$ 1,453,216**

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*320*	*350*	*370*
Average Daily Attendance	*304.00*	*332.50*	*351.50*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 4,718,431	$ 5,319,461	$ 5,798,806
8012 Education Protection Account	60,800	66,500	70,300
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	-	-	-
	4,779,231	5,385,961	5,869,106
Federal Revenue			
8181 Special Education - Entitlement	39,520	43,225	45,695
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	107,284	117,342	124,047
8290 Title I, Part A - Basic Low Income	93,542	102,312	108,158
8291 Title II, Part A - Teacher Quality	11,950	13,070	13,817
8293 Title III - Limited English	13,128	14,359	15,179
8294 Title IV	10,000	10,938	11,563
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	275,424	301,245	318,459
Other State Revenue			
8311 State Special Education	262,993	287,649	304,086
8520 Child Nutrition	10,155	11,107	11,741
8545 School Facilities (SB740)	431,680	472,150	499,130
8550 Mandated Cost	15,152	16,772	18,344
8560 State Lottery	75,696	82,793	87,524
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	705,714	452,899	357,378
	1,501,390	1,323,369	1,278,203
Other Local Revenue			
8980 Contributions, Unrestricted	84,879	92,836	98,141
8990 Contributions, Restricted	-	-	-
	84,879	92,836	98,141
Total Revenue	**$ 6,640,924**	**$ 7,103,411**	**$ 7,563,909**
Expenses			

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,240,587	1,336,557	1,363,288
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	57,500	58,650	59,823
1200	Pupil Support Salaries	68,783	70,159	71,562
1300	Administrators' Salaries	328,176	334,740	341,435
1900	Other Certificated Salaries	-	-	-
		1,695,046	1,800,106	1,836,108
Classified Salaries				
2100	Instructional Salaries	224,347	228,834	233,411
2200	Support Salaries	228,012	232,572	237,224
2300	Classified Administrators' Salaries	101,334	103,361	105,428
2400	Clerical and Office Staff Salaries	177,788	181,344	184,971
2900	Other Classified Salaries	-	-	-
		731,481	746,111	761,033
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	150,445	157,865	161,023
3311	Medicare	35,185	36,920	37,659
3401	Health and Welfare	169,600	176,256	179,781
3501	State Unemployment	21,665	22,236	22,318
3601	Workers' Compensation	33,971	35,647	36,360
3901	Other Benefits	72,796	76,386	77,914
		483,662	505,311	515,054
Books and Supplies				
4100	Textbooks and Core Curricula	150,000	167,344	180,444
4200	Books and Other Materials	10,000	11,156	12,030
4302	School Supplies	25,000	27,891	30,074
4305	Software	50,000	55,781	60,148
4310	Office Expense	25,000	27,891	30,074
4311	Business Meals	20,000	22,313	24,059
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	70,000	78,094	84,207
4700	Food Services	117,438	131,017	141,274
		467,438	521,486	562,311
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	100,000	111,563	120,296
5103	Substitute Teacher	50,000	55,781	60,148
5104	Transportation	20,000	22,313	24,059
5105	Security	50,000	55,781	60,148

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	60,000	61,200	62,424
		280,000	306,638	327,076
Operations and Housekeeping				
5201	Auto and Travel	5,000	5,578	6,015
5300	Dues & Memberships	4,600	5,132	5,534
5400	Insurance	27,000	30,122	32,480
5501	Utilities	271,900	303,338	327,086
5502	Janitorial Services	10,000	11,156	12,030
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	30,000	33,469	36,089
5901	Postage and Shipping	2,000	2,231	2,406
		350,500	391,027	421,638
Facilities, Repairs and Other Leases				
5601	Rent	938,640	1,047,170	1,129,149
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	33,469	36,089
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	-	-	-
5610	Repairs and Maintenance	200,000	223,125	240,593
		1,168,640	1,303,764	1,405,830
Professional/Consulting Services				
5801	IT	70,000	78,094	84,207
5802	Audit & Taxes	20,000	20,400	20,808
5803	Legal	25,000	25,500	26,010
5804	Professional Development	50,000	55,781	60,148
5805	General Consulting	60,000	66,938	72,178
5806	Special Activities/Field Trips	150,000	167,344	180,444
5807	Bank Charges	-	-	-
5808	Printing	5,000	5,578	6,015
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	750,630	837,421	902,979
5812	District Oversight Fee	47,792	53,860	58,691
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	15,000	15,300	15,606
		1,193,422	1,326,216	1,427,087
Depreciation				
6900	Depreciation Expense	61,100	62,322	63,568
		61,100	62,322	63,568
Interest				

FY24-25 Budget John Henry High School

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 6,431,290**	**$ 6,962,979**	**$ 7,319,706**
Surplus (Deficit)	**$ 209,634**	**$ 140,432**	**$ 244,203**
	3%	2%	3%
Fund Balance, Beginning of Year	$ 1,436,515	$ 1,646,149	$ 1,786,582
Fund Balance, End of Year	**$ 1,646,149**	**$ 1,786,582**	**$ 2,030,785**
	25.6%	***25.7%***	***27.7%***
Cash Flow Adjustments			
Surplus (Deficit)	209,634	140,432	244,203
Cash Flows From Operating Activities			
Depreciation/Amortization	61,100	62,322	63,568
Public Funding Receivables	(866,159)	44,435	(37,301)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	4,900	555	313
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(590,525)	247,745	270,784
Cash, Beginning of Year	2,032,482	1,441,957	1,689,702
Cash, End of Year	**$ 1,441,957**	**$ 1,689,702**	**$ 1,960,486**

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*225.00*	*235.00*	*245.00*
Average Daily Attendance	*213.75*	*223.25*	*232.75*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,465,903	$ 1,591,184	$ 1,735,748
8012 Education Protection Account	741,979	794,891	854,196
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	772,071	806,386	840,700
	2,979,953	3,192,460	3,430,643
Federal Revenue			
8181 Special Education - Entitlement	27,788	29,022	30,257
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	79,325	82,851	86,376
8290 Title I, Part A - Basic Low Income	86,512	90,357	94,202
8291 Title II, Part A - Teacher Quality	9,431	9,850	10,269
8293 Title III - Limited English	15,605	16,299	16,992
8294 Title IV	10,000	10,444	10,889
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	228,661	238,823	248,986
Other State Revenue			
8311 State Special Education	184,917	193,136	201,354
8520 Child Nutrition	7,508	7,842	8,176
8545 School Facilities (SB740)	261,171	278,234	295,875
8550 Mandated Cost	4,121	4,243	4,432
8560 State Lottery	53,224	55,589	57,955
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	818,266	818,266	734,802
	1,329,207	1,357,310	1,302,594
Other Local Revenue			
8980 Contributions, Unrestricted	240,385	251,069	261,753
8990 Contributions, Restricted	-	-	-
	240,385	251,069	261,753
Total Revenue	**$ 4,778,206**	**$ 5,039,662**	**$ 5,243,976**
Expenses			

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	941,440	960,269	979,474
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	57,000	58,140	59,303
1200	Pupil Support Salaries	70,176	71,580	73,011
1300	Administrators' Salaries	241,296	246,122	251,044
1900	Other Certificated Salaries	-	-	-
		1,309,912	1,336,110	1,362,832
Classified Salaries				
2100	Instructional Salaries	371,081	378,503	386,073
2200	Support Salaries	90,241	92,046	93,887
2300	Classified Administrators' Salaries	59,713	60,908	62,126
2400	Clerical and Office Staff Salaries	119,748	122,143	124,586
2900	Other Classified Salaries	-	-	-
		640,784	653,599	666,671
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	120,943	123,362	125,829
3311	Medicare	28,285	28,851	29,428
3401	Health and Welfare	170,880	174,298	177,784
3501	State Unemployment	21,140	21,220	21,301
3601	Workers' Compensation	27,310	27,856	28,413
3901	Other Benefits	87,781	89,537	91,328
		456,339	465,123	474,083
Books and Supplies				
4100	Textbooks and Core Curricula	80,000	85,227	90,630
4200	Books and Other Materials	80,000	85,227	90,630
4302	School Supplies	71,800	76,491	81,341
4305	Software	80,000	85,227	90,630
4310	Office Expense	25,700	27,379	29,115
4311	Business Meals	15,000	15,980	16,993
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	31,300	33,345	35,459
4700	Food Services	86,833	92,507	98,372
		470,633	501,381	533,171
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	100,000	106,533	113,288
5103	Substitute Teacher	50,000	53,267	56,644
5104	Transportation	15,400	16,406	17,446
5105	Security	10,000	10,653	11,329

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	50,000	51,000	52,020
		225,400	237,859	250,727
Operations and Housekeeping				
5201	Auto and Travel	4,300	4,581	4,871
5300	Dues & Memberships	5,000	5,327	5,664
5400	Insurance	90,200	96,093	102,186
5501	Utilities	129,900	138,387	147,161
5502	Janitorial Services	10,000	10,653	11,329
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	32,100	34,197	36,365
5901	Postage and Shipping	2,000	2,131	2,266
		273,500	291,369	309,843
Facilities, Repairs and Other Leases				
5601	Rent	348,228	370,979	394,501
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	31,960	33,986
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	15,000	15,980	16,993
5610	Repairs and Maintenance	150,000	60,000	60,000
		543,228	478,919	505,480
Professional/Consulting Services				
5801	IT	77,200	82,244	87,458
5802	Audit & Taxes	20,600	21,012	21,432
5803	Legal	25,700	26,214	26,738
5804	Professional Development	40,000	42,613	45,315
5805	General Consulting	50,000	53,266	56,644
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	-	-	-
5808	Printing	5,000	5,327	5,664
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	532,390	567,173	603,134
5812	District Oversight Fee	29,800	31,925	34,306
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	-	-	-
		780,689	829,773	880,692
Depreciation				
6900	Depreciation Expense	26,100	26,622	27,154
		26,100	26,622	27,154
Interest				

FY24-25 Budget Oakland Charter Academy

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 4,726,585**	**$ 4,820,756**	**$ 5,010,654**
Surplus (Deficit)	**$ 51,621**	**$ 218,906**	**$ 233,322**
	1%	5%	5%
Fund Balance, Beginning of Year	$ 4,791,097	$ 4,842,718	$ 5,061,624
Fund Balance, End of Year	**$ 4,842,718**	**$ 5,061,624**	**$ 5,294,947**
	102.5%	***105.0%***	***105.7%***
Cash Flow Adjustments			
Surplus (Deficit)	51,621	218,906	233,322
Cash Flows From Operating Activities			
Depreciation/Amortization	26,100	26,622	27,154
Public Funding Receivables	(710,099)	70,980	(75,495)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	3,783	276	751
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(628,596)	316,784	185,733
Cash, Beginning of Year	4,033,479	3,404,883	3,721,667
Cash, End of Year	**$ 3,404,883**	**$ 3,721,667**	**$ 3,907,400**

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*350.00*	*370.00*	*390.00*
Average Daily Attendance	*332.50*	*351.50*	*370.50*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 2,938,093	$ 3,201,668	$ 3,519,899
8012 Education Protection Account	1,357,711	1,466,680	1,593,578
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,201,000	1,269,629	1,338,257
	5,496,804	5,937,977	6,451,734
Federal Revenue			
8181 Special Education - Entitlement	43,225	45,695	48,165
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	113,113	119,576	126,040
8290 Title I, Part A - Basic Low Income	138,225	146,124	154,022
8291 Title II, Part A - Teacher Quality	16,388	17,324	18,261
8293 Title III - Limited English	12,385	13,093	13,800
8294 Title IV	11,690	12,358	13,026
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	335,026	354,170	373,315
Other State Revenue			
8311 State Special Education	287,649	304,086	320,523
8520 Child Nutrition	10,706	11,318	11,930
8545 School Facilities (SB740)	472,150	499,130	526,110
8550 Mandated Cost	18,598	18,344	19,392
8560 State Lottery	82,793	87,524	92,255
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	963,582	699,006	478,449
	1,835,479	1,619,407	1,448,659
Other Local Revenue			
8980 Contributions, Unrestricted	80,000	84,571	89,143
8990 Contributions, Restricted	-	-	-
	80,000	84,571	89,143
Total Revenue	**$ 7,747,309**	**$ 7,996,126**	**$ 8,362,850**
Expenses			

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,613,222	1,645,486	1,678,396
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	78,000	79,560	81,151
1200	Pupil Support Salaries	71,750	73,185	74,649
1300	Administrators' Salaries	344,160	351,043	358,064
1900	Other Certificated Salaries	-	-	-
		2,107,132	2,149,274	2,192,260
Classified Salaries				
2100	Instructional Salaries	223,274	227,739	232,294
2200	Support Salaries	378,355	385,922	393,640
2300	Classified Administrators' Salaries	104,412	106,500	108,630
2400	Clerical and Office Staff Salaries	219,339	223,725	228,200
2900	Other Classified Salaries	-	-	-
		925,379	943,887	962,765
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	188,016	191,776	195,612
3311	Medicare	43,971	44,851	45,748
3401	Health and Welfare	292,500	298,350	304,317
3501	State Unemployment	26,530	26,639	26,751
3601	Workers' Compensation	42,455	43,304	44,170
3901	Other Benefits	212,276	216,521	220,852
		805,748	821,442	837,449
Books and Supplies				
4100	Textbooks and Core Curricula	150,000	161,743	173,895
4200	Books and Other Materials	15,000	16,174	17,390
4302	School Supplies	30,000	32,349	34,779
4305	Software	20,000	21,566	23,186
4310	Office Expense	29,600	31,917	34,315
4311	Business Meals	20,000	21,566	23,186
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	44,000	47,445	51,009
4700	Food Services	123,819	133,513	143,544
		432,419	466,272	501,305
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	200,000	215,657	231,861
5103	Substitute Teacher	50,000	53,914	57,965
5104	Transportation	14,800	15,959	17,158
5105	Security	50,000	53,914	57,965

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	200,000	204,000	208,080
		514,800	543,444	573,029
Operations and Housekeeping				
5201	Auto and Travel	5,900	6,362	6,840
5300	Dues & Memberships	4,600	4,960	5,333
5400	Insurance	86,400	93,164	100,164
5501	Utilities	236,700	255,230	274,407
5502	Janitorial Services	10,000	10,783	11,593
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	61,300	66,099	71,065
5901	Postage and Shipping	2,000	2,157	2,319
		406,900	438,754	471,720
Facilities, Repairs and Other Leases				
5601	Rent	750,564	809,322	870,131
5602	Additional Rent	-	-	-
5603	Equipment Leases	-	-	-
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	15,000	16,174	17,390
5610	Repairs and Maintenance	200,000	115,000	123,641
		965,564	940,497	1,011,161
Professional/Consulting Services				
5801	IT	74,000	79,793	85,788
5802	Audit & Taxes	19,700	20,094	20,496
5803	Legal	24,700	25,194	25,698
5804	Professional Development	74,000	79,793	85,788
5805	General Consulting	150,000	161,743	173,895
5806	Special Activities/Field Trips	80,000	86,263	92,744
5807	Bank Charges	-	-	-
5808	Printing	5,000	5,391	5,797
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	873,828	942,236	1,013,031
5812	District Oversight Fee	54,968	59,380	64,517
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	10,000	10,200	10,404
		1,366,196	1,470,088	1,578,160
Depreciation				
6900	Depreciation Expense	27,100	27,642	28,195
		27,100	27,642	28,195
Interest				

FY24-25 Budget Oakland Charter High School

Multi-Year Forecast

Revised 6/7/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 7,551,239**	**$ 7,801,300**	**$ 8,156,043**
Surplus (Deficit)	**$ 196,070**	**$ 194,826**	**$ 206,807**
	3%	2%	3%
Fund Balance, Beginning of Year	$ 4,798,183	$ 4,994,253	$ 5,189,078
Fund Balance, End of Year	**$ 4,994,253**	**$ 5,189,078**	**$ 5,395,886**
	66.1%	***66.5%***	***66.2%***
Cash Flow Adjustments			
Surplus (Deficit)	196,070	194,826	206,807
Cash Flows From Operating Activities			
Depreciation/Amortization	27,100	27,642	28,195
Public Funding Receivables	(1,131,731)	45,123	(154,590)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	6,818	809	1,612
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(901,742)	268,400	82,023
Cash, Beginning of Year	4,040,565	3,138,822	3,407,222
Cash, End of Year	**$ 3,138,822**	**$ 3,407,222**	**$ 3,489,245**

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Assumptions			
LCFF COLA	*1.07%*	*2.93%*	*3.08%*
Non-LCFF Revenue COLA	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.00%*	*2.00%*	*2.00%*
Enrollment	*300.00*	*300.00*	*300.00*
Average Daily Attendance	*285.00*	*285.00*	*285.00*
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	$ 1,676,907	$ 1,746,260	$ 1,833,729
8012 Education Protection Account	944,307	967,945	997,758
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,093,605	1,093,605	1,093,605
	3,714,819	3,807,810	3,925,092
Federal Revenue			
8181 Special Education - Entitlement	37,050	37,050	37,050
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	97,191	97,191	97,191
8290 Title I, Part A - Basic Low Income	89,706	89,706	89,706
8291 Title II, Part A - Teacher Quality	12,671	12,671	12,671
8293 Title III - Limited English	13,747	13,747	13,747
8294 Title IV	10,000	10,000	10,000
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	260,365	260,365	260,365
Other State Revenue			
8311 State Special Education	246,556	246,556	246,556
8520 Child Nutrition	9,199	9,199	9,199
8545 School Facilities (SB740)	404,700	404,700	404,700
8550 Mandated Cost	5,520	5,657	5,657
8560 State Lottery	70,965	70,965	70,965
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	779,915	779,915	687,251
	1,516,856	1,516,992	1,424,329
Other Local Revenue			
8980 Contributions, Unrestricted	86,354	86,354	86,354
8990 Contributions, Restricted	-	-	-
	86,354	86,354	86,354
Total Revenue	**$ 5,578,394**	**$ 5,671,521**	**$ 5,696,140**
Expenses			

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
Certificated Salaries				
1100	Teachers' Salaries	1,222,229	1,246,673	1,271,607
1170	Teachers' Substitute Hours	-	-	-
1175	Teachers' Extra Duty/Stipends	69,000	70,380	71,788
1200	Pupil Support Salaries	75,000	76,500	78,030
1300	Administrators' Salaries	327,792	334,348	341,035
1900	Other Certificated Salaries	-	-	-
		1,694,021	1,727,902	1,762,460
Classified Salaries				
2100	Instructional Salaries	464,411	473,699	416,823
2200	Support Salaries	125,775	128,291	130,856
2300	Classified Administrators' Salaries	82,294	83,940	85,619
2400	Clerical and Office Staff Salaries	124,245	126,730	129,265
2900	Other Classified Salaries	-	-	-
		796,726	812,660	762,563
Benefits				
3101	STRS	-	-	-
3202	PERS	-	-	-
3301	OASDI	154,426	157,515	156,551
3311	Medicare	36,116	36,838	36,613
3401	Health and Welfare	195,200	199,104	199,757
3501	State Unemployment	26,390	26,487	26,095
3601	Workers' Compensation	34,870	35,568	35,350
3901	Other Benefits	74,722	76,217	75,751
		521,725	531,728	530,117
Books and Supplies				
4100	Textbooks and Core Curricula	20,000	20,400	20,808
4200	Books and Other Materials	5,000	5,100	5,202
4302	School Supplies	25,000	25,500	26,010
4305	Software	18,000	18,360	18,727
4310	Office Expense	10,000	10,200	10,404
4311	Business Meals	10,000	10,200	10,404
4312	School Fundraising	-	-	-
4400	Noncapitalized Equipment	29,600	30,192	30,796
4700	Food Services	106,390	108,518	110,688
		223,990	228,470	233,039
Subagreement Services				
5101	Nursing	-	-	-
5102	Special Education	115,000	117,300	119,646
5103	Substitute Teacher	50,000	51,000	52,020
5104	Transportation	3,700	3,774	3,849
5105	Security	10,000	10,200	10,404

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast
5106	Other Educational Consultants	50,000	51,000	52,020
		228,700	233,274	237,939
Operations and Housekeeping				
5201	Auto and Travel	3,700	3,774	3,849
5300	Dues & Memberships	5,800	5,916	6,034
5400	Insurance	89,800	91,596	93,428
5501	Utilities	100,000	102,000	104,040
5502	Janitorial Services	-	-	-
5516	Miscellaneous Expense	-	-	-
5531	ASB Fundraising Expense	-	-	-
5900	Communications	30,000	30,600	31,212
5901	Postage and Shipping	3,000	3,060	3,121
		232,300	236,946	241,685
Facilities, Repairs and Other Leases				
5601	Rent	791,985	807,824	823,981
5602	Additional Rent	-	-	-
5603	Equipment Leases	30,000	30,600	31,212
5604	Other Leases	-	-	-
5605	Real/Personal Property Taxes	20,000	20,400	20,808
5610	Repairs and Maintenance	60,000	60,000	60,000
		901,985	918,824	936,001
Professional/Consulting Services				
5801	IT	76,900	78,438	80,007
5802	Audit & Taxes	20,500	20,910	21,328
5803	Legal	20,000	20,400	20,808
5804	Professional Development	40,000	40,800	41,616
5805	General Consulting	40,000	40,800	41,616
5806	Special Activities/Field Trips	-	-	-
5807	Bank Charges	-	-	-
5808	Printing	-	-	-
5809	Other taxes and fees	-	-	-
5810	Payroll Service Fee	-	-	-
5811	Management Fee	626,334	638,861	651,638
5812	District Oversight Fee	37,148	38,078	39,251
5813	County Fees	-	-	-
5814	SPED Encroachment	-	-	-
5815	Public Relations/Recruitment	-	-	-
		860,882	878,287	896,264
Depreciation				
6900	Depreciation Expense	44,400	44,400	44,400
		44,400	44,400	44,400
Interest				

FY24-25 Budget Richmond Charter Academy

Multi-Year Forecast

Revised 6/7/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast
7438 Interest Expense	-	-	-
	-	-	-
Total Expenses	**$ 5,504,729**	**$ 5,612,491**	**$ 5,644,468**
Surplus (Deficit)	**$ 73,665**	**$ 59,030**	**$ 51,672**
	1%	1%	1%
Fund Balance, Beginning of Year	$ 4,540,850	$ 4,614,515	$ 4,673,545
Fund Balance, End of Year	**$ 4,614,515**	**$ 4,673,545**	**$ 4,725,217**
	83.8%	***83.3%***	***83.7%***
Cash Flow Adjustments			
Surplus (Deficit)	73,665	59,030	51,672
Cash Flows From Operating Activities			
Depreciation/Amortization	44,400	44,400	44,400
Public Funding Receivables	(847,273)	95,164	(28,419)
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	4,706	51	377
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
Total Change in Cash	(724,502)	198,645	68,030
Cash, Beginning of Year	3,783,232	3,058,730	3,257,375
Cash, End of Year	**$ 3,058,730**	**$ 3,257,375**	**$ 3,325,405**

Coversheet

Approval of California Dashboard Local Indicators

Section: III. Business
Item: C. Approval of California Dashboard Local Indicators
Purpose: Vote
Submitted by:
Related Material: Local Indicators.pdf

AMPS
AMETHOD PUBLIC SCHOOLS

6/12/2024

Local Indicators

What are Local Indicators?

Local Indicators are part of **California's school accountability system** and are published annually as part of the California School Dashboard. They are founded on the **Local Control Funding Formula (LCFF) priorities** as well as the **requirements under Every Student Succeeds Act (ESSA)**.

Local Indicators are the measures for which **no state-level data is collected**. They are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

In addition to being a public record of progress on the Dashboard, the local indicators serve to **inform process and planning within the Local Control and Accountability Plan (LCAP)**.

What are our Local Indicator scores for this year?

School	# of students without access to standards- aligned instructional materials	# of instances where facilities do not meet "good repair" standard	Basic Services and Conditions (Priority 1)	Implementation of State Academic Standards (Priority 2)	Parental Involvement and Family Engagement (Priority 3)	School Climate (Priority 6)	Access to a Broad Course of Study (Priority 7)
JHHS	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
OCHS	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
BJE	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
RCA	0	0	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
DCA	0	1	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
OCA	0	1	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met

Coversheet

Approval of FY24-25 EPA Spending Plans

Section: III. Business
Item: D. Approval of FY24-25 EPA Spending Plans
Purpose: Vote
Submitted by:
Related Material: FY25-BJE-EPA Budget Spending Plan_6.9.24.pdf
FY25-RCA-EPA Budget Spending Plan_6.9.24.pdf
FY25-JHHS-EPA Budget Spending Plan_6.24.24.pdf
FY25-DCA-EPA Budget Spending Plan_6.9.24.pdf
FY25-OCA-EPA Budget Spending Plan_6.9.24.pdf
FY25-OCHS-EPA Budget Spending Plan_6.9.24.pdf

Richmond Charter Elementary-Benito Juarez
Budgeted expenditures for July 1, 2024 through June 30, 2025
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	91,632.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		91,632.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	73,305.60
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	18,326.40
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		91,632.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Richmond Charter Academy
Budgeted expenditures for July 1, 2024 through June 30, 2025
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	944,307.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		944,307.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	755,445.60
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	188,861.40
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		944,307.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

John Henry High
Budgeted expenditures for July 1, 2024 through June 30, 2025
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	60,800.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		60,800.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	48,640.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	12,160.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		60,800.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Downtown Charter Academy
Budgeted expenditures for July 1, 2024 through June 30, 2025
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	57,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		57,000.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	45,600.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	11,400.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		57,000.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Oakland Charter Academy
Budgeted expenditures for July 1, 2024 through June 30, 2025
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	741,979.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		741,979.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	593,583.20
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	148,395.80
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		741,979.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Oakland Charter High
Budgeted expenditures for July 1, 2024 through June 30, 2025
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	1,357,711.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		1,357,711.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	1,086,168.80
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	271,542.20
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,357,711.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of 2024-2025 Consolidated Application for Federal Funding

Section: III. Business
Item: E. Approval of 2024-2025 Consolidated Application for Federal Funding
Purpose: Vote
Submitted by:
Related Material: FY25-Richmond Charter Elem-ConApp.pdf
FY25-Richmond Charter Academy-ConApp.pdf
FY25-John Henry-ConApp Report.pdf
FY25-Downtown Charter Academy-ConApp Report.pdf
FY25-Oakland Charter Academy-ConApp Report.pdf
FY25-Oakland Charter High-ConApp Report.pdf

California Department of Education **Consolidated Application**

Richmond Charter Elementary-Benito Juarez (07 61796 0129643)

Status: Certified
Saved by: Marie Arce
Date: 6/7/2024 3:05 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Marie Arce
Authorized Representative's Signature	
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Richmond Charter Elementary-Benito Juarez (07 61796 0129643)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:05 PM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/16/2021
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance

*****Warning*****
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California Department of Education **Consolidated Application**

Richmond Charter Elementary-Benito Juarez (07 61796 0129643)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:06 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Richmond Charter Elementary-Benito Juarez (07 61796 0129643)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:06 PM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Richmond Charter Elementary-Benito Juarez (07 61796 0129643)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:07 PM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	$19,668
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$19,668

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2023–24 Unspent funds	$19,668

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Maria
Homeless liaison last name	Arechiga
Homeless liaison title	Director of Operations and Compliance
Homeless liaison email address (Format: abc@xyz.zyx)	marechinga@amethodschools.org
Homeless liaison telephone number (Format: 999-999-9999)	510-367-0514
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0

Homeless Liaison Training Information

*****Warning*****
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/02/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	$145,407
2023–24 Title I, Part A direct or indirect services to homeless children reservation	$1,500
Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	The school does not use title funds on homeless students.

*****Warning*****
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California Department of Education **Consolidated Application**

Richmond Charter Elementary-Benito Juarez (07 61796 0129643)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:07 PM

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	$16,844
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$16,844

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$16,480
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$16,480
2022–23 Unspent funds	$364

Warning
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California Department of Education **Consolidated Application**

Richmond Charter Academy (07 61796 0126805)

Status: Certified
Saved by: Marie Arce
Date: 6/7/2024 3:00 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Marie Arce
Authorized Representative's Signature	
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024

Warning
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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/16/2021
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Richmond Charter Academy (07 61796 0126805)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:01 PM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Richmond Charter Academy (07 61796 0126805)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:02 PM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	$12,671
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$12,671

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2023–24 Unspent funds	$12,671

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Maria
Homeless liaison last name	Arechiga
Homeless liaison title	Director of Operations and Compliance
Homeless liaison email address (Format: abc@xyz.zyx)	marechinga@amethodschools.org
Homeless liaison telephone number (Format: 999-999-9999)	510-367-0514
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0

Homeless Liaison Training Information

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Richmond Charter Academy (07 61796 0126805)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:02 PM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/02/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	$89,706
2023–24 Title I, Part A direct or indirect services to homeless children reservation	$1,500
Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	The school does not spend title funds on homeless students.

*****Warning*****
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California Department of Education **Consolidated Application**

Richmond Charter Academy (07 61796 0126805)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 3:02 PM

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	$10,078
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$10,078

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$1,037
Consulting/Professional services	$0
Induction programs	$8,666
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$9,703
2022–23 Unspent funds	$375

Warning
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California Department of Education **Consolidated Application**

John Henry High (07 77354 0132233)

Status: Certified
Saved by: Marie Arce
Date: 8/25/2023 5:57 PM

2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Marie Arce
Authorized Representative's Signature	
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	08/25/2023

Warning
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California Department of Education **Consolidated Application**

John Henry High (07 77354 0132233)

Status: Certified
Saved by: Marie Arce
Date: 8/25/2023 5:57 PM

2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	08/25/2023
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2023–24 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/16/2021
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance

Warning
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California Department of Education **Consolidated Application**

John Henry High (07 77354 0132233)

Status: Certified
Saved by: Marie Arce
Date: 8/25/2023 5:57 PM

2023–24 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

John Henry High (07 77354 0132233)

Status: Certified
Saved by: Marie Arce
Date: 8/25/2023 5:57 PM

2023–24 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

John Henry High (07 77354 0132233)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:32 PM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	$11,950
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$11,950

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2023–24 Unspent funds	$11,950

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Maria
Homeless liaison last name	Arechiga
Homeless liaison title	Director of Operations and Compliance
Homeless liaison email address (Format: abc@xyz.zyx)	marechinga@amethodschools.org
Homeless liaison telephone number (Format: 999-999-9999)	510-367-0514
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0

Homeless Liaison Training Information

*****Warning*****
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California Department of Education **Consolidated Application**

John Henry High (07 77354 0132233)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:36 PM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/02/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	$93,542
2023–24 Title I, Part A direct or indirect services to homeless children reservation	$1,500
Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	School does not spend title funds on homeless students.

*****Warning*****
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California Department of Education **Consolidated Application**

John Henry High (07 77354 0132233)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:32 PM

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	$11,800
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$11,800

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$11,800
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$11,800
2022–23 Unspent funds	$0

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Downtown Charter Academy (01 61259 0129635)

Status: Certified
Saved by: Marie Arce
Date: 6/7/2024 11:50 AM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Marie Arce
Authorized Representative's Signature	
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024

*****Warning*****
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California Department of Education **Consolidated Application**

Downtown Charter Academy (01 61259 0129635)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 11:50 AM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/16/2021
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance

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California Department of Education **Consolidated Application**

Downtown Charter Academy (01 61259 0129635)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 11:51 AM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Downtown Charter Academy (01 61259 0129635)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 11:51 AM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Downtown Charter Academy (01 61259 0129635)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 11:54 AM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	$9,920
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$9,920

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2023–24 Unspent funds	$9,920

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Maria
Homeless liaison last name	Arechiga
Homeless liaison title	Director of Operations and Compliance
Homeless liaison email address (Format: abc@xyz.zyx)	marechinga@amethodschools.org
Homeless liaison telephone number (Format: 999-999-9999)	510-367-0514
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0

Homeless Liaison Training Information

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/02/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	$90,979
2023–24 Title I, Part A direct or indirect services to homeless children reservation	$5,000
Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	School does not spend title funds on homeless students.

*****Warning*****
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California Department of Education **Consolidated Application**

Downtown Charter Academy (01 61259 0129635)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 11:53 AM

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	$10,581
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$10,581

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$5,100
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$5,481
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$10,581
2022–23 Unspent funds	$0

Warning
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California Department of Education **Consolidated Application**

Oakland Charter Academy (01 61259 6111660)

Status: Certified
Saved by: Marie Arce
Date: 6/7/2024 2:40 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Marie Arce
Authorized Representative's Signature	
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024

Warning
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California Department of Education **Consolidated Application**

Oakland Charter Academy (01 61259 6111660)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:41 PM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Oakland Charter Academy (01 61259 6111660)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:42 PM

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/16/2021
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance

Warning
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California Department of Education **Consolidated Application**

Oakland Charter Academy (01 61259 6111660)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:42 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Oakland Charter Academy (01 61259 6111660)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:42 PM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Oakland Charter High (01 61259 0114868)

Status: Certified
Saved by: Marie Arce
Date: 6/7/2024 2:53 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Marie Arce
Authorized Representative's Signature	
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024

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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance
Authorized Representative's Signature Date	06/07/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/16/2021
Authorized Representative's Full Name	Marie Arce
Authorized Representative's Title	Senior Director of Finance

*****Warning*****
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California Department of Education **Consolidated Application**

Oakland Charter High (01 61259 0114868)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:54 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Oakland Charter High (01 61259 0114868)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:54 PM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education **Consolidated Application**

Oakland Charter High (01 61259 0114868)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:52 PM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	$16,388
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$16,388

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2023–24 Unspent funds	$16,388

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Maria
Homeless liaison last name	Arechiga
Homeless liaison title	Director of Operations and Compliance
Homeless liaison email address (Format: abc@xyz.zyx)	marechinga@amethodschools.org
Homeless liaison telephone number (Format: 999-999-9999)	510-367-0514
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0

Homeless Liaison Training Information

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/02/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	$138,225
2023–24 Title I, Part A direct or indirect services to homeless children reservation	$1,500
Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	

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Oakland Charter High (01 61259 0114868)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:53 PM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	The school does not spend title funds on homeless students.

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California Department of Education **Consolidated Application**

Oakland Charter High (01 61259 0114868)

Status: Draft
Saved by: Marie Arce
Date: 6/7/2024 2:52 PM

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	$17,159
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$17,159

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$8,337
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$550
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$255
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$9,142
2022–23 Unspent funds	$8,017

Warning
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Coversheet

Approval of 2023-2024 Prop 28 AMS Annual Report

Section:	III. Business
Item:	F. Approval of 2023-2024 Prop 28 AMS Annual Report
Purpose:	Vote
Submitted by:	
Related Material:	Proposition 28 Annual report_BJE FY23-24.docx Proposition 28 Annual report_RCA FY23-24.docx Proposition 28 Annual report_JHHS FY23-24.docx Proposition 28 Annual report_DCA FY23-24.docx Proposition 28 Annual report_OCA FY23-24.docx Proposition 28 Annual report_OCHS FY23-24.docx

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Richmond Charter Elementary- Benito Juarez

CDS Code: 07-61796-0129643

Charter School Number: 1660

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education programs(s) funded:
   - None in FY23-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs: __0___
3. Number of full-time equivalent personnel (classified) in AMS funded programs: __0__
4. Number of full-time equivalent teaching aides in AMS funded programs: ___0__
5. Number of students served in AMS funded programs: __0___
6. Number of school sites providing arts education programs funded by AMS: ___0__

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Richmond Charter Academy

CDS Code: 07-61796-0126805

Charter School Number: 1441

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education programs(s) funded:
   - None in FY23-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs: __0___
3. Number of full-time equivalent personnel (classified) in AMS funded programs: __0__
4. Number of full-time equivalent teaching aides in AMS funded programs: ___0__
5. Number of students served in AMS funded programs: __0___
6. Number of school sites providing arts education programs funded by AMS: ___0__

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: John Henry High

CDS Code: 07-77354-0132233

Charter School Number: 1741

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education programs(s) funded:
   - None in FY23-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs: __0___
3. Number of full-time equivalent personnel (classified) in AMS funded programs: __0__
4. Number of full-time equivalent teaching aides in AMS funded programs: ___0__
5. Number of students served in AMS funded programs: __0___
6. Number of school sites providing arts education programs funded by AMS: ___0__

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Downtown Charter Academy

CDS Code: 01-61259-0129635

Charter School Number: 1661

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education programs(s) funded:
   - None in FY23-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs: __0___
3. Number of full-time equivalent personnel (classified) in AMS funded programs: __0__
4. Number of full-time equivalent teaching aides in AMS funded programs: ___0__
5. Number of students served in AMS funded programs: __0___
6. Number of school sites providing arts education programs funded by AMS: ___0__

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Oakland Charter Academy

CDS Code: 01-61259-6111660

Charter School Number: 0014

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education programs(s) funded:
   - None in FY23-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs: __0___
3. Number of full-time equivalent personnel (classified) in AMS funded programs: __0__
4. Number of full-time equivalent teaching aides in AMS funded programs: ___0__
5. Number of students served in AMS funded programs: __0___
6. Number of school sites providing arts education programs funded by AMS: ___0__

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Oakland Charter High

CDS Code: 01-61259-0114868

Charter School Number: 0883

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education programs(s) funded:
   - None in FY23-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs: __0___
3. Number of full-time equivalent personnel (classified) in AMS funded programs: __0__
4. Number of full-time equivalent teaching aides in AMS funded programs: ___0__
5. Number of students served in AMS funded programs: __0___
6. Number of school sites providing arts education programs funded by AMS: ___0__

Coversheet

Approval of HVAC Repair Quote- Downtown Charter Academy

Section: III. Business
Item: H. Approval of HVAC Repair Quote- Downtown Charter Academy
Purpose: Vote
Submitted by:
Related Material: Proposal 24-0385 - Amethod School HVAC Cooling - Rev1.pdf

Legacy
Mechanical & Energy Services, Inc.

BUDGET PROPOSAL
HVAC Cooling Rev1

Prepared for Amethod School Dennison

by Legacy Mechanical & Energy Services

06/10/2024



Legacy Mechanical & Energy Services, Inc.

Date Sent:	June 10, 2024		
To:	Amethod School Oakland		
Attn:	David Pearson	**E-Mail:**	dpearson@amethodschools.org
		Mobile:	925-434-6988
From:	Legacy Mechanical & Energy Services, Inc.	**E-Mail:**	dwong@legacymechanical.com
Attn:	Daniel Wong & Todd Keast	**Mobile:**	925-968-5962
Reference:	Amethod School Dennison HVAC Cooling, 2000 Dennison Street, Oakland		
Subject:	HVAC Proposal		
Ref. No.:	24-0385		
Total Pages:	5		

Dear David,

Legacy Mechanical and Energy Services is pleased to provide a design build budget proposal for the aforementioned project. This is based on a field survey walk conducted by Daniel Wong and Todd Keast on Friday 06/07/2024.

The goal is to add supplemental cooling to the existing HVAC system serving first floor center classrooms as well as northern exposure classrooms. From the 1990 HVAC mechanical drawings, it has been deduced that:

1) FCU-3/AH-3 serves (2) classrooms along the Western wall and is sized for 1100CFM
2) FCU-8/AH-8 serves (2) classrooms along the Western wall and is sized for 1100CFM
3) FCU-4/AH-4 serves (3) classrooms in the center and is sized for 1800CFM

Assumptions and clarifications:

- Note: All work, per owner's request, is to be non-permitted. All permits and engineering drawings are excluded.
- FCU-3/AH-3 is assumed to be a 3ton cooling only condensing unit.
- FCU-8/AH-8 is assumed to be a 3ton cooling only condensing unit.
- FCU-4/AH-4 is assumed to be a 5ton cooling only condensing unit.
- All structural calculations, modifications and or permits is excluded.
- Electrical capacity for new proposed equipment must be field verified. All electrical work is excluded from this budget. Electrical services can be provided once a follow up field survey is conducted.

Legacy Mechanical & Energy Services, Inc.

Work Included

Labor & Material Scope

1. Project management for project.
2. Field Survey, detailing and coordination
3. Delivery and handling.
4. LOTO existing fan coil unit.
5. Install new (3) ton condensing unit on roof using Durablock strut supports.
6. Install new (3) ton DX cooling coil inside existing fan coil unit or in sheet metal discharge plenum.
7. Connect inside DX coil to outside condensing unit using (1 each) 50' refrigerant line set.
8. Provide (~50LF) 3/4" copper piping. Connect condensate pan and pipe to nearest sanitary sewer connection (janitor sink, etc)
9. Modify existing pneumatic controls to accommodate new DX cooling coil and outdoor condensing unit by using P/E relays.
10. Start up and test new equipment
11. Clean-up work area.
12. Note: All electrical scope is excluded as it is unknown if the building has enough electrical capacity. For a 3-ton unit at 208-230/1 phase, power circuit will be approximately MCA=36 and MOCP 50A will be required per outdoor condensing unit.
13. Note: sealing of roof penetrations (roof jacks for piping and electrical) shall be by others.
14. Work Included in All Scopes of Work
    a. All work during normal business hours.
    b. Submittals and Operation & Maintenance Manuals.
    c. One-year warranty on material and workmanship.
    d. One-year warranty on equipment (equipment warranty requires that factory recommended maintenance and service is performed during this one-year warranty period).

Work Excluded

1. Bonds.
2. Overtime, double-time or shift work.
3. HVAC engineering and wet stamped drawings.
4. Electrical engineering and wet stamped drawings.
5. Structural engineering and wet stamped drawings.
6. Equipment seismic attachment calculations and wet stamped drawings.
7. Permits and permit & plan check fees and permit submission.
8. Special inspections and associated fees.
9. Costs due to undisclosed Historical Building status.
10. OSPD drawings, permits permit & plan check fees and permit submission.
11. Costs associated with upgrading or modifying existing systems (other than scope described above) to meet current codes, ordinances or regulations including non-code compliant condensate termination, non-code compliant gas piping sizing and non-code electrical wiring.
12. Title-24 leak testing or pressure testing of existing HVAC ductwork systems.
13. Utility work including upgrading or modifying electrical service, gas service, domestic water service or sanitary waste service.
14. Hazardous material work including asbestos, lead paint and hazardous chemicals.
15. Prior to beginning work, an industrial hygienist's report will be required stating that the material and equipment in the scope above is free of asbestos, lead paint and hazardous chemicals.
16. Scope of work associated with hidden conditions.
17. Warranty or work on existing HVAC system.
18. Warranty on Owner provided equipment.
19. Relocation of furniture or furnishings for installation access.
20. Protection work including covering floors and furniture.
21. Incremental clean-up.
22. Ceiling work (other than scope described above) including seismic ceiling wires for air outlets, access doors, ceiling tiles, ceiling grid, cutting, patching and painting.
23. Wall work (other than scope described above) including cutting, framing, patching and painting.
24. Floor work including patching, leveling, coating, saw cutting, trenching and backfill.
25. Roofing work (other than scope described above) including sight screens, architectural enclosures, cutting, patching, framing, architectural sheet metal flashings, sleepers, sleeper caps and level equipment support.
26. Concrete work including floor trenches, housekeeping pads and concrete for inertia base fill.
27. Coring, saw cutting, trenching, backfill and X-ray or magnetometer work.
28. Demo work (other than scope described above) including demo removal and disposal.
29. Dumpster or container for disposal of construction debris.
30. Structural work including framing for openings and supports for equipment, ductwork and piping.
31. Waste water work (other than the scope described above) including disconnect for demo, utility waste water piping, waste water mains, drain lines, floor sinks, roof drains, area drains, condensate piping and insulation of condensate piping.
32. Domestic water work (other than the scope described above) including disconnect for demo, utility water meters, utility back flow preventers, utility back flow preventer detectors, back flow preventers, pressure reducing valves, water main piping and make-up water piping.
33. Water treatment work (other than scope described above) including pot feeders, cooling tower chemical treatment systems, chemicals, chemical treatment, draining systems, flushing systems and filling systems.
34. Natural gas work (other than the scope described above) including, disconnect for demo, utility gas meters, utility gas pressure reducing valves, gas pressure reducing valves, gas main piping and gas appliances.
35. Electrical work (other than the scope described above) including disconnect for demo, temporary power, utility service, utility meters, main power feeds, transformers, motor control centers, starters, relays, disconnects, fused disconnects, circuit breakers, fuses, ground wires, E-Mon D-Mon meters, power wiring, data wiring, telephone wiring and conduit.
36. Control work (other than the scope described above) including disconnect for demo, actuators, relays, sensors, sensor wells, control valves, 24V transformers, wiring, conduit, programming and graphics.

Legacy Mechanical & Energy Services, Inc.

37. Life safety work (other than scope described above) including area & duct smoke detectors, life safety wiring & interlock. Existing duct smoke detectors to be used as-is. Mounting of duct smoke detectors in ductwork included.
38. Fire protection work including sprinkler head relocation.
39. Fire Life Safety and fireproofing repair work including fire life safety conduits, pipes and ducts.
40. Chiller room refrigeration detection system including sensors, controller, interlock, wiring and exhaust system.
41. Insulation of existing ductwork and existing piping.
42. Vibration treatment (other than scope described above).
43. Noise treatment.
44. Acoustical treatment.
45. Rigging work including receiving, storing, hauling and rigging.
46. Rigging street permits and traffic control.
47. Secondary drain pans.
48. Temporary HVAC.

Schedule

1. Standard delivery for long lead equipment is about 4-6 weeks.
2. The estimated duration for this project is about 5 days.
3. We anticipate commencement of this project in about 2 weeks.

Service/Equipment Maintenance

1. For equipment installed under this project, discounted pricing on preventative maintenance agreements through Legacy is available. Please contact your project manager at any time during this project's operation should you be interested in an equipment service agreement.
2. Discounted rates are available for the first year following the completion date of this project.

Pricing

1. We are pleased to quote the following pricing for the scope above:

a. Budget for FCU-3/AH-3		$27,000
b. Budget for FCU-8/AH-8		$27,000
c. Budget for FCU-4/AH-4		$29,000
	Subtotal:	**$83,000**

2. The above pricing is in effect for a period of **30** days and includes sales tax.
3. If the above meets with your approval, please sign in the space provided below, and return one copy of this letter to our office, to act as your authorization for Legacy to proceed with the work.

_____ _____

Accepted By Date

We look forward to working with you and the other team members on this project. Please call me to set up a time to meet and review this proposal. Please call should you have any questions.

Sincerely,

Legacy Mechanical & Energy Services, Inc.

Daniel Wong, P.E.
Director of Preconstruction

Coversheet

Approval of School Outfitters Furniture Quote

Section:	III. Business
Item:	I. Approval of School Outfitters Furniture Quote
Purpose:	Vote
Submitted by:	
Related Material:	BJE Classroom Req. memorandum attachment .pdf QUO11476597-1 School Outfitters.pdf

This memorandum attachment provides a comprehensive overview of the requested equipment purchase for BJE classrooms and office's, detailing the costs involved and seeking necessary approvals to proceed.

Vendor Comparisons:

1. School Outfitters

- Website: School Outfitters
- Contact: 1-800-260-2776
- Summary: Offers a wide range of school furniture and equipment. Provides detailed quotes and competitive discounts. The total cost for the quoted items was $112,005.85 including shipping and handling.
- Key Items:
    - Teacher's WorkPod Desk & Lectern: $847.21 each
    - Shapes Series Teacher Chair: $191.25 each
    - Structure Series Open Front Whiteboard Desk w/ Metal Book Box: $161.89 each
    - Structure Series School Chair (16" Seat Height): $62.89 each

2. School Specialty

- Website: School Specialty
- Contact: 1-888-388-3224
- Summary: Known for quality and variety in educational supplies and furniture. Offers options for collaborative tables and ergonomic seating at competitive prices.
- Key Items:
    - Classroom Select Activity Table, Kidney: $320.21 - $500.96 each
    - Classroom Select NeoRok Stool, Soft Seat: $92.96 - $107.96 each

3. Virco

- Website: Virco
- Contact: 1-800-448-4726

- Summary: Provides a wide array of durable and ergonomic school furniture made in the USA. Focuses on high-quality products that support modern educational needs.
- Key Items:
    - 5000 Series Slide Table: Designed for flexible classroom setups.
    - Sage Series Floor Rocker: Ergonomically designed for comfort and flexibility.

4. Hertz Furniture

- Website: Hertz Furniture
- Contact: 1-800-526-4677
- Summary: Offers a vast selection of school furniture including chairs, desks, and collaborative furniture. Known for excellent customer service and competitive pricing.
- Key Items:
    - Immersive Decor seating and collaborative furniture options.
    - Classroom tables and chairs with various ergonomic designs.

5. Worthington Direct

- Website: Worthington Direct
- Contact: 1-800-599-6636
- Summary: Specializes in factory-direct school furniture with no retail overhead, passing savings on to schools. Offers a comprehensive range of products for different educational environments.
- Key Items:
    - Collaborative tables and flexible seating options.
    - Durable science lab furniture and technology integration desks.

If further assistance is needed, feel free to contact me.

David Pearson, M.Ed.
Director of Facilities
Amethod Public Schools
Email: dpearson@amethodschools.org
Phone: (925) 434-6988

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For assistance, please contact:
Anthony Zamagias
Phone: 888-619-6930
Fax: 888-619-6931
anthony.zamagias@schooloutfitters.com

Quote Summary

Quote #: QUO11476597
Valid through: 06/20/2024

Bill to:
Amethod Public Schools
Dave Pearson
1450 Marina Way S
Richmond CA 94804-3771 USA

Phone: 1 (948) 049-4804
Fax: N/A
Email: dpearson@amethodschools.org

Ship to:
Amethod Public Schools
Dave Pearson
1450 Marina Way S
Richmond CA 94804-3771 USA

Phone: 1 (948) 049-4804
Fax: N/A
Email: dpearson@amethodschools.org

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
1.	OKS-TWP	Teacher's WorkPod Desk & Lectern  **Estimated Delivery:** 7 business days after order confirmation	50	$1,784.00	53%	$847.21	$42,360.50
2.	LNT-INM3018T-SO	Shapes Series Teacher Chair  **Options:** Chair – Black-NEW (+ $0.00) **Ships in 24 hours** **Estimated Delivery:** 4 business days after order confirmation	28	$415.76	54%	$191.25	$5,355.00
3.	LNT-0029N-DE-SO	Structure Series Open Front Whiteboard Desk w/ Metal Book Box  **Ships in 24 hours** **Estimated Delivery:** 4 business days after order confirmation	250	$359.76	55%	$161.89	$40,472.50
4.	LNT-116-CSW-SO	Structure Series School Chair (16" Seat Height)  **Options:** Chair – Brilliant Blue (+ $0.00) **Ships in 24 hours** **Estimated Delivery:** 4 business days after order confirmation	140	$139.76	55%	$62.89	$8,804.60

Shipping & Handling Breakdown

Items Shipping From:	Shipping Via:	Service(s) Included:
National Public Seating	LTL-BEST	Lift Gate Call Ahead:Dave Pearson 1 (948) 049-4804
SO-Elite Warehouse	ABF FREIGHT SYSTEM	Lift Gate Call Ahead:Dave Pearson 1 (948) 049-4804

Product SubTotal:	$96,992.60
Shipping & Handling:	$5,556.47
Sales Tax:	9,456.78
Grand Total:	**$112,005.85**

Important Shipping Information

Shipping on specified items includes a lift gate on the truck, but does not include inside delivery. The driver will lower items to the ground only. Customer must bring inside. Inside delivery is available for an additional charge.

Please remember to inspect your order at the time of delivery. Do not throw away any of the original packaging until inspection is completed. Any missing parts or damages must be reported to customer service at 1-866-619-1776 within 5 business days of delivery.

All quotations are for tailgate delivery, F.O.B. factory, unless otherwise noted.

Sales Representative Comments

California Proposition 65:

California's Proposition 65 requires California consumers to be made aware of special warnings for products that contain chemicals known to the state of California to cause cancer and birth defects or other reproductive harm, if those products expose consumers to such chemicals above certain threshold levels.

We are providing the following warning for anyone buying products that will be shipped to California:
⚠ **Warning: Cancer and Reproduction Harm** **www.P65Warnings.ca.gov**

The safety and well-being of you and your students remains School Outfitters' top priority, and as such, we take all necessary steps to comply with applicable safety and health regulations and uphold our commitment to safety.

Thank you for the opportunity to earn your business.

For Assistance: Anthony Zamagias• Phone: 888-619-6930 • Fax: 888-619-6931 • anthony.zamagias@schooloutfitters.com

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anthony.zamagias@schooloutfitters.com

Item Details



National Public Seating

Teacher's WorkPod Desk & Lectern

The Teacher's WorkPod Desk & Lectern by National Public Seating brings versatility and function to any learning space. Use the desk and lectern separately or mount the desk to either side of the lectern for an instant presentation station. The blow-molded plastic tabletop is easy to clean and boasts a built-in perforated modesty panel, plus a weight capacity of 300 pounds. Six double-wheel hooded casters (three locking) make moving the the table from space to space a cinch. The lectern features an adjustable-height laminate reading surface with a metal bookstop, plus a locking steel cabinet to effortlessly store AV equipment. A built-in grommet manages pesky wire and cables, while the attractive mesh front allows ventilation. Move the lectern on two-inch casters.

Specifications

Product Weight (Lbs):	127
Assembly:	Assembly required
Cabinet Dimensions:	20" W x 24" D x 35" H
Cabinet Material:	Steel
Casters/Glides:	2" casters
Lectern Dimensions:	20" W x 24" D
Lectern Top Material:	White nebula laminate
Other Info:	Mesh front cabinet for ventilation
Overall Depth:	24" D
Overall Height:	41" H
Overall Width:	68" W
Table Dimensions:	48" W x 24" D
Table Frame Material:	Steel
Table Material:	Blow-mold plastic
Warranty:	10-year limited

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
1.	OKS-TWP	Teacher's WorkPod Desk & Lectern	50	$1,784.00	53%	$847.21	$42,360.50

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Fax: 888-619-6931
anthony.zamagias@schooloutfitters.com

Item Details



Learniture

Shapes Series Teacher Chair

The Shapes® Series Teacher Chair from Learniture® features a durable steel frame and a height-adjustable star base with wheels for easy maneuverability. The flexible, polypropylene seat and back offers comfortable, ergonomic support and the heavy duty steel frame easily withstands the rigors of daily use. The Shape Series Teacher Chair is constructed with a smooth back design so it's easy to clean.

Specifications

Product Weight (Lbs):	23
Assembly:	Minor assembly required
Overall Depth:	20 5/8" D
Casters/Glides:	2" non-marking twin wheel casters
Frame Material:	Nylon w/ heavy-duty steel plate
Other Info:	Greenguard certified Meets BIFMA standards
Depth:	24"
Overall Height:	31"-36" (adjustable)
Overall Width:	24" W
Recommended Grade Level:	5th grade - Adult
Seat Diameter:	16" W x 16" D
Seat Height:	17"–22" H (adjustable)
Seat Material:	Polypropylene
Warranty:	15-year limited
Weight Capacity:	300 lbs

Options

Chair Color:
- Black-NEW
- Brilliant Blue
- Graphite-NEW
- Green Apple
- Navy-NEW

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
2.	LNT-INM3018T-SO	Shapes Series Teacher Chair **Options:** Chair – Black-NEW (+ $0.00)	28	$415.76	54%	$191.25	$5,355.00

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For assistance, please contact:
Anthony Zamagias
Phone: 888-619-6930
Fax: 888-619-6931
anthony.zamagias@schooloutfitters.com

Item Details



Learniture

Structure Series Open Front Whiteboard Desk w/ Metal Book Box

The Structure Series Open-Front Whiteboard Desk w/ Metal Book Box from Learniture® combines the classic school desk style with a contemporary dry erase top. Easy to clean and built with strong steel, this student desk withstands daily wear and tear. The durable steel book box provides students with plenty of space to store books and supplies. Effortlessly accommodate students of various heights with the convenient adjustable frame. Height increments are etched right into the legs, so you're sure to get the height you need on the first try. Swivel glides ensure stability and protect floors.

Specifications

Product Weight (Lbs):	20
Assembly:	Assembly required
Book Box Dimensions:	20" W x 15" D x 4 1/2" H
Book Box Material:	14 gauge steel
Casters/Glides:	Swivel glides (1 adjustable)
Desktop Material:	Particleboard core w/ whiteboard melamine finish
Desktop Shape:	Rectangle
Edge Band Material:	Thermofused PVC
Frame Finish:	Powder coat w/ chrome leg inserts
Frame Material:	20 gauge steel frame w/ 18 gauge steel legs
Other Info:	Greenguard certified Meets BIFMA standards
Overall Depth:	18" D
Overall Height:	22" H - 30" H (adjustable in 1" H increments)
Overall Width:	24" W
Seating Capacity:	1
Warranty:	15-year limited on frame; 10-year limited on desktop

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
3.	LNT-0029N-DE-SO	Structure Series Open Front Whiteboard Desk w/ Metal Book Box	250	$359.76	55%	$161.89	$40,472.50

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For assistance, please contact:
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Phone: 888-619-6930
Fax: 888-619-6931
anthony.zamagias@schooloutfitters.com

Item Details



Learniture

Structure Series School Chair (16" Seat Height)

Create a comfortable seating space for your students with the Structure Series School Chair from Learniture. The polypropylene seat and back resist stains and scratches, and the durable 16-gauge steel frame will support students for years to come. The contoured design allows for multiple seating positions. Four non-marring glides allow for easy maneuverability, and you can stack the chair when not in use. The featured grab handle allows for easy mobility. This school furniture is Greenguard Gold certified, backed by a 15-year limited warranty and is made to color-coordinate with our Learniture® desks and activity tables.

Specifications

Product Weight (Lbs):	8
Assembly:	Assembled
Back Height:	12 1/2" H
Casters/Glides:	Non-marring nylon swivel glides
Frame Finish:	Chrome
Frame Material:	16 gauge steel
Other Info:	Greenguard Gold certfied BIFMA approved Back-venting for less spinal pressure Flexible design Grab handle Contoured seat BIFMA certified Stacks up to 8 high
Overall Height:	28" H
Overall Width:	18" W
Recommended Grade Level:	3rd - 4th grade
Seat Height:	16" H
Seat Material:	Polypropylene
Seat Size:	13" W x 13" D
Warranty:	15-year limited
Weight Capacity:	225 lbs

Options

Chair Color:
- Black
- Blue Sapphire
- Brilliant Blue
- Chrysanthemum
- Faded Denim
- Fern Green
- Graphite
- Green Apple
- Light Gray
- Navy
- Purple
- Red
- Sea Foam
- Sky Blue
- Sunflower

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
4.	LNT-116-CSW-SO	Structure Series School Chair (16" Seat Height) **Options:** Chair – Brilliant Blue (+ $0.00)	140	$139.76	55%	$62.89	$8,804.60

Coversheet

Approval of Worthington Direct Furniture Quote- Oakland Charter Academy

Section: III. Business
Item: J. Approval of Worthington Direct Furniture Quote- Oakland Charter Academy
Purpose: Vote
Submitted by:
Related Material: OCA ESSER III Furniture.pdf

WORTHINGTON DIRECT

Quote #QTE084358

Customer ID: OAK3002

For assistance, please contact your furniture expert:

Valid 6/3/2024 To 06/30/2024

Jordan Baker
jordan@worthingtondirect.com **P: 800-599-6636**

Bill To

OAKLAND CHARTER SCHOOL

ACCOUNTS PAYABLE
4215 FOOTHILL BLVD
OAKLAND, CA 94601-4621
P: (510) 459-3362

Ship To

OAKLAND CHARTER SCHOOL

MAURICE WILLIAMS
4215 FOOTHILL BLVD
OAKLAND, CA 94601-4621
P: (510) 459-3362

	Stock No.	Vendor No.	Item Description	Price	Qty	Subtotal
	20R51	QUO0057512	HIERARCHY ACTIVITY TABLE & CHAIR CLASSROOM PACKAGE	$10440.95	8	$83,527.60
			Estimated Lead Time: 28 days - 35 days plus 2-5 days for transit			
	15064	MST1216	12'1"LX28"H, 15"H STOOLS, MOBILE FOLDING STOOL TABLE	$3355.95	10	$33,559.50
			Estimated Lead Time: 56 days - 70 days plus 2-5 days for transit			
	^81F48	04156/6/11849/12	CLASSROOM SET, 6 CRESCENT 72" TABLES & 12 FLAVORS 18"H CHAIRS	$0.00	3	$0.00
			Estimated Lead Time: 21 days - 56 days plus 2-5 days for transit			
	20J90-GE-BL-PL	66682-H-8201-HBLU	72"WX36"D, 18"-29"H, GRAY ELM TOP, BLUE EDGE, PLATINUM FRAME, RECTANGLE HIERARCHY ACTIVTY TABLE	$407.95	6	$2,447.70
			Estimated Lead Time: 28 days - 35 days plus 2-5 days for transit			
	87217-RB	MS-RB-24	ROYAL BLUE BACKLESS METAL STOOL, 24"H	$100.95	32	$3,230.40
			Estimated Lead Time: 56 days - 70 days plus 2-5 days for transit			
	87329	WD-MSCL-HST-34	34" H MIDDLE SCHOOL 24 STUDENT CLASSROOM PKG	$13460.95	2	$26,921.90
			Estimated Lead Time: 56 days - 70 days plus 2-5 days for transit			

WORTHINGTON DIRECT

Quote #QTE084358

Customer ID: OAK3002

For assistance, please contact your furniture expert:

Valid 6/3/2024 To 06/30/2024

Jordan Baker
jordan@worthingtondirect.com **P: 800-599-6636**

Bill To

OAKLAND CHARTER SCHOOL

ACCOUNTS PAYABLE
4215 FOOTHILL BLVD
OAKLAND, CA 94601-4621
P: (510) 459-3362

Ship To

OAKLAND CHARTER SCHOOL

MAURICE WILLIAMS
4215 FOOTHILL BLVD
OAKLAND, CA 94601-4621
P: (510) 459-3362

Stock No.	Vendor No.	Item Description	Price	Qty	Subtotal

Subtotal	$149,687.10
Shipping	20,718.80
Tax	15,342.94
Total	$185,748.84

Shipping Information

This order includes: ☑ Liftgate Service ☑ Inside Delivery ☑ Call Before Delivery (510) 459-3362

Delivery appointments can be made by the freight company to schedule approx delivery time. Please contact your rep to remove or add additional services to your quote, or to learn more about them.

Liftgate service is recommended for facilities that do not have a loading dock or personnel/equipment needed to lower large or heavy freight to the ground. Selecting this service will ensure that your shipment is lowered to the ground.

Inside Delivery service means that a single freight driver will assist in bringing your shipment inside the first set of doors to your facility. The driver will not navigate stairs/elevators and may still require assistance with extremely large or heavy items.

Please contact your rep to have these additional services added to your quote, or to learn more about them.

When you are ready to order, please make sure you have made all color selections and verified shipping and billing details. Feel free to discuss any questions you may have with your representative: Jordan Baker at jordan@worthingtondirect.com

Thank you for this opportunity to furnish your space!

Coversheet

Approval of Janitorial Services Contract for 2024-2025 School Year

Section: III. Business
Item: K. Approval of Janitorial Services Contract for 2024-2025 School Year
Purpose: Vote
Submitted by:
Related Material:
City Wide Facility Solutions - Janitorial Services Proposal.pdf
AMPS - RFP ro.pdf
Quote for Service AMethod Schools.docx
Amethod Public Schools Nightly Janitorial Services - BSM, Inc..pdf
AMPS RFP Juan Carlos.pdf
Quote for Floor Service Amethod School greene js.pdf
Summary of Qualified Janitorial Service Vendors for Amethod Public Schools (AMPS) 6 18 24.docx

CITY WIDE
FACILITY SOLUTIONS

June 7, 2024

Mr. David Pearson
Amethod Public Schools
1450 Marina Way S
Richmond, California 94804

Re: Proposal for Janitorial Services, Amethod Public Schools

Dear Mr. Pearson and the AMPS Team,

I grew up in Oakland, and the community here is close to my heart. I admire all of the dedicated teachers and staff doing their best to create a nurturing, safe, and healthy environment – and it would be an honor for our team to be of service to your schools and community. I'm grateful for the opportunity to participate in your request for proposals. I believe strongly in our team and our model.

City Wide's focus is providing you with superior solutions for all your facility needs. We understand how time-consuming and frustrating it is to constantly deal with multiple – and in some cases underperforming – vendors while keeping up with all of your other responsibilities. Our goal is to become a trusted part of your facility management team by providing you with TWO of the highest-trained, most responsive people available to assist you regarding any of your facility needs – you'll learn about them a little later in our proposal.

We are here to serve you! Most service companies represent their own work, while City Wide represents you. If you are unhappy, you won't hear excuses, you'll see improved results. Your assigned managers will make sure the crews in your building consistently perform to your expectations. Our commitment is to solve your problems and save you time.

We acknowledge that we understand the project requirements and have thoroughly examined the facilities.

- We are a **registered Janitorial Services provider** with the State of California, and our registration number is: JS-LR-1001132995.
- We have attached our **W9**, and will provide our **Certificate of Insurance** at the appropriate stage.
- Our **references** are included at the end of the proposal document.
- We have also included an overview of our **Quality Control Program** as an appendix.

I want to personally thank you for considering City Wide Facility Solutions. We look forward to working with you.

Sincerely,

Japneet Kaur Singh

Japneet Kaur Singh, President & Owner, City Wide Facility Solutions

City Wide Facility Solutions
520 3rd Street, Suite 200 | Oakland, CA 94607
(510) 853-7135 | GoCityWide.com

CITY WIDE
FACILITY SOLUTIONS

Table of Contents

1. Letter from the owner
2. Table of Contents
3. Introduction to Facility Solutions Manager
4. Why City Wide
5. Experience with Educational Facilities
6. Vendor Information & Licenses
7. Service Agreement – Scope of Work
8. Terms and Conditions
9. Investment Recap
10. References
11. Appendix: Quality Control Program

We are pleased to present this proposal for your facility. We have completed an extensive survey of your facility and needs to design and present a solution tailored to meet your specific requirements.

As you read your proposal, you will come across a great deal of information. There are two important facts you should be aware of:

1. **City Wide has a superior track record in client retention.** We mention this because we believe in the power of client satisfaction. City Wide Facility Solutions has a client retention rate above 90%.

2. **City Wide is truly different than the rest.** All maintenance companies are not created equal. We are excellent managers and deliberately do things differently at City Wide. We believe our focus on management is the reason our relationships with our clients are so strong. In this proposal, you will clearly see the differences and the advantages our team provides you.

City Wide's Facility Solutions Manager: Your One Point of Contact

Your Facility Solutions Manager strives to understand your building as fully as possible. They know you have more important things to do, and they take care of the details for you. Let us introduce your Facility Solutions Manager:



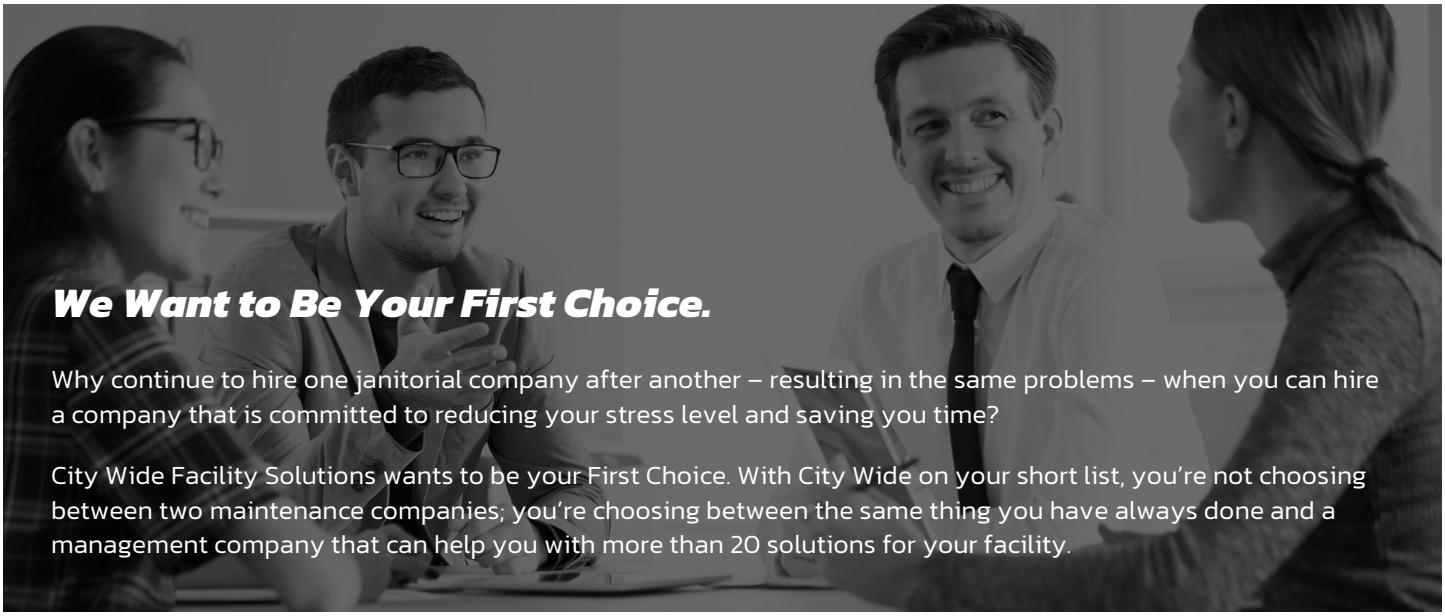
Japneet Kaur Singh
Facility Solutions Manager
(510) 496-4327
jkaur@gocitywide.com

No matter how many, or few, services you require, City Wide will take the hassle out of the equation. Your **Facility Solutions Manager** meets with you during the day with the primary responsibility of helping to ensure quality and to be available to you to address any other needs for your facility. The FSM conducts frequent and regular inspections of the facility and services being performed, proactively identifies opportunities for improvement, and facilitates improved workflows with crews – all while keeping you up to date and informed.

Your **Night Manager** oversees the after-hours services being done in your facility to ensure superior work on every project. The night manager and FSM closely review together all information, opportunities, and issues in each building to ensure timely advancement of objectives and swift resolutions. Due to our unique business model, we can provide all of this at a competitive price compared with others in the industry.

We appreciate this opportunity to earn your business and thank you for your time and consideration. We look forward to working with you.

Why City Wide?



We Want to Be Your First Choice.

Why continue to hire one janitorial company after another – resulting in the same problems – when you can hire a company that is committed to reducing your stress level and saving you time?

City Wide Facility Solutions wants to be your First Choice. With City Wide on your short list, you're not choosing between two maintenance companies; you're choosing between the same thing you have always done and a management company that can help you with more than 20 solutions for your facility.

Why Choose City Wide Facility Solutions?

For one service or many, City Wide will provide unparalleled assistance in the form of:

- One point of contact
- Simplified invoicing
- 24-hour client care
- Competitive pricing
- Facility Solutions Manager and Night Manager
- Proactive evaluation of your building and quality control

Our clients see a difference in the quality of service delivered by City Wide. That's why we boast a retention rate above 90%.

Our Mission

To create a *ripple effect* by positively impacting the people and communities we serve.

We Live Our Values Every Day

Community **Accountability** **Professionalism**

Customer Obsession **Accelerating with Excellence**

Our values serve as the foundation upon which we will work with each other, our clients, and our suppliers toward mutual success. Everyone associated with our organization is constantly challenged to live these values.

City Wide's Unique Value Proposition

We represent the client by providing a part-time facility manager who saves you time and solve problems in your commercial facility.



The Solutions We Manage

By providing just one point of contact for everything from carpet cleaning to janitorial supplies to window washing, your Facility Solutions Manager (FSM) reduces the stress and time spent dealing with vendors who are a constant source of problems. Your FSM will proactively help you keep your building in top shape and work with you to maximize your budget to get the most out of your facility. Here is a short list of some of the other services we manage:

Disinfecting Services

- High-touch areas
- Electrostatic spraying

Janitorial Supplies

- Toilet paper, soap, paper towels, and other consumables
- Dispensers – for soap, sanitizer, paper supplies
- Break room supplies
- Cleaning chemicals

Detail Cleans

- Edge vacuum carpets
- Dust blinds
- Dust air vents
- Wash walls in rest rooms

Floor Care Specialists

- Strip/refinish all resilient tile and hard surface floors
- Scrub restroom floors

Carpet Care Specialists

- Clean carpets using appropriate method; extraction, bonnet, or dry foam, and more

Window Washing

- Wash interior and/or exterior windows, ground level to high-rise

Plumbing

- Service calls and emergency services
- Installations and remodels

Landscaping

- Mowing and edging
- Planting, artscaping, and hardscaping
- Tree trimming

Pressure Washing

- Eliminate build-up from the exterior of your facility

Lighting Services

- Replace difficult to reach and high voltage lighting

Electrical, HVAC, Pest Control

Handyman, Day Porter

And more . . . Just ask!

City Wide Business Model

City Wide Facility Solutions is a management company in the building maintenance industry. By uniquely representing the client, our professional management team serves as one point of contact for 20+ facility solutions for commercial properties.



New Account Implementation Process

With 30 days' notice we will implement the following to ensure a smooth transition:

1. Immediately after our agreement has been signed, we will schedule a building walk-through with your Facility Solutions Manager. This is to view the facility, review the scope of work, and discuss items of importance.
2. During the pre-start walk-through we request building keys, alarm codes, and emergency procedures to provide to your City Wide team.
3. We will select the most qualified crew(s) and Night Manager to perform the scope of work as agreed. Our goal is to ensure a smooth transition.
4. Your assigned Facility Solutions Manager and Night Manager will be at your facility for the first nights of the start-up to support the crews and to ensure we achieve the City Wide level of service.
5. Your dedicated Facility Solutions Manager will visit the facility and complete an inspection the morning following the first clean to ensure the expectations are being met and the building is being serviced properly.
6. Ongoing inspections will be made thereafter during the day by the Facility Solutions Manager on a regularly agreed upon day and time.

Technology

In conjunction with our innovative business model, City Wide leverages up-to-date technology to provide you with world-class building maintenance solutions. Using our proprietary City Wide Client Relationship Management System (CWCMS), our Facility Solutions Managers (FSMs) are equipped to proactively manage the services and quality control process at each of your facilities. Some features available to the FSMs include:

- Quality control and inspection reporting
- Real time communications
- Supply orders
- Extra service requests
- Complaint escalations and resolutions
- Comprehensive account history

We also offer flexibility in our support services and our FSMs are happy to use any ticketing or work order management system you may already have in place to make it easier for your team.

Training and Support Resources

City Wide has created an extensive series of training, tools, and best practices that are used throughout the company to facilitate the ongoing training of each member of the City Wide team. This proprietary training and development program, known as City Wide You (CWU), has been created to train and develop City Wide staff through field training, role play, self-learning, coaching, and other tools all designed to not only teach HOW we conduct our business activities, but WHY we do things the way we do. We strive to create a culture of continuous learning and improvement for every role which helps ensure we provide the highest level of onsite service to each of our clients.

As an appendix to this document, you will find an overview of our Quality Control Program. This appendix will introduce you to just some of the proprietary processes and tools we use to conduct our operations and ensure the absolute highest caliber of service.

In Conclusion

Regardless of the size and scope of your operation and the range of your immediate needs, City Wide can manage the job. We have developed a proprietary business model and are dedicated to a vision that does not simply try to do better than the competition but ensures 100% client satisfaction.

We have a superior track record in client retention for a reason and welcome the opportunity to show you why firsthand. City Wide appreciates that selecting the right vendor means taking into account all the information you've received. What's important to remember is you are not being given the choice between two maintenance companies, as we are not a maintenance company.

This is not an "apples to apples" comparison; it's truly "apples to oranges." You're being given the choice between yet another janitorial company OR a management company that will become an extension of your team.

CITY WIDE
FACILITY SOLUTIONS



We Understand Schools & Universities

We understand the challenges educators face when finding and managing facility solutions.

The truth is, after more than 60 years of experience in the building maintenance industry, we've heard it all. We know the responsibilities can be vast and varied: keeping your building clean, managing your staff, and let's not forget about the students. It's a daily challenge!

So here's our question: **What's been your biggest headache when it comes to keeping your facility clean?**

To the right are some common concerns we hear our educational facility clients tell us when we first meet.

"For the offered services and quality, I thought City Wide would be out of our price league. But they are priced just right and the follow-through and response rate is outstanding with all of our locations. I highly recommend them on a national scale."

– Satisfied Client

City Wide Saves You Time and Solves Problems

- 20+ facility solutions
- One point of contact
- Customized scope of services
- Regular facility walk-throughs
- Reduced workload for you
- Consolidated invoice/billing
- Security and compliance

City Wide Facility Solutions

GoCityWide.com **(510) 853-7135**

Background Checks for Crews

Security is a concern at your facility for your students and staff. With City Wide, all cleaning crew members must have background checks to ensure compliance and safety for your school.

Cleanliness of Restrooms

Between floors and grout lines, to soap and paper supplies, student restrooms can be a big hassle. At City Wide, not only do we make sure your facility is clean, but we'll also ensure your supplies are always stocked, no matter how much toilet paper is used.

Floor Care Concerns

Does your current janitorial crew keep your floors buffed and shiny? How are the floors in your high-traffic areas looking these days? Before you have to worry about the cost of replacing flooring, let us help you create a floor plan that could prevent or restore years of wear and tear.

Forgotten Trash in the Building

Tired of trash cans not getting emptied on a daily basis? We're here to make sure the time spent on your janitorial needs is on task, efficient, and never results in un-emptied trash cans.

Classroom Germs

Keeping all who enter your facility safe from contagious viruses, bacteria, and other pathogens takes special attention. We work to develop a plan to proactively treat your facility to keep schedules running as normal.

Vendor Information & Licenses

1. City Wide Facility Solutions W9
2. City of Oakland Business License
3. DIR Janitorial Services Registration

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

► **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Stirling Commercial Services, LLC

2 Business name/disregarded entity name, if different from above

City Wide Facility Solutions

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.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☑ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► P

Note: 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 **not** 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.

☐ Other (see instructions) ►

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

520 3rd Street, Suite 200

Requester's name and address (optional)

6 City, state, and ZIP code

Oakland, CA 94607

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

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 *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

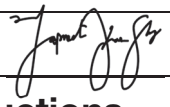
9	2	–	3	0	5	0	8	7	6

Part II Certification

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.

Certification instructions. 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.

Sign Here **Signature of U.S. person** ►  **Date** ► 01/04/2024

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

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.

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.*

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and

4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting,* later, for further information.

Note: If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien;
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;
- An estate (other than a foreign estate); or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

In the cases below, the following person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States.

- In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity;
- In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust; and
- In the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person, do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items.

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.

2. The treaty article addressing the income.

3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.

4. The type and amount of income that qualifies for the exemption from tax.

5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

Backup Withholding

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 24% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,

2. You do not certify your TIN when required (see the instructions for Part II for details),

3. The IRS tells the requester that you furnished an incorrect TIN,

4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code,* later, and the separate Instructions for the Requester of Form W-9 for more information.

Also see *Special rules for partnerships,* earlier.

What is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are specified United States persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code,* later, and the Instructions for the Requester of Form W-9 for more information.

Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account; for example, if the grantor of a grantor trust dies.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of $50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a $500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Line 1

You must enter one of the following on this line; **do not** leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account (other than an account maintained by a foreign financial institution (FFI)), list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9. If you are providing Form W-9 to an FFI to document a joint account, each holder of the account that is a U.S. person must provide a Form W-9.

a. **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

Note: ITIN applicant: Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040/1040A/1040EZ you filed with your application.

b. **Sole proprietor or single-member LLC.** Enter your individual name as shown on your 1040/1040A/1040EZ on line 1. You may enter your business, trade, or "doing business as" (DBA) name on line 2.

c. **Partnership, LLC that is not a single-member LLC, C corporation, or S corporation.** Enter the entity's name as shown on the entity's tax return on line 1 and any business, trade, or DBA name on line 2.

d. **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on line 2.

e. **Disregarded entity.** For U.S. federal tax purposes, an entity that is disregarded as an entity separate from its owner is treated as a "disregarded entity." See Regulations section 301.7701-2(c)(2)(iii). Enter the owner's name on line 1. The name of the entity entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner's name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity's name on line 2, "Business name/disregarded entity name." If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, you may enter it on line 2.

Line 3

Check the appropriate box on line 3 for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box on line 3.

IF the entity/person on line 1 is a(n) . . .	THEN check the box for . . .
• Corporation	Corporation
• Individual • Sole proprietorship, or • Single-member limited liability company (LLC) owned by an individual and disregarded for U.S. federal tax purposes.	Individual/sole proprietor or single-member LLC
• LLC treated as a partnership for U.S. federal tax purposes, • LLC that has filed Form 8832 or 2553 to be taxed as a corporation, or • LLC that is disregarded as an entity separate from its owner but the owner is another LLC that is not disregarded for U.S. federal tax purposes.	Limited liability company and enter the appropriate tax classification. (P= Partnership; C= C corporation; or S= S corporation)
• Partnership	Partnership
• Trust/estate	Trust/estate

Line 4, Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to you.

Exempt payee code.

- Generally, individuals (including sole proprietors) are not exempt from backup withholding.
- Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.
- Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions.
- Corporations are not exempt from backup withholding with respect to attorneys' fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space in line 4.

1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)

2—The United States or any of its agencies or instrumentalities

3—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

4—A foreign government or any of its political subdivisions, agencies, or instrumentalities

5—A corporation

6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or possession

7—A futures commission merchant registered with the Commodity Futures Trading Commission

8—A real estate investment trust

9—An entity registered at all times during the tax year under the Investment Company Act of 1940

10—A common trust fund operated by a bank under section 584(a)

11—A financial institution

12—A middleman known in the investment community as a nominee or custodian

13—A trust exempt from tax under section 664 or described in section 4947

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 7
Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 4
Payments over $600 required to be reported and direct sales over $5,000[1]	Generally, exempt payees 1 through 5[2]
Payments made in settlement of payment card or third party network transactions	Exempt payees 1 through 4

[1] See Form 1099-MISC, Miscellaneous Income, and its instructions.

[2] However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

Exemption from FATCA reporting code. The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) written or printed on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)

B—The United States or any of its agencies or instrumentalities

C—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i)

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i)

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state

G—A real estate investment trust

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940

I—A common trust fund as defined in section 584(a)

J—A bank as defined in section 581

K—A broker

L—A trust exempt from tax under section 664 or described in section 4947(a)(1)

M—A tax exempt trust under a section 403(b) plan or section 457(g) plan

Note: You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns. If this address differs from the one the requester already has on file, write NEW at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

Line 6

Enter your city, state, and ZIP code.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note: See *What Name and Number To Give the Requester,* later, for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at *www.SSA.gov*. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at *www.irs.gov/Businesses* and clicking on Employer Identification Number (EIN) under Starting a Business. Go to *www.irs.gov/Forms* to view, download, or print Form W-7 and/or Form SS-4. Or, you can go to *www.irs.gov/OrderForms* to place an order and have Form W-7 and/or SS-4 mailed to you within 10 business days.

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note: Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, 4, or 5 below indicates otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code,* earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), ABLE accounts (under section 529A), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account) other than an account maintained by an FFI	The actual owner of the account or, if combined funds, the first individual on the account[1]
3. Two or more U.S. persons (joint account maintained by an FFI)	Each holder of the account
4. Custodial account of a minor (Uniform Gift to Minors Act)	The minor[2]
5. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee[1]
b. So-called trust account that is not a legal or valid trust under state law	The actual owner[1]
6. Sole proprietorship or disregarded entity owned by an individual	The owner[3]
7. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))	The grantor*
For this type of account:	**Give name and EIN of:**
8. Disregarded entity not owned by an individual	The owner
9. A valid trust, estate, or pension trust	Legal entity[4]
10. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
11. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
12. Partnership or multi-member LLC	The partnership
13. A broker or registered nominee	The broker or nominee
14. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
15. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulations section 1.671-4(b)(2)(i)(B))	The trust

[1] List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

[2] Circle the minor's name and furnish the minor's SSN.

[3] You must show your individual name and you may also enter your business or DBA name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

[4] List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships,* earlier.

***Note:** The grantor also must provide a Form W-9 to trustee of trust.

Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records From Identity Theft

Identity theft occurs when someone uses your personal information such as your name, SSN, or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for Taxpayers.

Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

Protect yourself from suspicious emails or phishing schemes. Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to *phishing@irs.gov.* You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at *spam@uce.gov* or report them at *www.ftc.gov/complaint.* You can contact the FTC at *www.ftc.gov/idtheft* or 877-IDTHEFT (877-438-4338). If you have been the victim of identity theft, see *www.IdentityTheft.gov* and Pub. 5027.

Visit *www.irs.gov/IdentityTheft* to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.

CITY OF OAKLAND

BUSINESS TAX CERTIFICATE

ACCOUNT NUMBER
00255246

The issuing of a Business Tax Certificate is for revenue purposes only. It does not relieve the taxpayer from the responsibility of complying with the requirements of any other agency of the City of Oakland and/or any other ordinance, law or regulation of the State of California, or any other governmental agency. The Business Tax Certificate expires on December 31st of each year. Per Section 5.04.190(A), of the O.M.C. you are allowed a renewal grace period until March 1st the following year.

STIRLING COMMERCIAL SERVICES, LLC

DBA
CITY WIDE FACILITY SOLUTIONS

BUSINESS LOCATION
520 3RD ST STE 200
OAKLAND, CA 94607-3501

BUSINESS TYPE
F Management Services

EXPIRATION DATE
12/31/2024

Starting January 1, 2021, Assembly Bill 1607 requires the prevention of gender-based discrimination of business establishments. A full notice is available in English or other languages by going to: https://www.dca.ca.gov/publications

JAPNEET KAUR SINGH
JAPNEET KAUR SINGH
520 3RD ST STE 200
OAKLAND, CA 94607-3501

A BUSINESS TAX CERTIFICATE IS REQUIRED FOR EACH BUSINESS LOCATION AND IS NOT VALID FOR ANY OTHER ADDRESS.

ALL OAKLAND BUSINESSES MUST OBTAIN A VALID ZONING CLEARANCE TO OPERATE YOUR BUSINESS LEGALLY. RENTAL OF REAL PROPERTY IS EXCLUDED FROM ZONING.

PUBLIC INFORMATION ABOVE THIS LINE TO BE CONSPICUOUSLY POSTED!

State of California
Department of Industrial Relations
Division of Labor Standards Enforcement
Licensing & Registration Unit
1515 Clay Street, Ste. 1902
Oakland, CA 94612

Registration Number:
JS-LR-1001132995

Janitorial Services Registration

REGISTRANT WITH EMPLOYEES

Effective Date	Expiration Date
2/20/2024	**2/20/2025**

Stirling Commercial Services, LLC
520 3rd St
Oakland, CA 94607

Workers Compensation Insurance Expiration Date:
September 5, 2024

Branch 1. DBA City Wide Facility Solutions — 520 3rd St, Oakland, CA 94607

Having paid to the Labor Commissioner of the State of California the required Registration Fee is hereby granted a registration to conduct the business of Janitorial Services in the State of California at the location(s) listed above and effective for the period designated above in conformity with the provisions of Chapter 4, Part 4.2, Division 2 of the Labor Code and the rules and regulations issued thereunder by the Labor Commissioner.

THIS REGISTRATION IS NOT TRANSFERABLE AND IS VALID ONLY AT THE REGISTERED OPERATING LOCATION INDICATED ABOVE

POST IN A CONSPICUOUS PLACE

ALTERATIONS WILL VOID THIS REGISTRATION

Service Agreement

City Wide Facility Solutions is excited to serve your community by keeping your facilities clean!

In order to accomplish this, we agree to manage all services listed herein to provide complete and proper maintenance for your premises. We pay special attention to entryways, restrooms, and other high-profile, high-traffic areas because we understand how critical it is to keep them feeling clean and looking good at all times. We disinfect high-touch surfaces with only EPA-registered disinfectants as a crucial step in keeping everyone in your buildings healthy..

Daily Duties:

- Classrooms & Offices:
  - Empty trash and recycling bins.
  - Dust and wipe down desks, chairs, and surfaces.
  - Sweep and mop floors.
  - Clean and sanitize door handles, light switches, and high-touch areas.
  - Refill hand sanitizer and soap dispensers.
  - Check and refill paper towels and tissue dispensers.
  - Clean whiteboards and chalkboards.
- Restrooms:
  - Clean and disinfect toilets, urinals, and sinks
  - Refill soap, paper towels, and toilet paper.
  - Empty trash bins and sanitary disposal units.
  - Sweep and mop floors with disinfectant.
  - Clean mirrors and other fixtures.
- Common Areas & Hallways:
  - Sweep and mop floors.
  - Clean and sanitize water fountains.
  - Empty trash and recycling bins.
  - Clean and wipe down benches, railings, and other surfaces.
  - Check and clean entrance mats.
- Cafeteria:
  - Clean and sanitize tables and chairs.
  - Sweep and mop floors.
  - Empty trash and recycling bins.
  - Clean and disinfect serving areas.

Weekly Duties:

- Classrooms & Offices:
  - Perform a thorough dusting of all surfaces, including high areas like shelves and vents.
  - Vacuum carpeted areas.
  - Spot clean walls and remove any markings.
- Restrooms:
  - Deep clean and disinfect all fixtures, including partitions and walls.

    - Scrub and clean floor drains.
- Common Areas & Hallways:
    - Dust and wipe down light fixtures and vents.
    - Buff and polish floors where applicable.
- Cafeteria:
    - Deep clean kitchen areas including appliances and food preparation surfaces.
    - Clean and sanitize waste bins.

Monthly Duties:

- Classrooms & Offices:
    - Wash windows and glass partitions up to 10'.
    - Spot clean and disinfect upholstery on chairs and other furniture.
- Restrooms:
    - Perform a deep cleaning of grout and tile surfaces.
    - Inspect and clean air vents and replace filters if necessary.
- Common Areas & Hallways:
    - Clean and polish all metal fixtures.
    - Wash windows and glass doors up to 10'.
- Cafeteria:
    - Clean and sanitize refrigerator and freezer exteriors.
    - Perform a deep cleaning of storage areas.

Twice-Yearly Duties:

- Classrooms & Offices:
    - Strip and wax hard floors.
    - Deep clean carpets with a professional carpet cleaner.
    - Inspect and perform minor repairs on furniture and fixtures.
- Restrooms:
    - Deep clean and seal grout and tile surfaces.
    - Inspect and repair any plumbing issues.*
- Common Areas & Hallways:
    - Refinish floors.
    - Wash exterior windows up to 12' from ground level.
- Cafeteria:
    - Deep clean exhaust hoods and vents.
    - Inspect and perform maintenance on kitchen equipment.*

*Plumbing and kitchen equipment repairs can be provided at an additional cost. Repair requests will be assessed and quoted accordingly.

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Reporting and Check-In Process:

Daily:

- Crew will report any maintenance issues or supply needs to the Lead Custodian.

Monthly:

- A detailed report summarizing the monthly duties completed will be submitted to the Director of Facilities.

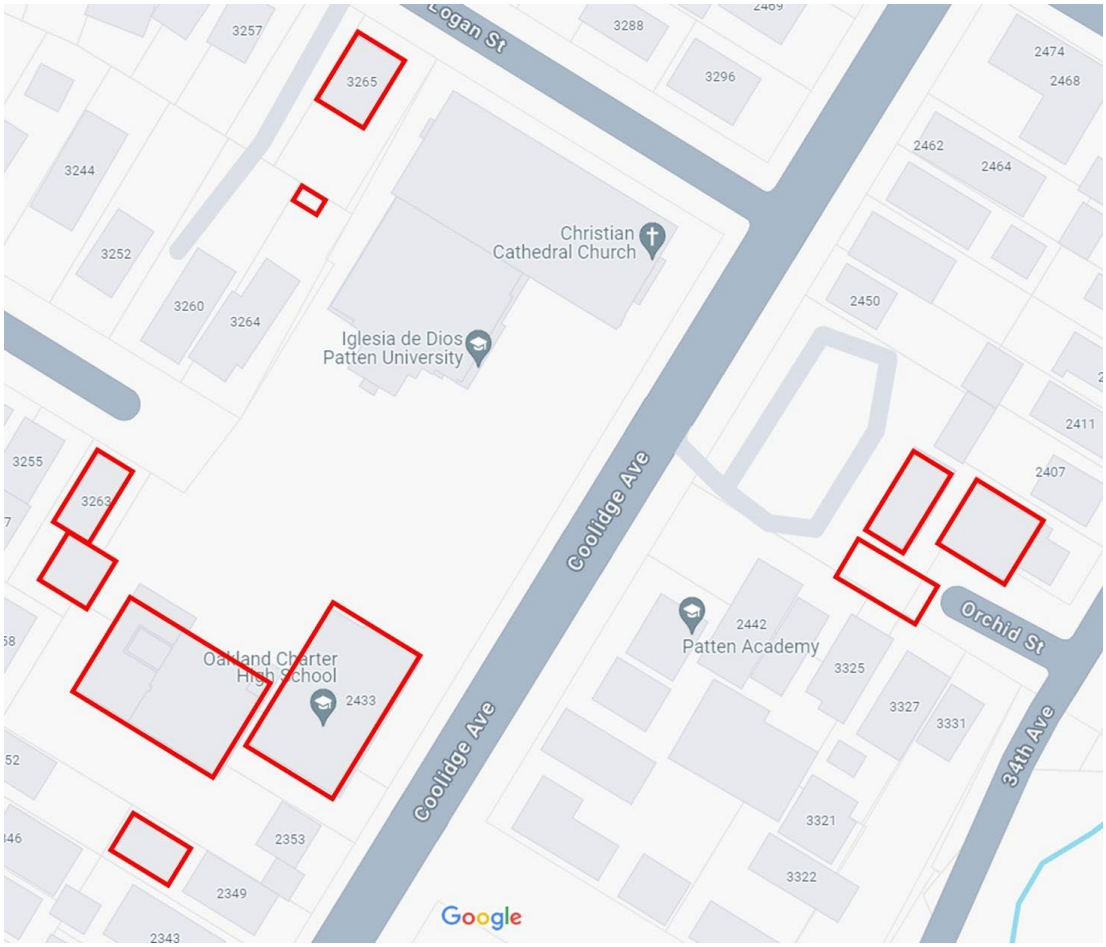
Yearly:

- An annual report summarizing the twice-yearly duties completed will be submitted.
- A meeting will be held with the Director of Facilities to review the year's performance and plan for the upcoming year.

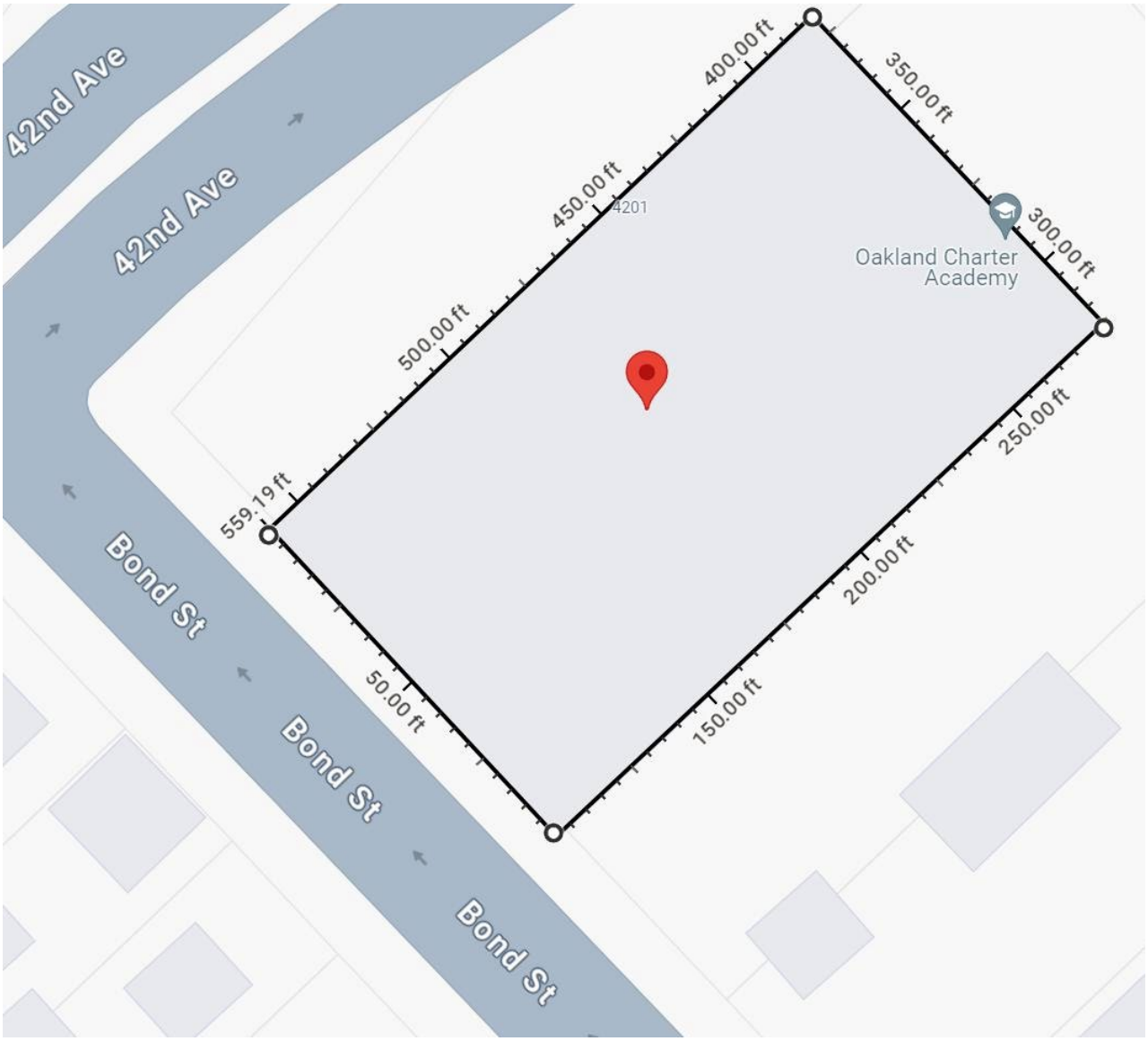
Scope of Service Addresses

The following locations are covered under this Service Agreement. Additional locations must be approved and added to this agreement via addendum.

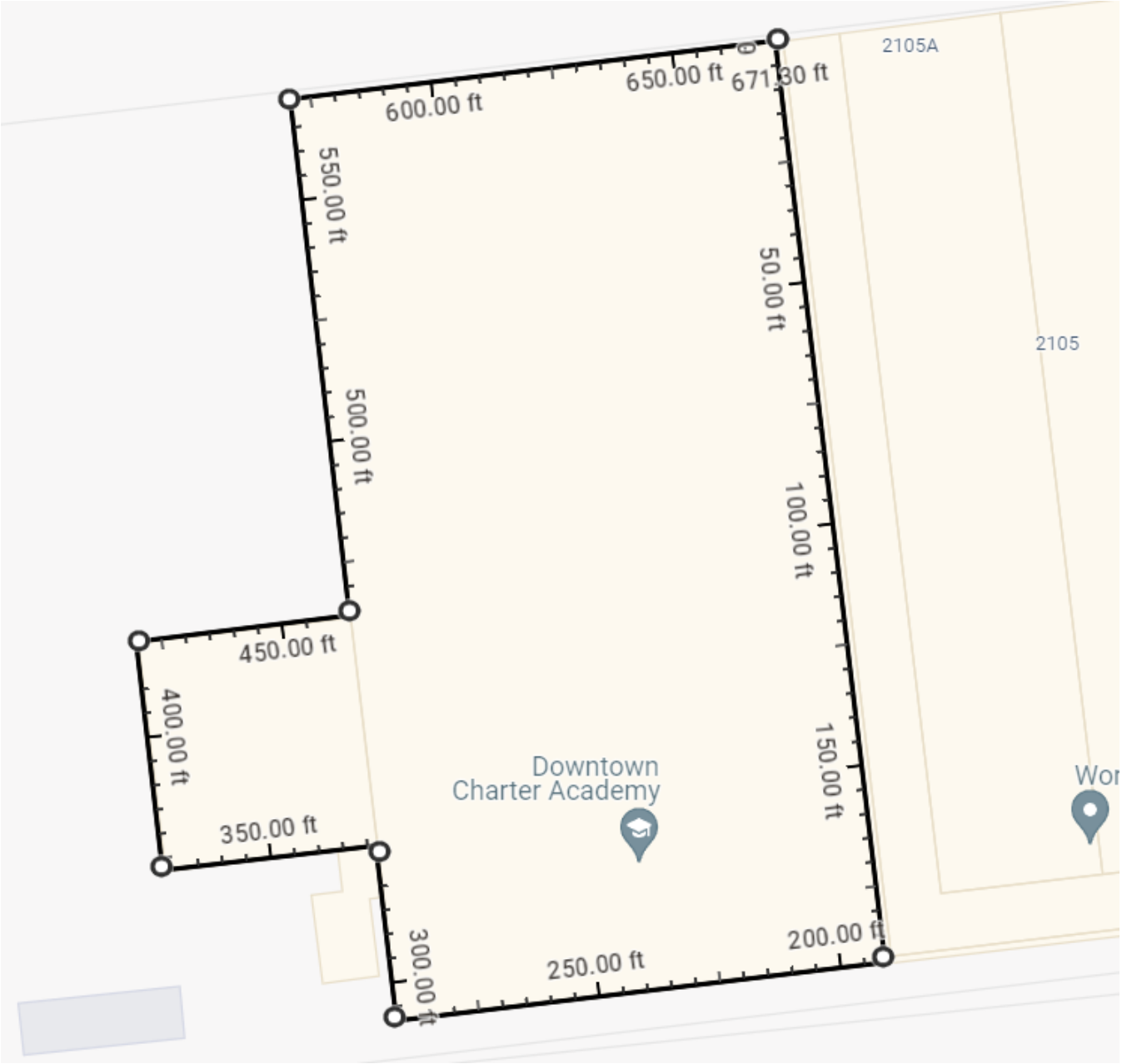
1. **Oakland Charter High School** ***2365 Coolidge Avenue, Oakland, CA 94601***



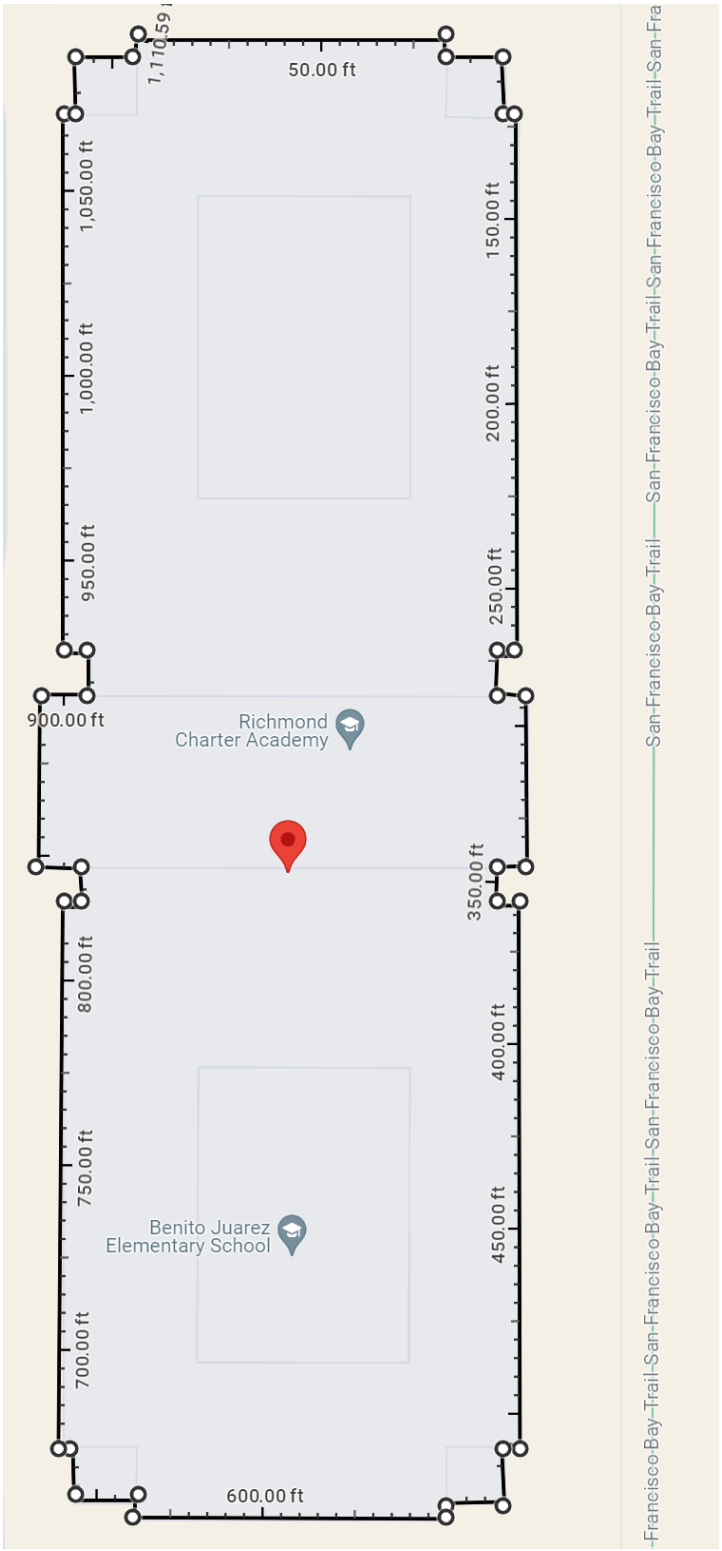
2. Oakland Charter Academy ***4215 Foothill Blvd, Oakland, CA 94601***



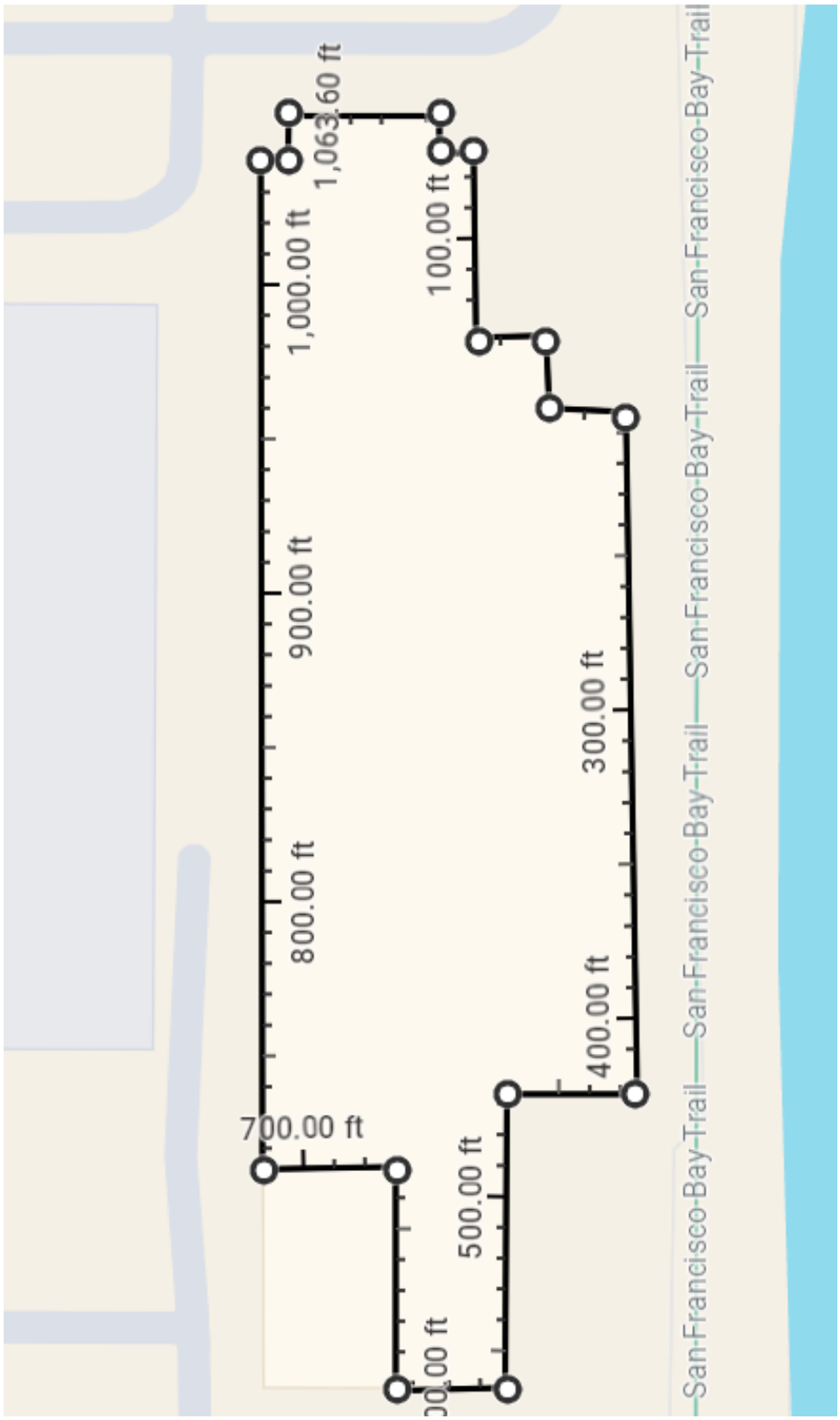
3. Downtown Charter Academy (DCA) ***2000 Dennison Street, Oakland, CA 94606***



4. **Richmond Charter Academy** ***1450 Marina Way South, Richmond, CA 94804***
5. **Benito Juarez Elementary** ***1450 Marina Way South, Richmond, CA 94804***



6. John Henry High School ***1402 Marina Way South, Richmond, CA 94804***



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General

Care will be taken to conserve water and power beyond that which is required for the performance of the crew's duties.

Every effort will be made to observe and report any unusual occurrences during our time or the crew's time in the building.

Any problem that may arise during the crew's work schedule will be reported directly to our contact.

Holidays

Unless a request is made for service at an additional charge, the following holidays will be observed and no services shall be provided: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

Terms and Conditions

Stirling Commercial Services, LLC *dba* City Wide Facility Solutions
520 3rd Street, Suite 200, Oakland, CA 94607

This SERVICE AGREEMENT (the "Agreement") is made and entered into as of the ____ day of _____, 20___, by and between Stirling Commercial Services, LLC *dba* City Wide Facility Solutions ("City Wide"), a California liability limited company and _____, a _____ (please select one: sole proprietorship / partnership / limited partnership / limited liability company / corporation /not-for-profit corporation), organized under the laws of the State of _____ ("Customer"), each sometimes referred to individually as a "Party" and collectively as the "Parties."

1. Services and Products. Services and products (if applicable) will be provided as set forth in a separate document ("Service Agreement") attached hereto. The date City Wide's services ("Services") are to commence shall be set forth in the attached Investment Recap, signed by representatives of both Parties. If no date is set forth in the Investment Recap, then Services will commence on a date mutually agreeable to the Parties.

2. Performance. Services shall be provided in a professional and workman-like manner in conformity with the Service Agreement. "City Wide Personnel" consists of City Wide employees, agents and/or independent contractors. City Wide shall retain full responsibility for the Services of any City Wide Personnel. If any individual assigned is unacceptable to the Customer, the Customer shall promptly notify City Wide management concerning the situation. If the Parties are unable to arrive at a solution that is acceptable to the Customer, the Customer may request that City Wide replace the individual. City Wide will either replace the individual within a reasonable time frame or terminate the Services provided hereunder effective immediately and City Wide shall have no liability for doing such.

3. Invoices. City Wide will invoice Customer on or about the first day of each month in which Services and Products are provided. Monthly fees for Services and Products may be prorated by City Wide when appropriate. Invoices for Services and Products, as set forth in the Service Agreement and Investment Recap, shall be paid within ten (10) days from the date of invoice. WHEN APPLICABLE, SALES TAX WILL BE ADDED TO THE INVOICE. Payment methods accepted are Check, Money Order, Electronic Funds Transfer, Wire Transfer, or ACH, unless prearranged and noted on the Investment Recap page. City Wide has the option to apply payment to a different invoice than may be designated by the Customer. Customer shall be responsible for all Products and Services provided to the location set forth in the Service Agreement or Investment Recap until City Wide receives written notice of a change in ownership of the location. Additional services and products may be purchased by Customer from City Wide. Invoices for the additional services will be sent ahead of service and payment is due upon receipt, before services are rendered. Invoices for products will be sent immediately upon orders placed for the additional products, and payment will be due within ten (10) days from the date of invoice. Any dispute concerning an Invoice or Services shall be identified in writing within ten (10) days of the Invoice or the rendering of the Services, as the case may be. City Wide will charge the Customer a late charge of 1.5% per month not to exceed legal interest rates on all outstanding balances of more than 30 days from the invoice date. Customers shall also pay, where appropriate, all collection costs including reasonable attorneys' fees.

4. Price Increases. Notwithstanding anything herein to the contrary, adjustments to the charges for Services, as set forth in the Investment Recap, may be made in the event that (i) additional workmen are employed by City Wide at the request of the Customer to extend service areas and/or specifications, (ii) additional wages are paid out by City Wide for Services, due to union increases, (iii) any other governmental action directly and materially affects City Wide's costs of Services and/or (iv) there are increases in operational costs and economic factors. Any change in fees for Services requires a 30-day prior written notice to Customer, and Customer may elect to terminate the Services provided hereunder in writing prior to the effective date of such increase without penalty. Customer shall immediately notify City Wide in writing of any addition or deletion of square footage being used in Customer's building. No reduction in the charges shall be appropriate until written notification of the deletion of square footage has been given by Customer to City Wide. Charges shall be due for an addition of square footage regardless of whether Customer notifies City Wide of such.

5. Materials. All cleaning materials and equipment necessary for Services will be furnished by City Wide, except for usable/consumable items. Customer will provide the usable/consumable items including, but not limited to, hand towels, toilet tissue, hand soap, plastic liners, air fresheners, and feminine hygiene products. At Customer's option, City Wide may provide these products for an additional cost.

6. Indemnification. Customer and City Wide shall fully indemnify, defend, and hold harmless the other for any and all costs and expenses (including reasonable attorneys' fees) for any and all claims, costs, expenses and damages arising as a result of acts or omissions of the other, its employees, agents, guests, invitees and/or representatives.

7. Conflicts. If terms or provisions herein conflict with the terms or conditions set forth in another agreement between the parties, the terms hereof shall prevail even if the other agreement is entered into prior to this Agreement. City Wide's maximum legal liability and exposure, with respect to conflicts, to Customer hereunder shall not exceed the charges paid by Customer for one

Initial: _____

month's Services. No oral representations or promises have been made to the Customer.

8. Non-Solicitation. While Services are being provided hereunder, including any extension or renewal of the Services, and for a period of 180 days following the termination of City Wide's Services, Customer shall not employ, contract with nor have any business dealings whatsoever with any individual or company that is or was an employee, agent or independent contractor of City Wide (or a parent, subsidiary, franchisee, related or associated company) or an employee or agent of a City Wide independent contractor, while Services were being provided hereunder. As used in this section of this Agreement, the term "Customer" shall mean the undersigned Customer, together with all employees, agent's partners, officers, directors and/or principals of Customer and any parent, subsidiary, related or associated company. Should the Customer breach the covenants of this section of this Agreement, in addition to all other remedies provided by law, it is understood that City Wide shall be entitled to: (a) an immediate Temporary Restraining Order from any Court of competent jurisdiction, and thereafter to a Preliminary Injunction and a Permanent Injunction; and (b) immediate payment by Customer of liquidated damages in the amount of one thousand dollars per week for each violation, the Customer acknowledging that actual damages would be difficult or impossible to calculate; and (c) immediate payment by Customer of all costs and expenses incurred by City Wide in connection with the enforcement of this Agreement, including, but not limited to, reasonable attorneys' fees, investigation costs and court costs. Any period of time in which Customer violates the provisions of this paragraph shall be added to the 180-day duration of the restriction.

9. Relationship of Parties. Each Party and its personnel are independent in relation to the other Party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association, or employment relationship between the Parties. Neither Party may assume or create any obligations on the other's behalf without prior written consent. Each Party shall remain responsible for the withholding and payment of all federal, state, and local personal income, wage, earnings, occupations, social security, unemployment, sickness and disability insurance taxes, payroll levies, or employee benefit requirements now existing or hereafter enacted and attributable to themselves and their respective personnel.

10. Compliance. The Customer agrees to keep, or cause to keep, all of its facilities in conformity with all applicable federal, state or local laws, ordinances and regulations, as well as in conformity with requests made by City Wide to facilitate the performance of its Services, and agrees to fully indemnify, defend and hold harmless City Wide from any loss, injury or damages (including attorneys' fees) caused by the Customer's failure to abide by the terms of this paragraph and/or this Agreement.

11. Security. City Wide and its employees, agents, contractors, and related companies shall not be responsible for cash and personal valuable items left in the subject building. It is the Customer/tenants' responsibility to have such items locked in a secured area, where City Wide Personnel do not have access. In the event of a theft, City Wide will fully cooperate with law enforcement agencies.

12. Keys. Customer agrees to provide four (4) complete sets of building keys. Customer agrees to allow City Wide to copy keys at a cost of $5.00 per key, to be invoiced separately of monthly service charges if four (4) sets are not provided.

13. Insurance. Customer shall maintain adequate insurance protection covering the subject premises and its employees, including coverage for statutory workers' compensation and comprehensive general liability for bodily injury and property damage. City Wide agrees to maintain in effect at all times during the term of the Services rendered hereunder the following insurance: bodily injury with limits of $1,000,000 for each person and $1,000,000 for each occurrence, property damage with limits of $1,000, 000 per occurrence, automobile liability insurance with limits of $300,000per accident for bodily injury and property damage. Insurance certificates will be furnished upon request. In addition, City Wide shall maintain worker's compensation insurance as required by applicable law.

14. Term. The term of the Contract shall be for an Initial Term of 12 months to commence on the Start Date indicated on the Investment Recap or the first date of service on the Customer's premises. This Contract shall automatically renew for an additional 12-month period unless written notice is received ninety (90) days prior to the anniversary of the Start Date of the Client's intent not to renew. No such termination shall affect Customer's obligation to pay Company for all Services rendered and products provided. The term of the Services to be provided hereunder shall commence as set forth herein and shall continue in full force and effect beyond the Initial Term until terminated as set forth herein.

15. Cancellation. Either Party may terminate the Services to be provided hereunder upon thirty (30) day written notice, provided that no such termination shall affect Customer's obligation to pay City Wide for all Services rendered and product provided. The services may be terminated by the Customer at any time after the expiration of the initial term as follows: (a) Customer shall provide City Wide with a written notice stating a problem and allow City Wide 30 days to cure the problem. If City Wide is unable to cure the problem specified by Customer to Customer's satisfaction, Customer may then terminate the services by providing thirty (30) day prior written notice to City Wide.

Initial: _____

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16. Force Majeure. City Wide shall be excused from its performance for a commercially reasonable period of time to the extent that it is prevented, hindered or delayed by a force majeure occurrence.

17. Assignments. This Agreement shall bind all parties, their heirs, assigns, successors, agents, and representatives. City Wide may assign this Agreement and its obligations hereunder.

18. Governing Law. This Agreement shall be governed by the laws of California. The Customer consents to the jurisdiction and venue of any court in California.

19. Arbitration. Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall be determined by arbitration in Oakland, California before one arbitrator. The arbitration shall be administered by JAMS pursuant to its Comprehensive Arbitration Rules and Procedures and pursuant to JAMS' Streamlined Arbitration Rules and Procedures. Judgment on the Award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. If the arbitrator(s) determine a party to be the prevailing party under circumstances where the prevailing party won on some but not all of the claims and counterclaims, the arbitrator(s) may award the prevailing party an appropriate percentage of the costs and attorneys' fees reasonably incurred by the prevailing party in connection with the arbitration.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION TO WHICH, THE PARTIES AGREE TO BE BOUND.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as of the date first written above.

_____ Print Customer's Legal Name Here	Stirling Commercial Services, LLC *dba* City Wide Facility Solutions
Signature: _____	Signature: _____
Print: _____	Print: _____
Title: _____	Title:_____

A SIGNED FACSIMILE OR EMAIL COPY OF THIS DOCUMENT IS AS BINDING AS AN ORIGINAL.

Initial: _____

Powered by BoardOnTrack

Amethod Public Schools
David Pearson
1450 Marina Way S, Richmond, California 94804
dpearson@amethodschools.org | (925) 434-6988

Investment Recap

City Wide Facility Solutions Oakland | Janitorial Service Package

Managed Janitorial Service 5x/week – Includes all services outlined in the service agreement.

1. **Oakland Charter High School**
   a. Address: 2365 Coolidge Ave, Oakland, CA 94601
   b. Approximate square footage verified during walkthrough: 29, 197 sq ft .
   c. Bid amount monthly with 1x/year floor care: $6,363 .
   d. Bid amount monthly with 2x/year floor care: $7,407 .
2. **Oakland Charter Academy**
   a. Address: 4215 Foothill Blvd, Oakland, CA 94601
   b. Approximate square footage verified during walkthrough: 17,776 sq ft .
   c. Bid amount monthly with 1x/year floor care: $3,553 .
   d. Bid amount monthly with 2x/year floor care: $4,170 .
3. **Downtown Charter Academy (DCA)**
   a. Address: 2000 Dennison Street, Oakland, CA 94606
   b. Approximate square footage verified during walkthrough: 38,771 sq ft .
   c. Bid amount monthly with 1x/year floor care: $7,177 .
   d. Bid amount monthly with 2x/year floor care: $8,581 .
4. **Richmond Charter Academy + AMPS Home Office**
   a. Address: 1450 Marina Way South, Richmond, CA 94804
   b. Approximate square footage verified during walkthrough: 48,250 sq ft .
   c. Bid amount monthly with 1x/year floor care: $8,932 .
   d. Bid amount monthly with 2x/year floor care: $10,691 .
5. **John Henry High School**
   a. Address: 1402 Marina Way South, Richmond, CA 94804
   b. Approximate square footage verified during walkthrough: 37,990 sqt ft .
   c. Bid amount monthly with 1x/year floor care: $7,032 .
   d. Bid amount monthly with 2x/year floor care: $8,407 .
6. **Benito Juarez Elementary**
   a. Address: 1450 Marina Way South, Richmond, CA 94804
   b. Approximate square footage verified during walkthrough: 48,250 sq ft .
   c. Bid amount monthly with 1x/year floor care: $8,932 .
   d. Bid amount monthly with 2x/year floor care: $10,691 .

Investment Recap

- **Total Monthly Investment with 1x/year floor care:** **$41,988**
- **Total Monthly Investment with 2x/year floor care:** **$49,947**

Amethod Public Schools	**City Wide Facility Solutions**
_____	_____
Authorized Representative Signature	Authorized Representative Signature
_____	_____
Printed Name	Printed Name
_____	_____
Title	Title
_____	_____
Date	Date

_____

Start Date

References

ALMANAC BEER CO	
Description of Facility	A brewery and taproom that we service 7 days a week.
Contact Person	Jonathan Ford, General Manager
Address	651 W Tower Ave, Alameda CA 94501
Phone Number	(415) 992-3438
Email Address	jonathan.ford@almanacbeer.com

EAST BAY GERMAN INTERNATIONAL SCHOOL	
Description of Facility	A K-12 school that we service 6 days a week.
Contact Person	Samuel Hedrick , Director of Facilities
Address	1070 41st St, Emeryville, CA 94608
Phone Number	(510) 380-0958
Email Address	shedrick@ebgis.org

VERITIV	
Description of Facility	A food and beverage packaging production facility that we service 5 days a week, including day porter services.
Contact Person	Abraham Montoya, Operations Manager
Address	2820 N Chrisman Rd, Tracy, CA 95304
Phone Number	(925) 290-5333
Email Address	abraham.montoya@veritivcorp.com



QUALITY CONTROL PROGRAM

An Overview

Introduction

At City Wide Facility Solutions, the quality of service we provide is a point of pride across our entire team. There are many standard operating procedures, policies, and best practices that contribute to our comprehensive quality assurance process.

This document is a collection of examples of just some of our many proprietary policies, guides, and checklists for various roles on the team and the different services we provide.

- Quality Control Program Overview
- How does City Wide Facility Solutions choose Independent Contractors?
- Detailed Building Information Sheet
- Night Manager Building Inspection Checklist + Inspection Form
- Lock-Ups and Keys Policy
- City Wide 4-Step Complaint Policy and Communication Ladder
- The Five Step Cleaning Process
- Team Cleaning Guide
- City Wide Star Policy
- New Start Policy Kit
- Health, Safety, and Environment (HSE) Management Policy
- Health, Safety, and Environment (HSE) Risk Assesment Policy

Quality Control Program Overview

We truly believe that a high quality experience and service delivery is established before we ever set foot in your building. An overview of our approach to quality assurance is shared below.

PEOPLE

People are at the heart of everything we do, from our employees, to our crews, our clients, our vendors, and the community we inhabit. Finding the right people for the role and equipping them for success is the foundation of our quality assurance process.

- Hiring for relevant experience, skills, and culture, including Operations and service crews
- Providing City Wide training tailored to each role; investing in industry training

PROCESSES

- Rewarding high performers and providing mentorship opportunities
- Comprehensive processes for every aspect of service delivery: onboarding new accounts, team members, and crews; developing a scope of work; collecting facility information; assigning crews to accounts; conducting inspections; gathering and addressing Client feedback and requests; sharing updates internally and with Clients; resolving Client complaints and issues; identifying opportunities for improvement; and so much more!
- Maintaining proprietary ranking systems for service crews to identify perfect fit for client accounts and services needed

TOOLS

- Providing – and developing many of – the tools needed to perform each role's responsibilities with excellence, and execute each of our processes from start to end
- This includes comprehensive playbooks for every role; kits, guides, and checklists for every aspect of service delivery, from new starts to complaint policies
- A proprietary CRM to record and manage all inspections, communications, and documentation for accounts and crews

How Does City Wide Facility Solutions Choose Independent Contractors?

PROPRIETARY AND CONFIDENTIAL

How does City Wide Facility Solutions choose Independent Contractors?

City Wide Facility Solutions uses a **multi-step process** to choose independent contractors:

1. Initial Screening:

- City Wide utilizes Independent **Contractor Recruiting Specialists** to conduct initial screenings.
- The process involves checking for qualifications and experience relevant to the specific services offered by City Wide.

2. Credentials and Requirements:

City Wide requires independent contractors to have specific credentials, including:

- **Valid Business License**
- **Worker's Compensation Insurance**
- **General Liability Insurance**
- **Federal EIN** (Employer Identification Number)
- **Background checks**
- **Trade certifications and licenses**
- **Payroll & HR compliance**
- **Referrals and/or testimonials**
- **Formal safety, quality assurance, and complaint policies**

3. Evaluation for Fit:

The Operations team at City Wide ensures the contractor meets the specific requirements and qualifications for the facility and scope of work. This includes assessing relevant knowledge and experience, equipment and supplies, and any required certifications or training.

Additional Points:

- City Wide actively looks for experienced independent contractors with **established businesses** and their own **equipment**.
- City Wide has a set of **internal criteria** for evaluating potential independent contractors, but the specifics are not publicly available.
- City Wide regularly audits independent contractors for compliance.

We proudly serve facilities across the country with extensive background check and regulation compliance requirements such as financial institutions, the IRS, aviation facilities, and public and private schools. Nothing is more important to us than our reputation, and security issues are the fastest way to break down that reputation. We put into place an approach to business that emphasizes our core values and ensures they are met through 100% accountability.

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Detailed Building Information Sheet

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Detailed Building Information Sheet

Overview

Use the DBIS to accurately document all information unique to this Client building. Be sure to keep this information up-to-date as new information comes in and changes are made.

GENERAL INFORMATION

Account Name: _____ Key Number: _____

Address:_____City/State/Zip: _____

IC: _____ Phone: _____

Building Contact: _____ Phone: _____

Emergency Contact: _____ Phone: _____

MON_____TUES_____WED_____THURS_____FRI_____SAT_____SUN_____

List cleaning time parameters for each day, if applicable.

Locations and Procedures

Log Book: (Check every visit) _____

Janitor Closet(s): _____

Supply Order: _____

Trash Dumpster: _____

Recycling: _____

Private Restrooms: _____

Light Instructions: _____

Entry/Exit Instructions: _____

Are there any additional lights or information needed when closing the building?

Hot Spots: _____

_____

Executive Office Location: _____

Additional Information: _____

Timing

Cleaning Days: _____

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Cleaning Times: _____

Time Restrictions: _____

Special Requests: _____

Occupied office process: _____

Alarm & Security

Alarm Location:

_____

Note: Ensure the Alarm Code and procedure is listed on Alarm and Key Tracker sheet

Codes: _____

Special instructions: _____

Emergency Procedure: _____

Emergency Contact Name and Number: #_____ or #_____

Alarm Entry/Exit Instructions: _____

Keys

Type: _____

Number of keys: _____

Who has keys: _____

Special Requests

Suite#/CompanyName	Area	Special Requests

Additional Complaints and Requests

Include any specific pain points from the executive summary and additional complaints as they occur on the next page.

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Suite#/CompanyName	Area	Special Requests

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Night Manager Building Inspection Checklist + Inspection Form

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Night Manager Building Inspection Checklist

BUILDING NAME:	FLOOR(S):	DATE:

CHECKLIST

(P) PASS: THAT CATEGORY DOES NOT NEED ANY ATTENTION AT THIS TIME, UNLESS OTHERWISE LISTED IN THE NOTE SECTION (BLANK AREA).

(F) FAIL: MEANS THIS CATEGORY DOES NOT MEET OUR STANDARDS AND MUST BE ADDRESSED WITHIN 3 WORKING DAYS.

(X) NO ACTION: THIS COULD MEAN THAT CATEGORY DOES NOT EXIST IN THAT ACCOUNT, OR THE MANAGER DID NOT CHECK THAT CATEGORY.

NOTE: Upon Manager's return, all areas that do not pass should already be corrected...failing the same category a 2nd time could result in compliance actions.

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INSPECTION CHECKLIST		INSPECTION NOTES
CRITICAL AREAS	**P/F**	
Hot Spots		
Complaint Areas		
Offices and Secure locations Locked Per Client		
LOBBY / ENTRYWAYS		
Glass Doors Clean/ Entry Frames and sills	**P/F**	
Entry Vestibule (floors, window sills, check cobwebs)		
Floors swept and Mopped (check edges & under furniture)		
Lobby furniture, chairs, tables, Pictures, etc, dusted		

Elevators cleaned & polished		
Elevator tracks & thresholds cleaned & vacuumed		
Elevator cab swept, mopped, & And or vacuumed		
All stairwells swept, mopped, & dusted		
GENERAL OFFICE AREA		
Dusting of all work surfaces		
Dusting computer areas - behind & around them		
Dusting of Partition tops / Cubicle tops		
Dusting of desks cabinets / Credenzas / File cabinets		
Check Dusting of vacant & empty desks		
Check dusting of Picture frames & other wall items		
Dusting of Chair legs & Table legs		
Dusting of Office blinds & window sills		
Office side light glass (check the office glass sills)		
Make sure Trash Liners are being changed		
Check vacuuming under desks, chairs & tables		
Edge vacuuming (check under desk, along walls, & behind doors)		
Overall vacuuming (around, behind, and between furniture)		
Doors (check for dirt, fingerprints, smudges & door jambs)		
Check Contacts office / area (should be 100% clean)		
Janitors closet—is closet & equipment neat, mop hung up, bottles labeled correctly, proper cleaning material, etc.		

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BREAKROOMS / KITCHEN & COFFEE AREAS		
Floors swept & mopped (check under tables & machines)		
Verify tables & chairs are washed & dusted		
Sinks scrubbed & polished (look for browning in sinks)		
counters cleaned thoroughly (check splash guards & wall)		
Clean fronts of cabinets (look for splashes & spills)		
Wash walls (look especially around trash cans & switches)		
Air vents cleaned		
Microwaves cleaned (check upper inside of microwave)		
Clean top of refrigerators, vending & pop machines		
Sweep behind entry doors		
RESTROOMS		
Supplies fully stocked! (must check soap dispensers also!)		
All dispensers dusted & wiped and or polished		
Floors (check corners, edges, behind stools, & behind door		
Stools & urinals cleaned & polished (check for staining) (check upper inside & inside lips of urinals & stools)		
Outsides of stools & urinals (look for urine lines & stains) Check bases of stools, behind lid, tank & pipes on stools		

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Partition tops & ledges dusted, (check high metal tops) the partition & walls are washed		
Partitions & walls washed (check around stools & urinals)		
All stainless and chrome wiped and or polished		
Sinks and counter clean, including backsplash (dry polish all brite work) check for hard water build-up		
Check mirrors (look for splashes & high dust build up)		
Baseboards & rollups clean (no build-up from mop)		
Air vents thru-out dusted		
Look for dirty prints on entry door, & check door frame) Push & kickplates cleaned & polished		
Water fountain o/s of R/R'S (cleaned, polished, no build-up)		
OVERALL BLDG. GRADE:		
NM SECTION ONLY (Y OR N)		
- CHECK LOG BOOK IF APPLICABLE		
- VERIFY NM KEYS WORK (INNER & OUTER DOORS)		
- VERIFY ALARM & ALL CODES LISTED ARE CORRECT		

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Inspection Form

BUILDING NAME:	FLOOR:	DATE:
NIGHT MANAGER:	IC:	

LOBBY / ENTRY AREA

	Acceptable	Not Acceptable			Acceptable	Not Acceptable
Glass doors clean/ entry frames & sills				Elevators cleaned & polished		
Entry vestibule (floors, window sills, cobwebs)				Elevator tracks & thresholds		
Floors swept & mopped (check edges & under furniture)				Elevator cab swept, mopped and/or vacuumed		
Lobby furniture, chairs, tables, pictures, etc dusted				All stairwells swept, mopped & dusted		

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PUBLIC RESTROOMS

	Acceptable	Not Acceptable			Acceptable	Not Acceptable
Supplies fully stocked / dispensers dusted & polished (check soap dispensers also)				Partitions top ledges dusted & the walls are washed		
Floors (check corners & edges, behind stools & behind door)				Air vents dusted		
Outsides of urinals (look for yellow streaks)				All stainless & chrome polished (check water fountain outside)		
Inside and upper inside of urinals				Sinks & counter clean (clean, polished & soap dispenser clean)		
Outside & inside of stools (look for staining & check stool bases)				Baseboards & rollups clean		
Behind lid of stool & tank and/or pipes on stools				Door (look for dirty fingerprints on door & check frame)		

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GENERAL OFFICE AREA

	Acceptable	Not Acceptable			Acceptable	Not Acceptable
Dusting of all work surfaces				Office blinds, window sills, & office side glass window sills		
Dusting computer tops & area behind & around them				Trash liners changed		
Partition tops / desks cabinets / credenzas, file cabinets				Vacuuming under desks, chairs & other furniture		
Dusting vacant / empty desks				Edge vacuuming needed (check under desk & along walls)		
Picture frames & other wall items				Overall vacuuming (look around, behind & between furniture)		
Chair legs / table legs				Doors (check for dirt, fingerprints, smudges, & doorjambs)		
Walls cleaned (look for walls by trash cans & around light switches)				Contact's office / area 100%		
				Janitor's closet – is closet neat & look for proper cleaning supplies (cleansers, stool brushes, etc), is mop clean & hung up properly		

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BREAK ROOMS / LUNCHROOMS

	Acceptable	Not Acceptable			Acceptable	Not Acceptable
Floors swept & mopped (check under tables & vending)				Microwaves cleaned (check upper inside also)		
Tables & chairs washed, dusted				Walls & fronts of cabinets washed (look for stains by trash can)		
Sink scrubbed & polished, counter & splash guards clean				Clean top of refrigerator & vending / pop machines		

Does DM have all keys to this account (check all exterior & interior keys, including JC keys & list all missing keys)	
All alarms & door codes in the building are the same	
Check Client Log Book & verify they are being answered & signed	

OVERALL GRADE

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Needs Improvement
- ☐ Poor

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Lock-Ups and Keys Policy

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Lock-Ups and Keys Policy

Overview

Providing quality service to our Clients also means giving them the peace of mind that we are maintaining the security of their facilities while crews are working the buildings and also when they are not. Use this Policy to ensure proper handling of Keys and Security Information.

Most of our accounts are equipped with alarm systems. City Wide is responsible in most cases for disarming/arming the system when entering and exiting the building. It is the crew's responsibility to see that the building is secure each night. In most cases, each door should be locked every night at a specific time. This includes doors to individual offices, as well as all entry and exit doors to the building.

Keys to the offices and restrooms are to be distributed to each assigned crew member at the beginning of the evening's work in large buildings. At the end of the shift, the keys will be returned.

Some additional points about key policy:

- Notify the office immediately if you should lose or break one of the keys that have been assigned to you.
- Always lock the entry doors when inside the building after hours.
- Never leave a key in the door of a suite or building at any time.
- Never let anyone use your keys.
- Never use your key to open the door of your building for anyone other than your crew.
- If someone belongs in the building, they should have keys. City Wide will accept all responsibility for you not allowing anyone in without proper keys or codes.

For some accounts, keys must remain in the building and be checked out from the manager at the beginning of the shift, as well as returned to that manager at the end of the shift. This process will be communicated ahead of time where applicable.

NOTE: NMs never keep their key/alarm list anywhere other than their planner. This assures our coding system will never be left in the same place as the keys. Never list buildings by name on an Alarm/Key Information Sheet.

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City Wide 4-Step Complaint Policy and Communication Ladder

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City Wide 4-Step Complaint Policy and Communication Ladder

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Policy

City Wide 4-Step Complaint Policy and Communication Ladder

Purpose

This policy is designed to correct issues and realign with our quality standards of cleanliness. Steps 1 – 3 must be completed within 24 hours of receiving the complaint. Failure to follow these steps is considered a violation of this policy.

Scope

To provide the responsible employees with the required steps to properly address a Client complaint.

Responsibilities

This policy and each role should be understood and followed flawlessly by each team member, including Facility Services Managers (FSMs), Night Managers (NMs), and Directors of Operation* (DOO).

Policy Requirements

When the Client notifies the FSM the first time a complaint occurs, the FSM personally commits to resolving the complaint.

Step 1) Log, Confirm & Notify

- Complaint is logged into CRM by FSM.
- Review Detailed Building Inspection Sheet and Service Agreement to verify area is covered in cleaning scope.
- If complaint is not in our cleaning scope, FSM discusses and creates a plan of action with Client.
- If applicable, update Detailed Building Inspection Sheet and other necessary documents.
- During FSM/DOO recap, FSM makes DOO aware of the complaint.
- Discuss details of complaint with NM and include it on Nightly Route Sheet.

Step 2) Night Manager Confirms Complaint is Resolved

- NM contacts crew and informs them of complaint, setting time to meet that night.
- NM meets with the crew at building to:
    - Re-communicate Client's expectations;
    - Find out what caused issue;
    - Understand what will take place to ensure the issue does not reoccur;
    - Physically verify complaint has been solved and take a photo.
        - A before photo is preferred
        - An after photo is required
- If complaint isn't resolved by 10 PM, NM should communicate (call or email) with FSM to explain issues.
    - The FSM must identify and communicate an action plan to the Client first thing the next morning.
    - This also gives the FSM an opportunity to change plans for the next day, if necessary.
- If complaint is resolved, NM should send a photo of resolved complaint to FSM as part of the Nightly Recap.
- While in building, NM should inspect facility to ensure there are no other issues.

Step 3) 10 AM Follow-Up

- FSM should always review each complaint on the Nightly Recap.
- FSM will communicate with Client before 10 AM (the day after the complaint) to ensure the Client is satisfied with the resolution.
    - Leaving a voicemail or email for your client before they get in to work is even better than responding before 10 AM - make the update readily available so your Client isn't chasing an update. Based on situation, including Client schedule and preference, a visit may be more appropriate.
- Close out complaint in CRM.

Step 4) 7-Day, 30-Day, 60-Day Follow-Up

- CRM will provide a 7-day, 30-day, and 60-day reminder.
- The FSM uses the reminders to follow up with the Client and verify the issue has not reoccurred.
- If necessary, FSM will direct NM to verify complaint is not reoccurring.

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The Communication Ladder

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10:00 PM

NM notifies FSM if complaint isn't resolved.

6:00 AM

NM updates FSM with nightly recap.

6:00 PM

NM discusses with IC.

NO LATER THAN

10:00 AM

FSM communicates resolution to customer.

5:00 PM

FSM verifies issue and informs NM.

FSM FOLLOW-UP

7 days
30 days
60 days

Customer complaint about a missed trash can. Enter into CRM.

The Five Step Cleaning Process

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The Five Step Cleaning Process

Overview

5-step is a method of cleaning that, when executed properly, will yield a clean building as it will cover all that is included in the Building Inspection Sheet.

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WHY DO WE FIVE STEP?

1. Standardization

We should clean all like sized buildings by or with one method of cleaning, doing all work by the same standards. This helps us train and cross train from building to building.

2. Saving Time

By standardization we will not be duplicating or re-doing work. Each item is completed, and we move on to the next chore.

3. Double Checking Work

As each item is completed, we check to make sure we did not miss anything from the previous step.

4. Doing What We Say We Will Do

To ensure that the Clients are getting what they pay for.

5. Clear Expectations

To ensure the crew understands what is expected of them each night and to weed out quickly those crews who cannot or will not follow procedures.

THE FIVE STEP PROCESS

All five steps are done on a nightly basis.

- These steps are not to be done at the same time.
- You should walk the building four different times every night.
    - The reason for this is to double and triple check your work.
    - It does not take more time to clean this way; it is FASTER.
    - We always know when people are trying to do it the old-fashioned way because we get Client Complaints.
    - IChecking your work several different times will enable you to catch your own errors before the Client does.

1. Restrooms - (1st trip through the building.)

2. Trash - (1st trip through the building.)

3. Dusting and Doors - (2nd trip through the building.)

4. Floor Work - (3rd trip through the building.)

5. Inspect with Building Checklist - (4th trip through the building.)

1. Restrooms: (1st trip through the building)

- First, stock the towels and toilet paper.
    - If you have C-fold towels, make sure the C-fold always faces down.
    - The multi-folds should be interlocked so they will feed when one taken.
    - You stock paper supplies first because you will create many paper scraps on the floor. Pick up the paper. Paper does not sweep up well when it is wet.
- Check your soap.
- Start cleaning the stools.
    - Put correct cleaning solution in stool and clean with stool brush or swab.
    - Wipe down outsides every night, especially bases and front so there are not urine trails.
    - Do not use stool brush or swab on outside surfaces. This will spread germs.
- Clean the insides of fixtures with disinfectant cleaner.
    - Do not leave cleaner in fixtures. It will cause a buildup.
- Spray disinfectant on all surfaces and wipe clean.
- Polish the chrome and spot clean partition walls nightly.

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- The mirrors should be cleaned daily
    - Use glass cleaner and paper towels.
- The insides of the sinks should be cleaned with disinfectant.
    - The excess water is used to wipe down the counters.
- After cleaning everything, you will thoroughly wet mop the entire floor.
- Do not use your dusting rags to clean the restrooms.
    - They are oil treated and will smear. Also, they are not sanitary.
- Use the paper towels that are in the bathrooms.
- Wash the walls down around the trashcans with window cleaner.
- Clean drinking fountains and rinse thoroughly
    - Wipe down the sides, if necessary.

2. Trash: (1st trip through the building)

NOTE: When emptying trash, NEVER throw away anything unless it is in a trashcan or a box that is clearly marked “TRASH”. When in doubt, leave a note "Is this trash?"

- Empty the trash can
    - Replace liners that need to be replaced.
    - Pick up wads of paper.
    - Be sure to put the trashcan back where you found it.
- Check underneath the desk.
    - If there are things that need to be vacuumed up
        - Leave the chair out so that you know to vacuum underneath the desk.
        - Be sure to push the chair back in when you are through.
    - If you do not need to vacuum,
    - Put the trash can back
    - Push the chair under the desk/table.
- Bring the Brute to the area where you want to pull trash
- Do not pull the trash sack and carry across carpet, it can drip and leave trails
- Roll your Brute to the trash area.
    - place the trash on plastic bags or tile in case the trash leaks
- DO NOT pile up trash
    - Get it in the dumpsters
    - Piling, even on asphalt, makes more work for the crew
- Cups
    - Empty aluminum beverage cans or disposable coffee cups in the sink before
    - placing them in trash
- Do not touch personal coffee cups/mugs/glasses.

NOTE: Do all trash and ashtrays first. Your dusting is a separate step. It is actually faster in large office buildings and open office areas to dust separately. Also you will do a much better job if all you are concentrating on is one step at a time.

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3. Dusting (2nd trip through the building)

- Thoroughly damp dust the desk with a damp rag
  - Damp rags will remove coffee rings, coke spills, fingerprints, and smudges.
  - Carry a spray bottle with you to dampen the cloth as needed.
  - Check the doors, doorframes and switch plates for fingerprints.
- We do not want feather dusters used on desks
  - Never use a feather duster around equipment
    - The static electricity could knock out all the equipment.
- Use a dry cloth when dusting a wood table.
  - Do not use any window cleaner on the wood or it will damage the finish.
- Glass tables should be cleaned of fingerprints and smudges
- Double check conference rooms nightly
  - Conference room chairs
    - Place squared to the tables
    - Do not push under the tables as this breaks the arms down
    - Only the important people use the conference rooms
- High dusting should be done once per week.
  - The high dusting of picture frames, tops of cabinets
    - Use a dry cloth or a feather duster
    - Use dusters on metal cabinets. A damp rag will smear the dirt.
    - Use a dry cloth on the picture frames.
- The low dusting should be done once per week
- Mini-blinds
  - We recommend is taking a section each night and doing a few every day.
  - Work with your supervisor on this schedule. It will vary between buildings.
- Chair moldings and windowsills need to be dusted.
  - Chair moldings will probably need to be done every couple of weeks.
  - Lower moldings and baseboards will need to be dusted once per month.
- Clean moving glass to remove fingerprints and smudges since you have your damp cloth and spray bottle with you.
  - Don't use dusting rags to clean glass. These are oil treated and will smear.
  - Use paper towels from the restrooms to clean glass.
- Micro fiber rags and dusters have become a superior way to dust.
  - The technology of the material enhances its abilities to clean.
  - The downside of micro fiber is that it is expensive to replace.
  - Control the rags by assigning them to the crew.
  - To clean them you simply run clean water through them and let dry.

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4. Floor Care (3rd trip through the building)

- When vacuuming, vacuum traffic areas thoroughly and other areas as needed.
- Be sure to pick up paper clips and large items.
    - These will not go through the vacuum cleaner but will only cause damage to the vacuum.
- You should have a toy broom with you when you are vacuuming. If you see things underneath desks, you can pull them out.
    - Use your toy broom to sweep throw rugs.
        - A vacuum can cause extensive damage to expensive throw rugs.
        - Especially stay away from fringes.
- If you see spots on the carpet, try to remove them using a clean cloth and cold water or spot remover.
    - Blot the stain.
    - Do not rub it in a circular motion.
- Tile Floors
    - Sweep all tile floors with treated dust mop.
    - Pick up the debris.
    - Do not sweep the dirt onto the carpet to vacuum up.
        - This will ruin the carpet.
- Spot mop tile floors.
    - When wet mopping tile floors, be sure to use a clean mop.
    - If it starts to rot or smell, have it replaced.

5. Inspect and Fill out Building Checklist (4th trip through the building)

We believe our crews are capable of being their own inspector. They need to use the Building Inspection Sheet nightly to ensure a quality job.

The Front Door

- Front doors should be cleaned on both sides, from top to bottom, nightly.
- Use paper towels to clean with, not a dusting rag.
- Dusting rags are oil treated and will smear on glass.
- Do this first so you have sunlight to help you see fingerprints and smudges.

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Extras:

- When you are doing your normal cleaning of break areas, straighten things up.
  - Make sure the coffee pots are turned off.
  - The sinks must be cleaned nightly.
  - Be sure to wash the walls down around the trashcans.
- Janitor's closets must be thoroughly cleaned.
  - People will grade you by the way you keep your janitor's closet.
  - If it's sloppy, they will consider the entire building sloppy.
  - Do not leave mop in water.
    - It will rot.
  - Wring it out and store it so it can dry.
    - Empty the bucket.
- Stairwells must be swept down and policed as needed.
- Elevators
  - Elevator doors should be polished nightly.
  - Elevator tracks should be cleaned weekly.
- Lobbies
  - you have to sweep behind things more often
  - The dirt from the outside is blown in.
  - Take time to arrange magazines nightly.

TIP: Always find out where your contact's desk is. Make sure you know who the important people are in the offices, so you can handle any special requests as they come. Do an extra good job with the restrooms and the entryways.

NIGHTLY

Check the logbook.

- It is best to do this before starting the 5-step.
- What is in the logbook may require other resources so early notice will help.
- If there are any complaints or requests, take care of them and initial that they are complete.
- Try to leave friendly letters and notes if you notice something they might want to know about, like a leaky faucet or any other mechanical problems.

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SECURITY

- When cleaning a tenant building with 5-step, clean one suite at a time.
  - Do it completely, lock it and go to the next suite.
  - This is done for security.
- To maintain security, clean your area or floor only and stay out of areas that you do not clean.
- If somebody else is wandering through your area, immediately report it to your supervisor.
- If you are in a building where you will see the people who work in the office on a regular basis, get to know them, greet them, smile, and be friendly.
- Always be friendly and professional.
- People can be alarmed if they do not know you or you exhibit behavior they dislike.

NOTE: NEVER let anyone into the building that does not have their own key. They should not count on you being there, so they should have their own keys. They may have been fired that day, which you have no way of knowing, so do not let anyone in that does not have a key.

KEYS

- Crew members should only be given keys after a successful week of service.
- Record when you give a crew keys to take home, as well as how many keys and who on the crew is responsible for them. Also make sure to add this information to the Building Information Sheet.

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Team Cleaning Guide

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Team Cleaning Guide

Overview

At City Wide, we have adopted Team Cleaning as our primary method of cleaning buildings. Within a building, a group of specialists moves through in a systematic method of performing specific cleaning tasks. The team's focus is to enhance the image of the facility while simultaneously cleaning effectively, efficiently, and safely.

ADVANTAGES OF TEAM CLEANING

- Better use of people
  - Less equipment
  - Better management
- Clear-cut Responsibilities
  - Individuals in a team have a clear understanding of their functions.
  - One task is easier to learn
- Simplifies Training
  - Training is less complicated and time consuming.
  - If a team member is absent, the replacement learns one function.
- Saves Energy
  - As each floor is completed, the lights are turned out.
- Double Check System
  - A double check is performed on trash, making sure each receptacle was emptied.
- Easy Inspection
  - Checking a site that utilizes a team is less time consuming for a leader.
- Communication
  - Team members communicate easier and more often than people working in zones.
  - This boosts morale and job performance.

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NOTE: As the cleaning industry becomes more complex and issues such as RECYCLING and INDOOR AIR QUALITY are addressed, it is important that employee Building Inspection Sheets be well defined. The Team approach is applied through the Building Inspection Sheets.

In Summary, team cleaning:

- ✓ Enhances quality
- ✓ Improves Indoor Air Quality
- ✓ Provides labor efficiencies
- ✓ Increases worker safety
- ✓ Reduces employee turnover

FOUR MAIN SPECIALISTS OF A TEAM

Light-duty Specialist:

Routine Functions:

- Remove trash Dust work area
- Spot clean desks and glass
- Pick up large pieces of trash
- Check under desks, leaving chairs out if vacuuming is needed

Detail Functions:

- High and Low dusting
- Glass and desk cleaning
- Light switches, wall and door spotting
- Sanitize phones

Project functions:

- Dust blinds

Equipment for Light Duty Specialist:

- A 44 gallon moveable container for bagging trash from each desk, kitchen, or work area
- Sufficient plastic bags
  - To fit mobile barrel to bundle the trash for pick-ups by the utility worker
  - To replace in desk trash containers
- Sufficient trash bags
  - For replacing kitchen, lunchroom and copy machine rooms
  - Thicker bags to prevent leaks, if required
- Sufficient bags for medium trash cans, if required
- Microfiber cloths for dusting
- A microfiber duster
- A white hand scrub pad

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- Peroxide-based all-purpose cleaner in properly labeled spray bottles
- High efficiency mopping system, such as the Pulse Mop system from Rubbermaid
    - Utilize peroxide-based cleaner such as Suprox from Hillyard
- Door stops
- Job card
- Note pad with pencil
- MSDS – Material Safety Data Sheets
- Keys

Vacuum Specialist

Routine functions:

- Vacuum restroom floors Vacuum stairs
- Vacuum all traffic patterns, checking under desks marked by LD specialist Turn off lights
- Secure doors

Detail Functions:

- Vacuum edges and corners Vacuum all carpet
- Project functions: Vacuum vents Vacuum upholstery

Equipment for Vacuum Specialist:

- A backpack or appropriate high-efficiency vacuum cleaner from the previous night
    - paper filter and cloth filter completely empty
    - exterior and interior of the vacuum wiped clean
    - The foam filters must be washed on Friday to dry for Monday (Thursday for Sunday)
- The standard long tubular wand to attach to the flexible hose
- A carpet cleaning attachment that is chosen based on the prevalent type of carpet:
    - The 16" brush tool may be best for plush pile carpet to give the desired swirl look associated with "good" cleaning
    - The 14" hard, plastic attachment with grooves may be best for low pile glue down carpet
    - The small, 5" furniture cleaning tool
- A 50' or 100' extension cord, depends on size of floor or which is most efficient
- Door stops
- A supply of trash can size plastic bags
    - Use 1 or more for emptying the dirt and dust from the paper filter bag every 1 to 2 hours
    - Extra bags are used to replace liners not emptied by light duty specialist
- Job card

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- Note pad with pencil
- Keys

Restroom Specialist:

Functions:

- Refill toilet tissue (first)
- Refill all other dispensers
- Empty trash
- Clean and sanitize all fixtures
- Clean doors/partitions
- Sweep/vacuum and mop tile floors

Equipment for Restroom Specialist:

- Restroom cart
- High efficiency mopping system Microfiber dust mop
- Small broom and dust pan
- Facility Solution Manager Manual 1-24-13 36
- Peroxide-based liquid cleaner and a certified disinfectant Toilet tissue, towels, trash can liners
- Job card
- Note pad with pencil Dispenser keys
- MSD sheets on chemicals

Tip: If possible, when starting a new building recruit at least one trained restroom cleaner or have one train at another building.

Utility Specialist

The Utility Specialist is typically the site supervisor or crew leader.

Functions:

- Police stairs and vacuum stairwells
- Clean entry/lobby glass and polish brass, etc.
- Pick up trash in elevator lobbies and secured areas
- Perform nightly burnishing duties (hallways, cafeterias, etc.)
- Police exterior building
- Perform "final" walk through
- Haul trash to dumpster

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Equipment for team cleaning:

- High speed floor machine with pads
- Machine for carpet bonneting, etc.
- Bonnet pads
- Carpet and upholstery spotting kit
- Backpack vacuum with attachments
- Large trashcan liner (17 micron)
- Broom, brushes, and dust mop
- High efficiency mopping system
- Microfiber dust cloth
- Various chemicals
- Job card
- Note pad with pencil
- MSD Sheets on all chemicals
- Keys

NOTE: Duplicate keys for each member of the specialist team are very important in order to allow each worker into the same work area at different times.

SETTING UP OR CONVERTING TO TEAM CLEANING

Establishing the Team Cleaning Workflow Plan

The workflow plan should describe the:

- Building
- Portions and cores
- Location of each core
- Square footage of each core
- Estimated time to clean each core
- Team positions and tasks
- Scheduled time for the daily tasks

Dividing the Building

The building is divided into equal portions and the portion size is determined by the length of the cleaning shift

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The portions are divided again into four equal parts called cores or quads

- The core represents 25% of the whole portion that is assigned to one team
- Core 1 should be located at an obvious starting point

Determine the Workflow

The primary focus is to reduce wasted motion and unnecessary steps

The four cores can be set up clockwise or counterclockwise, but it must be consistent.

Work in a circle and end at the starting point.

- Always start in core 1 and track through each core in order
- Should be trained to perform all duties in one pass
- Track on the same path everyday performing assigned duties
- The two key team positions are Light Duty Specialist and Vacuum Specialist
- The LDS is followed by the VS over the same track
- Each day of the week has a specific detail core to be serviced on a rotation basis
- Monday through Thursday has a detail core
- The first through the fourth Friday has a project

Supervisor Suggestions

The location and time of break point for each shift should be identified.

Locator points are used by the supervisor to check on the progress of each worker

- Workflow plan will dictate at what time each worker should be at a specific spot in the building.

Absenteeism

When a member is absent, the supervisor must shift the workers to accomplish

the most important things.

- (1) restrooms, (2) trash removal, (3) lobby buffing, (4) vacuuming public corridors

Assignment Cards

The assignment card should describe the basic cleaning duties for each worker.

By specialists

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- The assignment card for the vacuum and light duty specialist will define the beginning and ending points of the quad detail dusting and vacuuming plan.
- The work plan for each of the two-team specialists is performed weekly.
- Other specialists should carry work assignment cards for periodic work as part of
- the total building-cleaning plan.
- As specialists learn assignments, the cards will be collected and kept as
- confidential company information.
- The card will be used again as a quick training guide for replacement employees,
- for absentees or terminated employees.
- The individual assignment card should explicitly describe the starting and ending
- location for each specialist during the work shift.

The card will be used again as a quick training guide for replacement employees, for absentees or terminated employees.

The cards must be modified as tenants in a building change.

Getting Started

When making the conversion

- Remove all excess equipment from the area
    - Including vacuums, buckets, and trash carts

When starting a new building

- Insist area manager make additional supervisors available for the first few days to get the workers trained properly.
- Try to get the "A team" of specialist cleaners (vacuum specialist and light duty specialist) trained in advance. It would be ideal to use them to train other new employees.
- Before starting the first night, spend time with the crew planning the workflow through the building. This is an important and often overlooked activity that helps ensure the success of your crew.

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City Wide Star Policy

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City Wide Star Policy

Policy

City Wide Star Policy

Purpose

A consistent procedure of ensuring that Client Accounts are proactively managed and our quality standards are being maintained.

Scope

This procedure applies to all involved with the Operations servicing of Client Accounts.

Responsibilities

The FSM and NM will determine if an account needs to be put on the "Star" policy. It will be placed on the appropriate number of stars and the FSM will notify the DOO and the NM immediately. Additionally, if an account reaches the Two Star level or higher, the FSM should notify the client that they are on our Star Program.

Policy Requirements

★ One Star

(Needs more attention) Per the CW policy, ensure the crew is “finaling” the building nightly and reports back to the NM when complete. In addition to the policy, the NM will “Final” the building at least 1x per week WITH the crew filling out a Building Inspection Sheet. The FSM will visit the building 1 x per week.

★★ Two Stars

(Serious concern) Per the CW policy the crew “Finals” the building nightly and reports back to the NM when complete. The NM will “Final” the building 2 nights per week WITH the crew filling out a Building Inspection Sheet. FSM must visit the building 2 x per week.

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★★★ Three Stars

(Persistent concern) NM "Finals" the building 3x WITH the crew filling out a Building Inspection Sheet. FSM visits the building at night 1x per week in place of the NM for Inspection and 3x per week to meet with the client. The DOO will make a visit at least one day a week to meet with the Client to verify we are moving in the right direction. Night Manager or crew will turn in a written checklist on our contact's desk for 30 days at the completion of the clean to verify that issues have been resolved. FSM will email each contact on the Star Policy every Monday and Friday before noon letting them know:

- They're on the program and what specific day/evening attention they will receive
- The list of items we are working on
- The crew has a checklist they are responsible for turning in
- The crew is signing in and out for us to track the specific issues that exist
- Pictures of key areas will be taken when appropriate
- A request if there is anything we are missing for them
- On Friday, a recap of the week and what was accomplished

Note: The FSM can always add stars to an account, but only the DOO can remove stars after confirming with the Client how service has been and gaining approval to do so.

STAR POLICY	ONE STAR	TWO STARS	THREE STARS
Client Aware of Star Status	Optional	REQUIRED	REQUIRED
IC Finals and reports to NM	REQUIRED	REQUIRED	REQUIRED
NM finals and fill out BIS	1 x per week	2 x per week	3 x per week
FSM Visits	1 x per week	2 x per week	3 x per week
			FSM Finals 1 x per week
			DOO Visits
			Checklist Nightly to Client

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New Start Policy Kit

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CITY WIDE FACILITY SOLUTIONS

Introduction

The New Start Policy is crucial to ensuring a new building is put in the best possible position for continued success. The Policy also is a necessity when bringing a new crew into an existing building. **The goal is to get the building to 100% within the first week**.

A New Start requires strong communication and attention to detail and as such we provide this Policy Kit as a structured and concise tool to make the process run as smoothly as possible.

This Policy Kit includes:

- An outline of the role each member of the Operations Team plays in New Starts
- An example of how a typical New Start should be conducted
- Checklists and Documents to retain in Account folders

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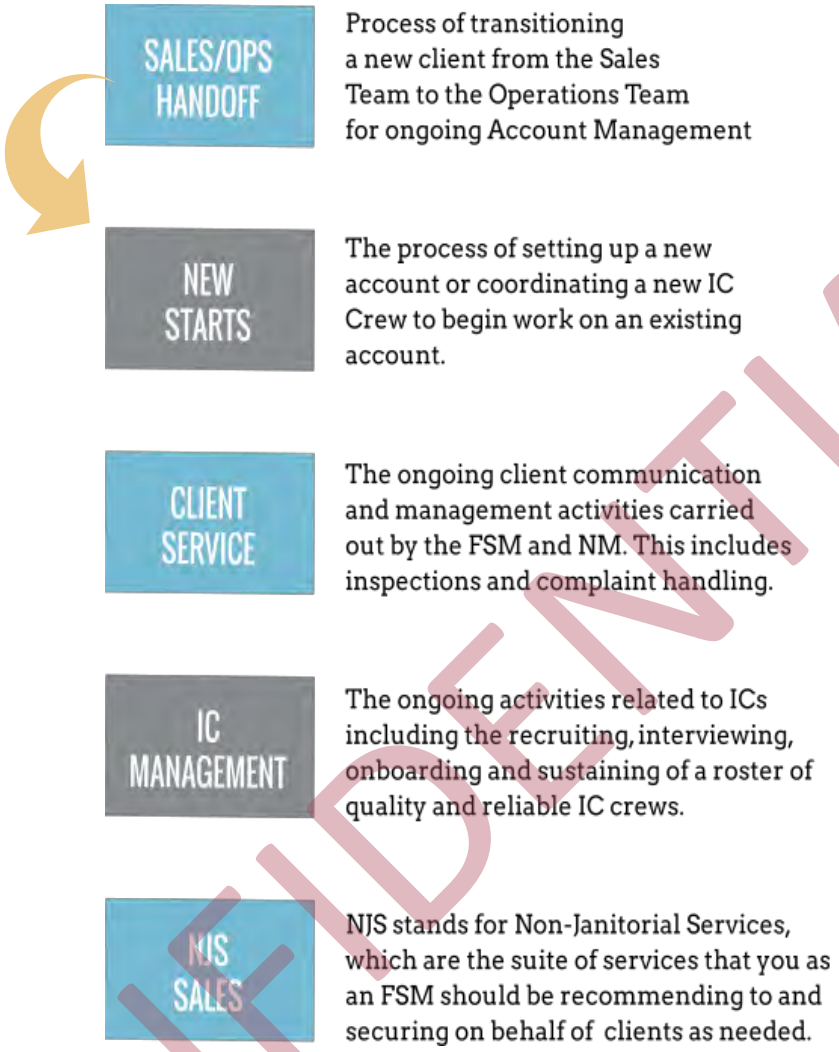

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As you recall from your previous training, a New Start is part of the overall Operations Account Management Process as seen above. The New Start follows the Sales/Ops Handoff which is where the Sales Executive on the account removes him or herself from the client relationship and the FSM takes over. From then on, the point of contact for a Client should primarily be the FSM.

It is imperative that all the necessary documentation from the Sales/OPS Handoff is entered in CRM and/or placed in the Client Account folder. For more information on this, read the Sales/OPS Handoff Procedures and Process guide. **Download a copy of this document in City Wide YOU.**

Documents Folder Checklist

Folder created by Sales and delivered to Ops before Handoff and within 2 weeks of Start Date.

- ☐ **Executive Summary**
- ☐ **BIS Sheet**
- ☐ **FSM Summary Sheet**
- ☐ **Scope of Work**
- ☐ **Floor Plan**
- ☐ **Special Equipment/Chemical List Attached**

DOO provides the FSM with a copy of Exhibit A

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Crew New Start Checklist

- ☐ Selected by Capabilities
- ☐ Selected by Geography
- ☐ Walkthrough Completed
- ☐ Equipment Inspection
- ☐ Exhibit A Executed

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A Typical New Start Overview

Sales/Ops Handoff

Before the New Start there are several activities related to the Sales/OPS Handoff that need to be completed.

Account Documents Folder should be created by Sales Team and delivered to the FSM BEFORE the Sales/OPS Handoff.

48 Hours before Sales/OPS Handoff appointment, FSM should confirm all documents are in the folder and/or in CRM.

Select Crew

Walk 2 or 3 crews around building to show them the scope of work and talk about any issues they may have. Use this time to make your evaluation of each crew in terms of whether this is a building you will be comfortable with them working on.

Have the crew you decide to go with sign the Exhibit A at this point.

Day of the New Start

The FSM should visit account during the day to acquire keys/keycards, verify alarm info, confirm what items are in the janitor closet and any last-minute information needed from the Client Contact.

NOTE: *It is suggested that for large or complex buildings, especially with unique or urgent needs, the FSM is onsite the first few nights with the NM to answer any questions or concerns of the new crew. For more straightforward accounts, the Night Manager should be able to successfully start a new building or crew, if the NM has been given all the necessary information.*

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Night of the New Start

- We recommend you set the cleaning time for the crew. It is a best practice to clean the facility as soon as the business is closed so the crew doesn't feel rushed and so the FSM is not forced to be out too late.
- FSM and NM should be at building 15 minutes before crew arrival to verify where lights are for turning off, review alarm procedures, and make sure the janitor's closet is accessible and stocked. (It is good idea to use this time to organize the closet as needed).
- When the crew arrives, walk them through the account and review the Scope of Work. Address any concerns or question they may have. Give them suggestions on how to clean the building if you were to clean it yourself. Remember we can suggest, not mandate.
- Based on the size and complexity of the account. The FSM should plan to spend the first 1-2 hours with the NM and crew. When the FSM is ready to leave, he or she should email the Client Contact stating what has been done up to that point and that the building is now being left to the NM and crew. Also remind the Contact that the FSM will be visiting the building in the morning.
- The FSM reminds the NM to provide a recap of how the clean went, especially any issues that may arise.
- The NM should be with the crew to "Final" the building each of the first three nights the crew is in the building, and even longer if there are problems needing addressed.
- Once the building and crew are at the required level of quality, the NM and FSM can begin their regularly scheduled visits to the building as per the Route Calendars and Route Sheet.

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FSM New Start Days 1-60 Checklists

1st Night New Start Checklist: Nurture the crew

- ☐ FSM/NM Walks Building before Crew Arrival
- ☐ Work loading
- ☐ Crew Focus on the Basics
  - Clean & Stock Restrooms
  - Empty Trash
  - Common Areas Clean
  - Secure Building
- ☐ NM Reviews Detail Work with FSM help
  - How to 100% a Building Checklist
    - ☐ Edge all carpets
    - ☐ Move chairs and get behind all objects
    - ☐ Edge and low dust chairs
    - ☐ Spot wash doors and door frames
    - ☐ Thorough dusting
    - ☐ High and low dusting
    - ☐ Dust under objects and place back where picked up
    - ☐ Steel wool baseboards, if there is wax buildup
    - ☐ Steel wool outside of stools
    - ☐ Steel wool thresholds and elevator tracks
    - ☐ Wash walls and partitions in restrooms and around trashcans
    - ☐ Dust all woodwork
    - ☐ Including walls and doorjambs
    - ☐ Vertical dust shelves, furniture, doors and including desks
    - ☐ Insides of desks where the chair opening is
    - ☐ Blinds, if required
    - ☐ Spot carpet, if required

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☐ Security/Access verification

- Dispenser Keys_____
- Room Access/Locks_____
- Alarm Codes_____
- Lights_____

☐ Janitor Closet Clean, Organized and Stocked (FSM & NM)

- Verify BIS, Scope of Work, SDS in closet

☐ Final

- Final building w/crew; larger accounts stays through the end of clean, smaller accounts NM handles
- Update BIS Sheet
- NM Recap
- Building Lock Up review with NM and crew

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2nd Day New Start Checklist

- ☐ Review NM Recap
- ☐ FSM Customer Visit/Call

  Complaints/Requests?
- ☐ Visit Account
  - 1st Night Expectations Conversation
- ☐
  - Reinforce Sales/Ops Handoff
  - Any Complaints/Requests
- ☐ Own the Complaint:
  - Complaint Policy
- ☐ NM Route Out Review Client Feedback at NM Nightly Route Out Meeting

2nd Night New Start Checklist

- ☐ Improve on workload timelines
- ☐ Complaint Policy (if required)
- ☐ NM reviews the detail work along with FSM if larger account
- ☐ Listen to NM Recap
  - Continue to work on How to 100% a Building Checklist

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3rd Day/Night New Start Checklist

Review/Confirm Plan w NM at NM Nightly Route Out Meeting

- ☐ Listen to NM Recap
- ☐ Complaints/Requests
- ☐ Improve on workload timelines
- ☐ Complaint Policy (if required)
- ☐ NM Final Building with IC using updated DBIS

5th – 10th Day New Start Checklist: Goal is JS is off radar

- ☐ FSM 1-Week Visit at least two times for first week, more if Client Complaints exist
- ☐ Introduction to the 1-5 Rating
- ☐ Schedule Regular Visit (Same Day/Time)

Day 30 New Start Checklist

- ☐ FSM Visited Weekly
- ☐ Annual Maintenance Plan Introduction to Customer

Days 30-60 New Start Checklist

- ☐ Annual Maintenance Plan Assessment Customer Meeting

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Night Manager New Start Checklists

1st Night New Start Checklist: Nurture the Crew

- ☐ FSM/NM Walks Building with IC
- ☐ Work loading
  - Workload building as you believe it should be done
  - The crew can clean the building however they would like. Your suggestions should be for the purpose of improving cleaning efficiencies.
- ☐ Crew: Focus on the Basics
  - Clean & Stock Restrooms
  - Empty Trash
  - Common Areas Clean
  - Secure Building
- ☐ NM Reviews Detail Work with FSM if a larger account
  - How to 100% a Building Checklist
    - ☐ Edge all carpets
    - ☐ Move chairs and get behind all objects
    - ☐ Edge and low dust chairs
    - ☐ Spot wash doors and door frames
    - ☐ Thorough dusting
    - ☐ High and low dusting
    - ☐ Dust under objects and place back where picked up
    - ☐ Steel wool baseboards, if there is wax buildup
    - ☐ Steel wool outside of stools
    - ☐ Steel wool thresholds and elevator tracks
    - ☐ Wash walls and partitions in restrooms and around trashcans
    - ☐ Dust all woodwork

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- ☐ Including walls and doorjambs
- ☐ Vertical dust shelves, furniture, doors and including desks
- ☐ Insides of desks where the chair opening is
- ☐ Blinds, if required
- ☐ Spot carpet, if required

☐ Security/Access

- Dispenser Keys _____
- Room Access/Locks _____
- Alarm Codes _____
- Lights _____

☐ Janitor Closet Clean, Organized and Stocked (FSM & NM)

- Verify the DBIS, SDS and Scope of Work in closet

☐ Final

- Final building with crew and FSM if a larger building
- Building Lock Up review with FSM and NM
- NM Recap any issues after FSM left

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2nd Night New Start Checklist: Nurture Crew

- ☐ Improve on workload timelines
- ☐ Complaint Policy (if required)
- ☐ NM reviews the detail work with FSM if a larger account based on the How to 100% a Building Checklist
- ☐ NM Final Building with crew
- ☐ NM Recap include any issues or concerns to the FSM about this account

3rd Night New Start Checklist: Nurture Crew

- ☐ Improve on workload timelines
- ☐ Complaint Policy (if required)
- ☐ NM reviews the detail work based on the How to 100% a Building
- ☐ Checklist NM Final Building with crew
- ☐ NM Recap include any issues or concerns about this account

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Health, Safety, and Environment (HSE) Management Policy

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CITY WIDE FACILITY SOLUTIONS

Health, Safety, and Environment (HSE) Management Policy at City Wide Facility Solutions

I. Introduction

City Wide Facility Solutions is committed to providing a safe, healthy, and environmentally responsible workplace for our employees, clients, and the community. We recognize the importance of HSE management in achieving our business objectives while minimizing risks and environmental impact, and operating in a sustainable manner. This policy outlines our core principles, responsibilities, and practices towards achieving our goals of health, safety, and environmental stewardship.

II. Policy Statement

City Wide prioritizes the health, safety, and well-being of all personnel and the environment in all aspects of our operations. We are committed to:

- Meeting or exceeding all applicable California OSHA and environmental regulations.
- Continuously improving our HSE performance through proactive risk management, incident prevention, and employee engagement.
- Providing a safe and healthy work environment free from recognized hazards.
- Promoting safe work practices and behaviors among all personnel.
- Minimizing our environmental footprint through resource conservation, pollution prevention, and responsible waste management.
- Maintaining open communication and transparency regarding HSE matters.

III. Roles and Responsibilities

- Management: Leaders will provide strong leadership and commitment to HSE by upholding this policy, allocating resources, and ensuring its implementation across all operations.
- Supervisors: Supervisors will actively promote a safe working environment, conduct hazard assessments, implement safe work procedures, and ensure employee compliance with safety regulations and training.
- Employees: All employees are responsible for their own safety and the safety of others. They must comply with safety regulations, report hazards, participate in training, and follow safe work practices.
- Contractors: Contractors working on City Wide projects must adhere to this policy and any specific safety requirements outlined in their contracts.

IV. Key Elements of the HSE Program

- HSE Risk Management: We will systematically identify, assess, and control potential hazards through risk assessments, job hazard analyses, and incident investigations.
- Safe Work Practices and Procedures: We will develop and implement clear, documented safe work procedures for all tasks, equipment, and materials used on our managed facilities.
- Training and Education: We will provide comprehensive HSE training to all personnel on relevant safety regulations, safe work practices, and emergency procedures.

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- Personal Protective Equipment (PPE): We will provide and require the use of appropriate PPE for all tasks where there is a potential for exposure to hazards.
- Emergency Preparedness and Response: We will have established emergency response plans for various scenarios, including fire, spills, medical emergencies, and natural disasters.
- Environmental Management: We will implement practices to minimize our environmental impact, such as conserving resources, reducing waste, and preventing pollution.
- Communication and Reporting: We will maintain open communication channels for reporting incidents, hazards, and near misses. Regular communication and reporting will be conducted on HSE performance metrics.
- Audits and Reviews: We will conduct regular internal and external audits to assess the effectiveness of our HSE program and identify areas for improvement.

V. Compliance and Enforcement

- Non-compliance with this HSE policy may result in disciplinary action, up to and including termination of employment for employees, and termination of contracts for contractors.

VI. Continuous Improvement

- We are committed to continuous improvement in our HSE performance. We will regularly review and update this policy to reflect changes in regulations, best practices, and our evolving operations.

VII. Communication and Accessibility

- This HSE policy will be communicated to all personnel and made readily available in multiple languages and formats.

VIII. References

- California Code of Regulations, Title 8
- California Labor Code
- Cal/OSHA website: https://www.dir.ca.gov/dosh/
- California Department of Toxic Substances Control (DTSC) website: https://dtsc.ca.gov/

IX. Conclusion

- By implementing this HSE policy, City Wide Facility Solutions aims to create a culture of safety, environmental responsibility, and continuous improvement. We believe that by working together, we can achieve our goal of a safe, healthy, and sustainable future for all.

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Health, Safety, and Environment (HSE) Risk Assessment Policy

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CITY WIDE FACILITY SOLUTIONS

Health, Safety, and Environment (HSE)
Risk Assessment Policy at City Wide Facility Solutions

I. Introduction

City Wide Facility Solutions is committed to providing a safe and healthy work environment for all employees, contractors, and visitors on the facilities we manage. This Risk Assessment and Job Hazard Analysis (RA/JHA) policy outlines our procedures for identifying, analyzing, and controlling potential hazards associated with our operations. By implementing a proactive risk management system, we aim to create a safe working environment and prevent accidents and incidents.

II. Policy Statement

City Wide prioritizes proactive risk management by implementing comprehensive RA and JHA processes. We are committed to:

- Identify and analyze potential hazards in all aspects of our work.
- Implement effective controls to eliminate or minimize the risks associated with identified hazards.
- Regularly review and update our RA/JHA procedures to reflect changes in operations, equipment, and regulations.
- Foster a culture of safety where all personnel are empowered to identify and report hazards.

III. Risk Assessment (RA) Procedure

- Hazard Identification: Utilize systematic methods like brainstorming sessions, checklists, walk-throughs, and inspections to identify potential hazards associated with tasks, equipment, materials, and the work environment.
- Hazard Analysis: Evaluate the likelihood and severity of potential harm caused by each identified hazard. Use risk matrices or qualitative analysis to prioritize risks.
- Risk Control: Implement appropriate control measures to eliminate or minimize the risks associated with identified hazards. Prioritize the use of elimination, substitution, engineering controls, administrative controls, and personal protective equipment (PPE) in that order.
- Documentation: Maintain comprehensive records of identified hazards, risk analyses, implemented controls, and responsible personnel for each task or job.

IV. Job Hazard Analysis (JHA) Procedure

- JHA Scope: Conduct JHAs for all tasks with identified hazards or high-risk potential, encompassing routine maintenance, cleaning, security, and other specific jobs.
- JHA Steps:
- Task breakdown: Break down the job into specific steps or stages.
- Hazard identification: Identify potential hazards associated with each step, considering tools, equipment, materials, environmental factors, and potential interactions.
- Risk assessment: Evaluate the likelihood and severity of potential harm for each identified hazard.
- Risk control: Implement appropriate control measures for each identified hazard, based on the RA hierarchy.
- Training and communication: Train employees on the identified hazards, control measures, and safe work procedures for each task. Communicate JHAs effectively to all relevant personnel.

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- JHA Review and Update: Regularly review and update JHAs following incidents, near misses, changes in procedures, or new equipment introduction.

V. Roles and Responsibilities

- Management: Provide leadership and resources for implementing the RA/JHA policy, ensuring its integration into work processes and training programs.
- Supervisors: Conduct JHAs for tasks under their supervision, train employees on safe work procedures, and monitor compliance with risk controls.
- Employees: Participate in RA/JHA processes, actively report hazards, follow safe work procedures, and use PPE properly.
- Safety Committee: Collaborate on identifying hazards, reviewing policies, and promoting a culture of safety.

VI. Training and Communication

- Train all personnel on the RA/JHA process, hazard identification methods, risk assessment techniques, and safe work procedures.
- Regularly communicate identified hazards, implemented controls, and any updates to the RA/JHA documents.
- Encourage open communication about safety concerns and near misses to facilitate continuous improvement.

VII. Continuous Improvement

- Regularly review and update the RA/JHA policy and procedures to reflect changes in regulations, best practices, and company operations.
- Analyze incident data and near misses to identify systemic issues and improve risk control measures.
- Conduct audits and inspections to ensure effective implementation of the RA/JHA program.

VIII. References

- Cal/OSHA: https://www.dir.ca.gov/dosh/
- American Society of Safety Engineers (ASSE): https://www.assp.org/about
- National Institute for Occupational Safety and Health (NIOSH): https://www.cdc.gov/niosh/index.htm

IX. Conclusion

By implementing this comprehensive RA/JHA policy, City Wide Facility Solutions aims to create a proactive and sustainable approach to risk management. We believe that by effectively identifying, analyzing, and controlling potential hazards, we can significantly improve the safety and well-being of all personnel involved in our operations.

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Response to: Amethod Public School (AMPS)

RFP Janitorial Services

Attention: David Pearson

Presented by,

RJS
Complete Building Solutions

6800 MacArthur Boulevard
Oakland, CA 94605

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Amethod Public Schools
David Pearson

Re: RFP for Cleaning Services

RJS Complete Building Solutions (RJS), has read, and fully understand, and will comply with all criteria outlined in the RFP for cleaning services. RJS agrees to the terms and conditions outlined in this RFP. RJS meets all qualifications and as an established provider of janitorial solutions, we are committed to maintaining our partnership and continuing to deliver exceptional service to Amethod Public Schools (AMPS).

At RJS, we understand the critical importance of cleanliness and disinfection in educational environments. We firmly believe that a clean and safe facility is essential for the well-being, productivity, and morale of both students and staff. Our janitorial services are designed to ensure the highest level of cleanliness while creating a welcoming and positive atmosphere for all.

RJS is a family company with over 15 years in the cleaning and facility maintenance industry. Our commitment to excellence and dedication to delivering unparalleled service has allowed us to serve clients such as Diablo Country Club, Claremont Country Club, St. Francis Yacht Club, Escuela Bilingue Internacional, AIMS K-12 College Prep Charter District, and Lighthouse Community Charter School.

We understand that each client has unique requirements, and we tailor our services to meet the specific needs and preferences of Amethod Public Schools. We are committed to being responsive to your needs and concerns.

In conclusion, we are confident that RJS is well-equipped to continue providing AMPS with the highest level of janitorial service. We are excited about the opportunity to support your mission and contribute to the cleanliness and well-being of your facilities.

Thank you for considering RJS Building Solutions as your partner for cleaning services. We look forward to the possibility of working together and serving the needs of your organization

Sincerely,

Juan Carlos Rojas
Owner
RJS Building Solutions

Company Overview: RJS Complete Building Solutions

Introduction:
RJS Building Solutions is a distinguished family-owned company with over 15 years of experience in the cleaning and facility maintenance industry. Founded on the principles of excellence, integrity, and dedication, we have established ourselves as a trusted partner for clients seeking superior cleaning services tailored to their unique needs.

Our Mission:
Our mission at RJS Building Solutions is to provide unparalleled cleaning and facility maintenance services that exceed our clients' expectations. We are committed to delivering exceptional results while upholding the highest standards of professionalism, reliability, and environmental responsibility.

Experience and Expertise:
With more than a decade of industry experience, we combine years of knowledge with ongoing training and development to stay at the forefront of industry trends and best practices.

Clientele:
Over the years, RJS Complete Building Solutions has had the privilege of serving a diverse range of clients, including prestigious establishments such as Diablo Country Club, Claremont Country Club, St. Francis Yacht Club, Escuela Bilingue Internacional, AIMS K-12 College Prep Charter District, Lighthouse Community Charter School. Our proven track record of excellence has earned us the trust and loyalty of clients across various sectors.

Comprehensive Services:
At RJS Building Solutions, we offer a comprehensive suite of cleaning and facility maintenance services designed to meet the unique needs of each client. From routine janitorial services and specialized floor care to post-construction cleanup and event support, we have the expertise and resources to deliver exceptional results on every project.

Customer Satisfaction:
At the heart of everything we do is a commitment to customer satisfaction. We understand the importance of building strong relationships with our clients based on trust, transparency, and open communication. By listening to their needs and delivering solutions that exceed their expectations, we strive to become the preferred choice for cleaning and facility maintenance services.

Conclusion:
In summary, RJS Building Solutions is dedicated to providing exceptional cleaning and facility maintenance services that set the standard for excellence in the industry. With a steadfast commitment to quality, integrity, and customer satisfaction, we look forward to continuing to serve our clients and communities for years to come.

Services Rendered and Quote

This agreement is to provide janitorial services to the following locations:

Oakland Charter High School
Address: 2365 Coolidge Avenue, Oakland, CA 94601

Oakland Charter Academy
Address: 4215 Foothill Blvd, Oakland, CA 94601

Downtown Charter Academy (DCA)
Address: 2100 Livingston St, Oakland, CA 94606

Richmond Charter Academy
Address: 1450 Marina Way South, Richmond, CA 94804

John Henry High School
Address: 1402 Marina Way South, Richmond, CA 94804

Benito Juarez Elementary
Address: 1450 Marina Way South, Richmond, CA 94804

AGREEMENT

Term: The term of this Agreement shall commence on (_____) and shall continue in full force and effect until ( ) unless otherwise terminated pursuant to the termination provisions of this Agreement.

Services Provided. RJS Complete Building Solutions (RJS) agrees to provide janitorial services to the facilities operated by School and agrees to provide the following services:

NIGHTLY CLEANING SCHEDULE

Classrooms & Offices:

- Empty trash and recycling bins.
- Dust and wipe down desks, chairs, and surfaces.
- Sweep and mop floors.
- Clean and sanitize door handles, light switches, and high-touch areas.
- Refill hand sanitizer and soap dispensers.
- Check and refill paper towels and tissue dispensers.
- Clean whiteboards and chalkboards.

Restrooms:

- Clean and disinfect toilets, urinals, and sinks.
- Refill soap, paper towels, and toilet paper
- Empty trash bins and sanitary disposal units.

- Sweep and mop floors with disinfectant.
- Clean mirrors and other fixtures.

Common Areas & Hallways:
- Sweep and mop floors.
- Clean and sanitize water fountains.
- Empty trash and recycling bins.
- Clean and wipe down benches, railings, and other surfaces.
- Check and clean entrance mats.

Cafeteria:
- Clean and sanitize tables and chairs.
- Sweep and mop floors after each meal period.
- Empty trash and recycling bins.
- Clean and disinfect serving areas.

Weekly Duties

Classrooms & Offices:
- Perform a thorough dusting of all surfaces, including high areas like shelves and vents.
- Vacuum carpeted areas.
- Spot clean walls and remove any markings.

Restrooms:
- Deep clean and disinfect all fixtures, including partitions and walls.
- Scrub and clean floor drains.

Common Areas & Hallways:
- Dust and wipe down light fixtures and vents.
- Buff and polish floors where applicable.

Cafeteria:
- Deep clean kitchen areas including appliances and food preparation surfaces. ○ Clean and sanitize waste bins.

Monthly Duties

Classrooms & Offices:
- Wash windows and glass partitions.
- Clean and disinfect upholstery on chairs and other furniture.

Restrooms:
- Perform a deep cleaning of grout and tile surfaces.
- Inspect and clean air vents and replace filters if necessary.

Common Areas & Hallways:
- Clean and polish all metal fixtures.
- Wash windows and glass doors.

Cafeteria:
- Clean and sanitize refrigerator and freezer exteriors.
- Perform a deep cleaning of storage areas.

Twice Yearly Duties*

Classrooms & Offices:
- Strip and wax hard floors.
- Deep clean carpets with a professional carpet cleaner.
- Inspect and perform minor repairs on furniture and fixtures.

Restrooms:
- Deep clean and seal grout and tile surfaces.
- Inspect and repair any plumbing issues.

Common Areas & Hallways:
- Refinish floors.
- Wash exterior windows.

Cafeteria:
- Deep clean exhaust hoods and vents.
- Inspect and perform maintenance on kitchen equipment.

*This will be included in the regular hours and will be done when the students are on vacation.

Payment Amount: The Client will pay the RJS the following amount for each school.

Name of School	Bid Amount Monthly
Oakland Charter High School Address: 2365 Coolidge Avenue, Oakland, CA 94601	$10,400.00
Oakland Charter Academy Address: 4215 Foothill Blvd, Oakland, CA 94601	$6,240.00
Downtown Charter Academy (DCA) Address: 2100 Livingston St, Oakland, CA 94606	$6,240.00

Richmond Charter Academy Address: 1450 Marina Way South, Richmond, CA 94804	$9,360.00
John Henry High School Address: 1402 Marina Way South, Richmond, CA 94804	$9,360.00
Benito Juarez Elementary Address: 1450 Marina Way South, Richmond, CA 94804	$11,440.00
Total Bid Amount Monthly	**$53,040.00**

*There are weeks that hours may vary – such as if there no classes or if there is a holiday or there is an event that requires additional hours.

Invoicing - RJS shall submit invoices to the Client for payment within one week of the completion of services. Payment is due 21 days later.

Termination - Notice of intent to terminate shall be given by a party desiring to terminate this contract a minimum of sixty days (without cause) or thirty days (with cause) prior to the initial termination date or the termination date of any renewed term of this contract. Notice of intent to terminate shall be given in writing.

Confidentiality - Both parties agree to keep confidential any proprietary or sensitive information obtained or disclosed during the term of this Agreement.

Miscellaneous:

Indemnification - RJS agrees to indemnify and hold harmless the School from any claims, damages, or liabilities arising out of the RJS's services.

Governing Law - This Agreement shall be governed by and construed in accordance with the laws of the State of California.

Entire Agreement - This Agreement constitutes the entire understanding between the parties concerning the subject matter and supersedes all prior agreements, understandings, or negotiations.

OTHER SERVICES OFFERED

- Maintenance jobs such as light bulb replacement, faucet replacement, interior repairs such as plumbing, wall repair, painting, assembling furniture, landscaping, and others.
- Maintenance is charged at $35 per hour.

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 06/07/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: edgar ortz
Edgar Ortiz 301 Georgia st suite 102 Vallejo CA 94590	PHONE (A/C, No, Ext): 7078122509 FAX (A/C, No): E-MAIL ADDRESS: eortiz1@farmersgent.com

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
Juan Carlos Bautista Services Rojas Building Solutions & janitorial services 6800 macarthur blvd oakland ca 94605	INSURER A: Farmers Insurance Exchange	21652
	INSURER B: Employers Compensation company	11512
	INSURER C: RLI insurance Company	13056
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [ ] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:			607067037	01/22/2024	01/22/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY			19034511	03/04/2024	09/04/2024	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ $ 250,000 $ 500,000 $ 500,000 $
C	[X] UMBRELLA LIAB [X] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $			19558552	04/26/2024	02/26/2025	EACH OCCURRENCE AGGREGATE $	$ 1,000,000 $ 1,000,000 $
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N [Y] If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		QMWC0377388	01/25/2024	01/25/2025	[ ] PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	Employers Liability			607067037	01/22/2024	01/22/2025	Aggregate Limit	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Janitorial Services

CERTIFICATE HOLDER

Richmond Charter Acadamy

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
01/26/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Edgar Ortiz(951731N) 301 Georgia St Ste 102 Vallejo CA 94590-5937	PHONE (A/C, NO, EXT): 707-812-2509	FAX (A/C, NO): 707-638-0318
	E-MAIL ADDRESS: eortiz1@farmersagent.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURED BAUTISTA ROJAS, JUAN C/ DBA RJS Rojas Building solutions & Janitorial Services 6800 MACARTHUR BLVD OAKLAND CA 94605	INSURER A: Truck Insurance Exchange	21709
	INSURER B: Farmers Insurance Exchange	21652
	INSURER C: Mid Century Insurance Company	21687
	INSURER D: Employers Compensation Insurance Company	11512
	INSURER E:	
	INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAME ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDTL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY X PROJECT LOC OTHER:			607067037	01/22/2024	01/22/2025	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea Occurrence)	$ 100,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
B	AUTOMOBILE LIABILITY ANY AUTO X OWNED AUTOS ONLY SCHEDULED AUTOS HIRED AUTOS ONLY NON-OWNED AUTOS ONLY			190345311	03/04/2024	09/04/2024	COMBINED SINGLE LIMIT (Ea accident)	$
							BODILY INJURY (Per person)	$ 250,000
							BODILY INJURY (Per accident)	$ 500,000
							PROPERTY DAMAGE (Per accident)	$ 500,000
								$
	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE	$
							AGGREGATE	$
								$
D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/ EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N y If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		QMWC0377388	01/25/2024	01/25/2025	X PER STATUTE OTHER	$
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
B	Employers Liability			607067036	01/22/2024	01/22/2025	Aggregate Limit	1,000,000

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Janitorial Services

CERTIFICATE HOLDER	CANCELLATION
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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31-1769 11-15

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
02/06/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: edgar ortiz	
Edgar Ortiz 301 Georgia st ste 102 vallejo CA 94590	PHONE (A/C, NO, EXT): 7078122509	FAX (A/C, NO): 7076380318
	E-MAIL ADDRESS: eortiz1@farmersagent.com	

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
Juan carlos Bautista dba Rojas Building Solurtions & janitorial services 6800 MacArthur Blvd Oakland CA 94605	INSURER A: RLI Insurance Compnay	13056
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAME ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDTL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea Occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PROJECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	☐ OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	☒ UMBRELLA LIAB ☒ OCCUR			19558552	02/26/2024	06/26/2025	EACH OCCURRENCE	$ 1,000,000
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$ 1,000,000
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						☒ PER STATUTE ☐ OTHER	$
	ANY PROPRIETOR/PARTNER/ EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N ☐	N/A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

General Janitorial Services

CERTIFICATE HOLDER	CANCELLATION
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Juan C. Batista

2 Business name/disregarded entity name, if different from above
BJS Complete Builing Solutions

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.

☑ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: 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 not 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.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any) _____
Exemption from FATCA reporting code (if any) _____
(Applies to accounts maintained outside the U.S.)

Print or type. See Specific Instructions on page 3.

5 Address (number, street, and apt. or suite no.) See instructions.
6800 MacArthur Blvd

Requester's name and address (optional)

6 City, state, and ZIP code
Oakland CA 94605

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

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 *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
744 - 64 - 1138

or

Employer identification number
__ - _____

Part II Certification

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.

Certification instructions. 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.

Sign Here Signature of U.S. person ▶ _____ Date ▶ 02-02-24

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

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.

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.*

Cat. No. 10231X Form **W-9** (Rev. 10-2018)

References

Bill Squires - Previous General Manager
Claremont Country Club
5295 Broadway Terrace #15, Oakland, CA 94618
650-387- 4600

Maurice Williams
Chief Academic Officer
Amethod Public Schools
mwilliams@amethodschools.org

Belen Orozco
Director of Operations
Lighthouse Community Charter School
510-359-7991
belen.orozco@lighthousecharter.org

Rachelle Parsons - Office Controler
Diablo Country Club
1700 Club House Rd, Diablo, CA 94526
925-837-4221

Marisol Magana
Health & School Support Services Director
AIMS K-12 College Prep Charter District
510-220-9985
marisol.magana@aimsk12.org

Scope of Service Addresses:

The Vendor agrees to provide janitorial services to AMPS at the following locations for the said amount monthly:

1. **Oakland Charter High School**
    - **Address: 2365 Coolidge Avenue, Oakland, CA 94601**
    - **Approx. Square Footage Verified During Walkthrough: 44,375 Bid Amount Monthly: $6500**
2. **Oakland Charter Academy**
    - **Address: 4215 Foothill Blvd, Oakland, CA 94601**
    - **Approx. Square Footage Verified During Walkthrough: 35,100 Bid Amount Monthly: $3000**
3. **Downtown Charter Academy (DCA)**
    - **Approx. Square Footage Verified During Walkthrough: 36,000 Bid Amount Monthly: $3000**
4. **Richmond Charter Academy**
    - **Address: 1450 Marina Way South, Richmond, CA 94804**
    - **Approx. Square Footage Verified During Walkthrough: 88,250 Bid Amount Monthly: $6500**
5. **John Henry High School**
    - **Address: 1402 Marina Way South, Richmond, CA 94804**
    - **Approx. Square Footage Verified During Walkthrough: 40,300 Bid Amount Monthly: $3500**
6. **Benito Juarez Elementary**
    - **Address: 1450 Marina Way South, Richmond, CA 94804**
    - **Approx. Square Footage Verified During Walkthrough: 8,250 Bid Amount Monthly: $2500**

Total Bid Amount Monthly: $25,000

JANITORIAL CONTRACT

BSM Facility Services Group

DATE: 06/07/2024

CUSTOMER NAME & ADDRESS:	BILLING ADDRESS:	JOB LOCATION ADDRESS:
David Pearson	Amethod Public Schools	Richmond & Oakland Schools
Amethod Public Schools	1450 Marina Way South	
1450 Marina Way South	Richmond, CA 94804	
Richmond, CA 94804		

SERVICES & FREQUENCY	PRICE	SELECTION
Oakland Charter High School - 2365 Coolidge Ave, Oakland,CA 94601	$19,240.00	☐
Oakland Charter Academy - 4215 Foothill Blvd, Oakland, CA 94601	$6,945.00	☐
Downtown Charter Academy - 2100 Livingston St, Oakland, CA 94606	$6,945.00	☐
Benito Juarez Elementary - 1450 Marina Way S, Richmond,CA 94804	$6,734.00	☐
Richmond Charter Academy - 1450 Marina Way S, Richmond,CA 94804	$12,506.00	☐
John Henry High School - 1402 Marina Way S, Richmond,CA 94804	$10,415.00	☐
Nightly Janitorial Services - 5x Per week	Total Per Month	☐

SCOPE OF WORK:

1. Scope of work defined under "Exhibit A" and per the client provided service expectations (Pg. 5 - 13)
   Services to be conducted 5 times per week, Monday-Friday, after 5pm.

2. "Exhibit B" - Scope exclusions pertaining to the initial client provided service expectations; further clarity required. - Please note, current costs are for routine nightly janitorial services. They may change dependent upon client expectations. Maintenance costs outside of the routine services are not included in this proposal. (Pg 14)

3. "Exhibit C" - Quality Assurance (Pg. 15-16)

4. W-9 (Pg 17)

SCOPE OF WORK CONTINUED

Exclusions:
- Desk Surfaces: Manipulation of personal items not included; BSM will clean accessible surfaces only.
- High surface dusting to be within reach from surface level; with use of hand held extension tools.
- Cafeteria area do not include any dish ware cleaning or manipulation.
- Unforeseen repair work is not included in this proposal

SERVICE CONTRACT

Building Services / System Maintenance Inc. Contractors License No. 870303 (Contractor) shall provide all labor, payroll taxes, insurance, health & welfare benefits, worker's compensation, equipment, and supervision required to perform the services listed above. We will provide you with a General Liability and Worker's Compensation Insurance certificate consistent with industry standards upon award of contract.

THIS JANITORIAL SERVICE CONTRACT ("Contract") IS MADE BETWEEN Amethod Public Schools ("Customer") and Building Services / System Maintenance Inc. ("Contractor") through its Facilities Services Group.

PAYMENT: Contractor will submit invoices to Customer on a monthly basis. Payment is due on all invoices within thirty days from the date of the invoice. Contract accepts payment by check or ACH only. Any outstanding balance due and unpaid after thirty days will bear interest at a rate of 1.5 % per month. Time is of the essence with respect to payments made under this Contract.

CUSTOMER OBLIGATIONS: Customer shall provide Contractor with access for all Contractor personnel and free parking for service vehicles to all building areas and grounds necessary for the performance of the Scope of Work and any Additional Services, including any keys, I.D. cards, or other means of access.

ADDITIONAL SERVICES: Any Customer request for additional services shall be invoiced to Customer at the rate of $50.00 per hour for labor and the direct cost of any materials or equipment used in the performance of the additional services. Customer agrees to reimburse Contractor for such additional services and will pay to Contractor a percentage markup of ten percent (10%) on the total cost of additional services to compensate Contractor for its additional overhead, supervision and profit associated with such additional services.

RIGHT TO STOP WORK AND TERMINATION OF CONTRACT: Contractor shall have the right to stop work if any payment is not made on a timely basis on amounts due to Contractor. If Customer has a material change in financial condition, if there is an assignment for benefit of creditors, a bankruptcy filing, or if amounts due and owing to Contractor are not paid within thirty (30) days from notice to Customer, Contractor shall have the right to terminate this Contract. Customer shall have the right to terminate this Contract upon thirty (30) days written notice to Contractor.

SERVICE CONTRACT CONTINUED

NOTICES: Any notice required or permitted under this Contract may be given by first class mail or electronic mail at the address listed in this Contract. Any notice of change to the address of Contractor or Customer must be sent in writing to the other party to be effective.

ATTORNEY'S FEES: In the event that either party initiates litigation to enforce the terms of this Contract, or any amounts due under this Contract, the prevailing party shall be entitled to an award of reasonable attorneys' fees and costs.

AMENDMENT: This Contract may be amended, supplemented or changed only by a written instrument signed by authorized representatives of Contractor and Customer.

SEVERABILITY: If any portion of this Contract is determined to be void or unenforceable, all of the remaining provisions shall be fully effective and binding on Contractor and Customer.

ENTIRE CONTRACT: This Contract represents the entire, sole, exclusive, and integrated Contract between Contractor and Customer with respect to the rights and obligations addressed in this Contract.

GOVERNING LAW: This Contract shall be governed by the laws of the State of California, without regard to the principles of conflicts of laws.

CONTRACTOR LICENSE NOTICE: Contractors are required by law to be licensed and regulated by the Contractors' State License Board which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act or omission is filed within four years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within 10 years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar, Contractors State License Board, P.O. Box. 26000, Sacramento, CA 95826

THANK YOU FOR THE OPPORTUNITY TO SERVE YOU!

ACCEPTED

CLIENT SIGNATURE	**CONTRACTOR SIGNATURE**
	Eric Brown - Account Manager
PRINT NAME AND TITLE	**PRINT NAME AND TITLE**
	06/07/2024
DATE	**DATE**

PHOTOS

Response to: Amethod Public School (AMPS)

RFP Janitorial Services

Attention: David Pearson

Presented by,

Rojas
Building Solutions

6800 MacArthur Boulevard
Oakland, CA 94605

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June 11, 2024

Mr. David Pearson
Amethod Public Schools
1450 Marina Way S
Richmond, CA 94804

Re: Proposal for Janitorial Services

Dear Mr. Pearson,

Rojas Building Solutions (RJS), has read, and fully understands, and will comply with all criteria outlined in the RFP for cleaning services. RJS agrees to the terms and conditions outlined in this RFP. RJS meets all qualifications and as an established provider of janitorial solutions, we are committed to maintaining our partnership and continuing to deliver exceptional service to Amethod Public Schools (AMPS).

At RJS, we understand the critical importance of cleanliness and disinfection in educational environments. We firmly believe that a clean and safe facility is essential for the well-being, productivity, and morale of both students and staff. Our janitorial services are designed to ensure the highest level of cleanliness while creating a welcoming and positive atmosphere for all.

RJS is a family company with over 15 years in the cleaning and facility maintenance industry. Our commitment to excellence and dedication to delivering unparalleled service has allowed us to serve clients such as Diablo Country Club, Claremont Country Club, St. Francis Yacht Club, Escuela Bilingue Internacional, AIMS K-12 College Prep Charter District, and Lighthouse Community Charter Schools.

We understand that each client has unique requirements, and we tailor our services to meet the specific needs and preferences of Amethod Public Schools. We are committed to being responsive to your needs and concerns.

In conclusion, we are confident that RJS is well-equipped to continue providing AMPS with the highest level of janitorial service. We are excited about the opportunity to support your mission and contribute to the cleanliness and well-being of your facilities.

Thank you for considering RJS Building Solutions as your partner for cleaning services. We look forward to the possibility of working together and serving the needs of your organization

Sincerely,

Juan Carlos Rojas
Owner
Rojas Building Solutions

Company Overview: Rojas Building Solutions

Introduction:
RJS Building Solutions is a distinguished family-owned company with over 15 years of experience in the cleaning and facility maintenance industry. Founded on the principles of excellence, integrity, and dedication, we have established ourselves as a trusted partner for clients seeking superior cleaning services tailored to their unique needs.

Our Mission:
Our mission at RJS Building Solutions is to provide unparalleled cleaning and facility maintenance services that exceed our clients' expectations. We are committed to delivering exceptional results while upholding the highest standards of professionalism, reliability, and environmental responsibility.

Experience and Expertise:
With more than a decade of industry experience, we combine years of knowledge with ongoing training and development to stay at the forefront of industry trends and best practices.

Clientele:
Over the years, Rojas Building Solutions has had the privilege of serving a diverse range of clients, including prestigious establishments such as Diablo Country Club, Claremont Country Club, St. Francis Yacht Club, Escuela Bilingue Internacional, AIMS K-12 College Prep Charter District, Lighthouse Community Charter School. Our proven track record of excellence has earned us the trust and loyalty of clients across various sectors.

Comprehensive Services:
At RJS Building Solutions, we offer a comprehensive suite of cleaning and facility maintenance services designed to meet the unique needs of each client. From routine janitorial services and specialized floor care to post-construction cleanup and event support, we have the expertise and resources to deliver exceptional results on every project.

Customer Satisfaction:
At the heart of everything we do is a commitment to customer satisfaction. We understand the importance of building strong relationships with our clients based on trust, transparency, and open communication. By listening to their needs and delivering solutions that exceed their expectations, we strive to become the preferred choice for cleaning and facility maintenance services.

Conclusion:
In summary, RJS Building Solutions is dedicated to providing exceptional cleaning and facility maintenance services that set the standard for excellence in the industry. With a steadfast commitment to quality, integrity, and customer satisfaction, we look forward to continuing to serve our clients and communities for years to come.

Scope of Work

Rojas Building Solutions (RJS) is thrilled to serve your community by ensuring your facilities remain spotless! We are committed to managing all the services listed herein to provide comprehensive and meticulous maintenance for your premises.

Daily Duties

Classrooms & Offices:

- Empty trash and recycling bins.
- Dust and wipe down desks, chairs, and surfaces.
- Sweep and mop floors.
- Clean and sanitize door handles, light switches, and high-touch areas.
- Refill hand sanitizer and soap dispensers.
- Check and refill paper towels and tissue dispensers.
- Clean whiteboards and chalkboards.

Restrooms:

- Clean and disinfect toilets, urinals, and sinks.
- Refill soap, paper towels, and toilet paper
- Empty trash bins and sanitary disposal units.
- Sweep and mop floors with disinfectant.
- Clean mirrors and other fixtures.

Common Areas & Hallways:

- Sweep and mop floors.
- Clean and sanitize water fountains.
- Empty trash and recycling bins.
- Clean and wipe down benches, railings, and other surfaces.
- Check and clean entrance mats.

Cafeteria:

- Clean and sanitize tables and chairs.
- Sweep and mop floors after each meal period.
- Empty trash and recycling bins.
- Clean and disinfect serving areas.

Weekly Duties

Classrooms & Offices:

- Perform a thorough dusting of all surfaces, including high areas like shelves and vents.
- Vacuum carpeted areas.
- Spot clean walls and remove any markings.

Restrooms:

- Deep clean and disinfect all fixtures, including partitions and walls.
- Scrub and clean floor drains.

Common Areas & Hallways:
- Dust and wipe down light fixtures and vents.
- Buff and polish floors where applicable.

Cafeteria:
- Deep clean kitchen areas including appliances and food preparation surfaces. o Clean and sanitize waste bins.

Monthly Duties

Classrooms & Offices:
- Wash windows and glass partitions.
- Clean and disinfect upholstery on chairs and other furniture.

Restrooms:
- Perform a deep cleaning of grout and tile surfaces.
- Inspect and clean air vents and replace filters if necessary.

Common Areas & Hallways:
- Clean and polish all metal fixtures.
- Wash windows and glass doors.

Cafeteria:
- Clean and sanitize refrigerator and freezer exteriors.
- Perform a deep cleaning of storage areas.

Twice Yearly Duties

Classrooms & Offices:
- Strip and wax hard floors.
- Deep clean carpets with a professional carpet cleaner.
- Inspect and perform minor repairs on furniture and fixtures.

Restrooms:
- Deep clean and seal grout and tile surfaces.
- Inspect and repair any plumbing issues.

Common Areas & Hallways:
- Refinish floors.
- Wash exterior windows.

Cafeteria:
- Deep clean exhaust hoods and vents.

- Inspect and perform maintenance on kitchen equipment.

Reporting and Check-In Process:

Daily:

- The cleaning crew will report any maintenance issues or supply needs to the Lead Custodian.

Monthly:

- A detailed report summarizing the monthly duties completed will be submitted to the Director of Facilities.

Yearly:

- An annual report summarizing the twice-yearly duties completed will be submitted.
- A meeting will be held with the Director of Facilities to review the year's performance and plan for the upcoming year.

Service Address and Quote for Janitorial Services

Name of School	sq ft	Bid Amount Monthly
Oakland Charter High School Address: 2365 Coolidge Avenue, Oakland, CA 94601	29,197	$6,000.00
Oakland Charter Academy Address: 4215 Foothill Blvd, Oakland, CA 94601	17,776	$3,500.00
Downtown Charter Academy (DCA) Address: 2100 Livingston St, Oakland, CA 94606	38,771	$7,750.00
AMPS Home Office + Richmond Charter Academy Address: 1450 Marina Way South, Richmond, CA 94804	48,250	$9,500.00
John Henry High School Address: 1402 Marina Way South, Richmond, CA 94804	37,990	$7,500.00
Benito Juarez Elementary Address: 1450 Marina Way South, Richmond, CA 94804	48,250	$9,500.00
Total Bid Amount Monthly		**$43,750.00**

Service Agreement

This SERVICE AGREEMENT is made and entered into as of the _____ day of _____, 20___ by and between Rojas Building Solutions ("RJS") and _____ ("CLIENT") and collectively addressed as the "Parties."

Services Provided: Rojas Building Solutions (RJS) agrees to provide janitorial services. The date for services will be mutually agreed upon by the parties.

Invoices: RJS shall submit invoices to the Client for payment on the first day of the month, with payment due 21 days later.

Materials: All cleaning materials and equipment will be provided by RJS, except for usable/consumables.

Indemnification: RJS agrees to indemnify and hold harmless the CLIENT from any claims, damages, or liabilities arising out of RJS's services.

Compliance: RJS shall comply with all applicable laws, regulations, and safety standards while performing the cleaning services.

Insurance: RJS shall maintain appropriate insurance coverage, including general liability insurance and worker's compensation insurance.

Term: This agreement is for a term of twelve (12) months and shall be automatically renewable on the anniversary date, unless either party gives written notice of termination at least ninety (90) days prior to the said anniversary date.

Termination: Notice of intent to terminate shall be given by a party desiring to terminate this contract a minimum of sixty (60) days (without cause) or thirty (30) days (with cause) prior to the initial termination date or the termination date of any renewed term of this contract. Notice of intent to terminate shall be given in writing.

Confidentiality: Both parties agree to keep confidential any proprietary or sensitive information obtained or disclosed during the term of this Agreement.

Governing Law: This Agreement shall be governed by and construed in accordance with the laws of the State of California.

Entire Agreement: This Agreement constitutes the entire understanding between the parties concerning the subject matter and supersedes all prior agreements, understandings, or negotiations.

Signatures

Amethod Public Schools

Representative Signature

Printed Name

Title

Date

Rojas Building Solutions

Representative Signature

Printed Name

Title

Date

Other Services Offered

RJS Building Solutions: Your One-Stop for All Facility Needs

At RJS Building Solutions, we pride ourselves on delivering a wide range of cleaning and facility maintenance services tailored to meet the specific requirements of each client. Our expertise spans routine janitorial services, specialized floor care, post-construction cleanup, and event support, ensuring exceptional results for every project.

Disinfecting Services
- High-touch areas
- Electrostatic spraying

Painting
- Whiteboard
- Interior/Exterior

Plumbing
- Service calls and emergency services
- Installations and remodels
- Repairs

Landscaping
- Mowing and edging
- Planting, artscaping, and hardscaping
- Tree trimming

Pressure Washing
- Eliminate build-up from the exterior of your facility

Lighting Services
- Replace difficult-to-reach and high-voltage lighting

Event support:
- Graduation
- Training
- Student events

Assembling furniture
Electrical
HVAC
Handyman
Day Porter

Insurance

Attached you will find Rojas Building Solutions Insurances:

- General Liability Insurance
- Workers' Compensation Insurance
- Automobile Liability Insurance
- W-9
- Additional Insured Endorsement: The school district will be named as the additional insured on all policies at the appropriate stage

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 06/07/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: edgar ortz
Edgar Ortiz 301 Georgia st suite 102 Vallejo CA 94590	PHONE (A/C, No, Ext): 7078122509 FAX (A/C, No): E-MAIL ADDRESS: eortiz1@farmersgent.com

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	Farmers Insurance Exchange	21652
INSURER B :	Employers Compensation company	11512
INSURER C :	RLI insurance Company	13056
INSURER D :		
INSURER E :		
INSURER F :		

INSURED
Juan Carlos Bautista Services
Rojas Building Solutions & janitorial services
6800 macarthur blvd
oakland ca 94605

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC OTHER:			607067037	01/22/2024	01/22/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY			19034511	03/04/2024	09/04/2024	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ 250,000 $ 500,000 $ 500,000
C	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $			19558552	04/26/2024	02/26/2025	EACH OCCURRENCE AGGREGATE	$ 1,000,000 $ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: Y If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		QMWC0377388	01/25/2024	01/25/2025	PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	Employers Liability			607067037	01/22/2024	01/22/2025	Aggregate Limit	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Janitorial Services

CERTIFICATE HOLDER

Richmond Charter Acadamy

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
01/26/2024

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IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Edgar Ortiz(951731N) 301 Georgia St Ste 102 Vallejo CA 94590-5937	PHONE (A/C, NO, EXT): 707-812-2509	FAX (A/C, NO): 707-638-0318
	E-MAIL ADDRESS: eortiz1@farmersagent.com	

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
BAUTISTA ROJAS, JUAN C/ DBA RJS Rojas Building solutions & Janitorial Services 6800 MACARTHUR BLVD OAKLAND CA 94605	INSURER A: Truck Insurance Exchange	21709
	INSURER B: Farmers Insurance Exchange	21652
	INSURER C: Mid Century Insurance Company	21687
	INSURER D: Employers Compensation Insurance Company	11512
	INSURER E:	
	INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAME ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDTL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [X] PROJECT [ ] LOC [ ] OTHER:			607067037	01/22/2024	01/22/2025	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea Occurrence)	$ 100,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
B	AUTOMOBILE LIABILITY [ ] ANY AUTO [X] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY			190345311	03/04/2024	09/04/2024	COMBINED SINGLE LIMIT (Ea accident)	$
							BODILY INJURY (Per person)	$ 250,000
							BODILY INJURY (Per accident)	$ 500,000
							PROPERTY DAMAGE (Per accident)	$ 500,000
								$
	[ ] UMBRELLA LIAB [ ] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE DED [ ] RETENTION $						EACH OCCURRENCE	$
							AGGREGATE	$
								$
D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/ EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: y If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		QMWC0377388	01/25/2024	01/25/2025	[X] PER STATUTE [ ] OTHER	$
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
B	Employers Liability			607067036	01/22/2024	01/22/2025	Aggregate Limit	1,000,000

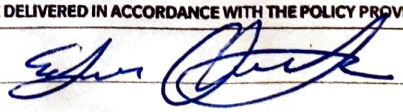
DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Janitorial Services

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 02/06/2024

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PRODUCER	CONTACT NAME: edgar ortiz
Edgar Ortiz 301 Georgia st ste 102 vallejo CA 94590	PHONE (A/C, NO, EXT): 7078122509 FAX (A/C, NO): 7076380318 E-MAIL ADDRESS: eortiz1@farmersagent.com

INSURED	INSURER(S) AFFORDING COVERAGE	NAIC #
Juan carlos Bautista dba Rojas Building Solurtions & janitorial services 6800 MacArthur Blvd Oakland CA 94605	INSURER A: RLI Insurance Compnay	13056
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAME ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDTL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea Occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PROJECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	☐ OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	☒ UMBRELLA LIAB ☒ OCCUR			19558552	02/26/2024	06/26/2025	EACH OCCURRENCE	$ 1,000,000
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$ 1,000,000
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						☒ PER STATUTE ☐ OTHER	$
	ANY PROPRIETOR/PARTNER/ EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N ☐	N/A					E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

General Janitorial Services

CERTIFICATE HOLDER	CANCELLATION
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE

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ACORD 25 (2016/03)

21-1769 11-15

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Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Juan C. Batista

2 Business name/disregarded entity name, if different from above
BJS Complete Building Solutions

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.

☑ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: 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 not 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.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any) _____
Exemption from FATCA reporting code (if any) _____
(Applies to accounts maintained outside the U.S.)

Print or type. See Specific Instructions on page 3.

5 Address (number, street, and apt. or suite no.) See instructions.
6800 MacArthur Blvd

Requester's name and address (optional)

6 City, state, and ZIP code
Oakland CA 94605

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

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 *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
7 4 4 - 6 4 - 1 1 3 8

or

Employer identification number
_ _ - _ _ _ _ _ _ _

Part II Certification

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.

Certification instructions. 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.

Sign Here Signature of U.S. person ▶ [signature] Date ▶ 02-02-24

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

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.

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.*

Cat. No. 10231X Form **W-9** (Rev. 10-2018)

Powered by BoardOnTrack

References

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Greene Janitorial Service Proposal (RFP) for Janitorial Services

Amethod Public Schools (AMPS)

1. Scope of Work

The selected vendor will be responsible for daily, weekly, monthly, and twice-yearly janitorial services across the following locations:

1. **Oakland Charter High School**
   - **Address:** 2365 Coolidge Avenue, Oakland, CA 94601
   - **Adjusted Square Footage:** 29,197 sq ft
2. **Oakland Charter Academy**
   - **Address:** 4215 Foothill Blvd, Oakland, CA 94601
   - **Adjusted Square Footage:** 17,776 sq ft
3. **Downtown Charter Academy**
   - **Address:** 2100 Livingston St, Oakland, CA 94606
   - **Adjusted Square Footage:** 38,771 sq ft
4. **Benito Juarez Elementary**
   - **Address:** 1450 Marina Way South, Richmond, CA 94804
   - **Adjusted Square Footage:** 48,250 sq ft
5. **AMPS Home Office + Richmond Charter Academy**
   - **Address:** 1450 Marina Way South, Richmond, CA 94804
   - **Adjusted Square Footage:** 48,250 sq ft
6. **John Henry High School**
   - **Address:** 1402 Marina Way South, Richmond, CA 94804
   - **Adjusted Square Footage:** 37,990 sq ft

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2. Services Required

The janitorial services required include but are not limited to the following:

Daily Duties:

- Empty trash and recycling bins.
- Dust and wipe down desks, chairs, and surfaces.
- Sweep and mop floors.
- Clean and sanitize door handles, light switches, and high-touch areas.
- Refill hand sanitizer and soap dispensers.
- Check and refill paper towels and tissue dispensers.
- Clean whiteboards and chalkboards.

Restrooms:

- Clean and disinfect toilets, urinals, and sinks.
- Refill soap, paper towels, and toilet paper.
- Empty trash bins and sanitary disposal units.
- Sweep and mop floors with disinfectant.
- Clean mirrors and other fixtures.

Common Areas & Hallways:

- Sweep and mop floors.
- Clean and sanitize water fountains.
- Empty trash and recycling bins.
- Clean and wipe down benches, railings, and other surfaces.
- Check and clean entrance mats.

Cafeteria:

- Clean and sanitize tables and chairs.
- Sweep and mop floors after each meal period.
- Empty trash and recycling bins.
- Clean and disinfect serving areas.

Weekly Duties:

- Perform a thorough dusting of all surfaces, including high areas like shelves and vents.
- Vacuum carpeted areas.
- Spot clean walls and remove any markings.

Monthly Duties:

- Wash windows and glass partitions.
- Clean and disinfect upholstery on chairs and other furniture.
- Perform a deep cleaning of grout and tile surfaces.
- Inspect and clean air vents and replace filters if necessary.
- Clean and polish all metal fixtures.
- Wash windows and glass doors.
- Clean and sanitize refrigerator and freezer interiors.
- Perform a deep cleaning of storage areas.

Twice-Yearly Duties:

- Strip and wax hard floors.
- Deep clean carpets with a professional carpet cleaner.
- Inspect and perform minor repairs on furniture and fixtures.
- Deep clean and seal grout and tile surfaces.

- Inspect and repair any plumbing issues.
- Refinish floors.
- Wash exterior windows.
- Deep clean exhaust hoods and vents.
- Inspect and perform maintenance on kitchen equipment.

General Cleanup of Facilities:

- Maintain general cleanliness of all areas including classrooms, offices, restrooms, and common areas.
- Ensure all areas are free of dust, debris, and spills.
- Perform any additional cleaning tasks as requested by school administration to maintain a sanitary environment.

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3. Compliance and Safety

The vendor must comply with all OSHA and EPA regulations and ensure that all staff are trained according to the highest standards of safety and sustainability. This includes providing proof of compliance with OSHA, EPA, and other relevant regulations.

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4. Pricing for Scope of Services

Greene Janitorial Services agrees to provide janitorial and floor care services to AMPS at the following locations for the said amount monthly: $300,000.00 a year plus $43,400 yearly for floor care, totaling $343,400.00.

Name of School	Bid Amount Monthly – Janitorial Services	Bid Amount Monthly - Floor care 2x per year
Oakland Charter High School		
Address: 2365 Coolidge Avenue, Oakland, CA 94601	$6,500	$10,000
Oakland Charter Academy		
Address: 4215 Foothill Blvd, Oakland, CA 94601	$3,000	$6,000
Downtown Charter Academy (DCA)		
Address: 2100 Livingston St, Oakland, CA 94606	$3,000	$6,000
Richmond Charter Academy		

Name of School	Bid Amount Monthly – Janitorial Services	Bid Amount Monthly - Floor care 2x per year
Address: 1450 Marina Way South, Richmond, CA 94804	$6,500	$16,000
John Henry High School		
Address: 1402 Marina Way South, Richmond, CA 94804	$3,600	$4,500
Benito Juarez Elementary		
Address: 1450 Marina Way South, Richmond, CA 94804	$2,500	$9,000

Total Bid Amount Monthly: $25,000
Total Yearly for Janitorial Services: $300,000
Total Yearly for Floor Care: $43,400

5. Submission Requirements

All proposals must include the following:

- Detailed Proposal: Including a breakdown of services and costs.
- Compliance Documentation: Proof of compliance with state regulations.
- References: Past performance records and references.
- Insurance Requirements:
  - General Liability Insurance: Minimum $1,000,000 per occurrence.
  - Workers' Compensation Insurance: As required by California state law.
  - Automobile Liability Insurance: Minimum $1,000,000 per accident for bodily injury and property damage.
  - Additional Insured Endorsement: The school district must be named as an additional insured on all policies.
- Licenses: All relevant business and operational licenses required by the state of California.

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6. Evaluation Criteria

Proposals will be evaluated based on:

- Cost-effectiveness
- Compliance with the scope of work
- References and past performance
- Compliance with OSHA and EPA standards
- Use of advanced cleaning technologies
- Sustainability practices

Summary of Qualified Janitorial Service Vendors for Amethod Public Schools (AMPS)

1. Greene Janitorial Services ***

Overview: Greene Janitorial Services offers comprehensive cleaning services with a focus on cost-effectiveness. They cover daily, weekly, monthly, and twice-yearly tasks, including floor care services.

Key Points:

- **Total Annual Cost**: $330,500
- **Monthly Bid Amount**: $25,100
- **1X Floor Care Cost**: $29,300 yearly
- **Insurance**: General Liability, Workers' Compensation, and Automobile Liability Insurance provided.
- **Compliance**: Adheres to OSHA, EPA, and other relevant regulations.

Strengths:

- Most cost-effective option.
- Includes comprehensive cleaning and floor care services.

2. Rojas Building Solutions *

Overview: Rojas Building Solutions provides a wide range of janitorial and additional services such as maintenance, plumbing, landscaping, and event support, making them suitable for holistic facility management, and the best selection overall as it pertain to Charter School janitorial cleaning.

Key Points:

- **Total Annual Cost**: $488,400
- **Monthly Bid Amount**: $40,700
- **1X Floor Care Included W/Cost**
- **Additional Services**: High-touch area disinfecting, electrostatic spraying, interior and exterior painting, plumbing, landscaping, lighting services, event support, etc.
- **Insurance**: General Liability, Workers' Compensation, and Automobile Liability Insurance provided.

- **Compliance**: Meets all applicable laws, regulations, and safety standards.

Strengths:

- Comprehensive facility management services.
- Extensive range of additional services.

3. BSM Facility Services Group **

Overview: BSM Facility Services Group focuses on intensive nightly janitorial services, ensuring high-frequency cleaning suitable for facilities requiring constant upkeep.

Key Points:

- **Total Annual Cost**: $753,420
- **Monthly Bid Amount**: $62,785
- **Additional Services**: Additional services available at $50/hour with a 10% markup.
- **Insurance**: General Liability and Workers' Compensation Insurance provided.
- **Compliance**: Adheres to necessary safety and regulatory requirements.

Strengths:

- High-frequency nightly cleaning services.
- Suitable for facilities needing intensive cleaning.

4. City Wide Facility Solutions

Overview: City Wide Facility Solutions offers a balanced approach with comprehensive janitorial services and additional maintenance and management services, aiming to reduce the client's workload by providing a single point of contact for all facility needs.

Key Points:

- **Total Annual Cost**: $503,856
- **Monthly Bid Amount**: $41,988
- **Additional Services**: High-touch area disinfecting, electrostatic spraying, supply management, detailed cleaning, maintenance of lighting, plumbing, landscaping, and HVAC.
- **Insurance**: General Liability, Workers' Compensation, and Automobile Liability Insurance provided.

- **Compliance**: Meets all applicable laws and standards.

Strengths:

- Well-balanced cost and services.
- Comprehensive management services reduce client workload.

Recommendation

The final decision should consider the specific needs and budget of AMPS:

- **Rojas Building Solutions**: Best for comprehensive facility management.
- **City Wide Facility Solutions**: Best for balanced service and cost.
- **Greene Janitorial Services**: Best for cost-effectiveness.
- **BSM Facility Services Group**: Best for intensive cleaning requirements.

These summaries provide an overview of each vendor's qualifications, strengths, and key points to aid in the decision-making process.

Coversheet

Approval of Ed Sped Solutions Contract 2024-2025

Section: III. Business
Item: L. Approval of Ed Sped Solutions Contract 2024-2025
Purpose: Vote
Submitted by:
Related Material: SY2425-Master Contract.pdf

Nonpublic, Nonsectarian School/Agency Services

Master Contract

2024-25

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Contract Year: 2024-2025 Contract Number:

LEA: Amethod Public Schools

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

Ed Sped Solutions, Inc.

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY MASTER CONTRACT

1) GENERAL PROVISIONS

a) This Master Contract is entered into this 1st day of July, between the El Dorado SELPA (hereinafter referred to as "LEA") and *Ed Sped Solutions, Inc.* (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA 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 Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA 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 pursuant to an Individualized Education Program (hereinafter referred to as "IEP"), and/or Individual Family Service Plan (hereinafter referred to as IFSP)

b) The Collaborative**:** The Bay Area Collaborative represents fourteen (14) SELPAs and member nonpublic schools (NPS) and nonpublic agencies (NPA (Collectively NPS/A) (see https://www.solanocountyselpa.net/governance/bac for a complete listing and contact information). NPS/A that are contracting within one of the participating SELPAs agree to participate in this collaborative process to establish a uniform contract for identified services and standards. The established system provides NPS/As with an opportunity to have input to the development of the process, contract issues, etc., and a simplified, standard process for rate negotiation with the participating SELPAs. Issues listed on the Rate Schedule portion of this Master Contract may be reviewed on an annual basis upon request of the CONTRACTOR using the established Bay Area SELPA Collaborative system. CONTRACTOR agrees that the rates set forth in this Master Contract will remain unchanged from July 1 through June 30 of the term of contract, with no changes in the services provided, unless changed in a duly executed amendment to this Master Contract signed by both parties. Increases in rates will be considered on an annual basis and remain unchanged for the term of the contract from July 1 through June 30, with no changes in level of service provided without written approval by both parties.

c) NPA/Ss that are not a member of the Bay Area Collaborative should negotiate rates with their geographically corresponding SELPA(s). The LEA will contact the corresponding SELPA to verify established rates. Increases in rates will be considered on an annual basis and remain unchanged for the following year from July 1 through June 30, with no changes provided without written approval by both parties.

d) Any CONTRACTOR not participating as a member of the Bay Area SELPA Collaborative shall individually negotiate rates following local SELPA and/or LEA procedures. Those CONTRACTORs shall notify the SELPA with whom they contract of any proposed rate changes effective July 1 by March 1 of the preceding year.

e) The Bay Area SELPA Collaborative Chair shall maintain, annually update and disseminate to all LEAs, NPS/As who are members of the Collaborative, a master rate schedule reflecting such NPS/A rates.

f) Upon CONTRACTOR's acceptance of a student referred by the LEA, the LEA shall complete an Individual Services Agreement (hereinafter referred to as "ISA") as specified

in the LEA Procedures which shall identify the provider of each service required by the student's IEP/IFSP). For purposes of enrollment, the LEA must provide approval before any authorization for payment can be made. Such authorization may be provided electronically, by telecommunications, by mail or by fax. Unless otherwise agreed in writing, or in the student's ISA, CONTRACTOR acknowledges its obligation to provide all services specified in the pupil's IEP/IFSP. The LEA acknowledges its responsibility to pay for all services rendered to LEA students by CONTRACTOR. The ISA shall be executed within ninety (90) days of an LEA student's enrollment. (Education Code Section 56366(c)(1)) LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. CONTRACTOR shall notify the LEA in writing in advance of providing any service(s) when CONTRACTOR is unable to meet the requirements of this Master Contract or of any Individual Services Agreement.

g) Unless placement and or services are 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 an NPS placement is appropriate, and the IEP is signed by the student's parent.

2) DEFINITIONS

The following definitions shall apply for purposes of this contract:

a) The term "CONTRACTOR" means an NPS/A 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 Plan Local 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 the contract, unless otherwise specified in the contract.

c) The term "credential" means a valid credential, life diploma, permit, a county office of education Temporary County Certificate 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 related services and has met federal and state certification, licensing,

registration, or other comparable requirements which apply to the area in which the individual 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.

i) 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.

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, including but not limited to mental health and board and care services at a residential placement, or refer to themselves using a specified professional title. 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 a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, 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, a surrogate parent, 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.

i) It is understood that the term “Master Contract” also means “Agreement” and is referred to as such in this document.

3) TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)). 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, 2024. If the subsequent Master Contract has not been executed prior to June 30, 2024, this Contract shall remain in force and effect until terminated as provided herein or a new Master Contract is executed.

4) CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as an 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 contract 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.

In addition to meeting the certification requirements of the State of California, CONTRACTOR that operates a non-public school or agency 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.).

a) 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 room and board 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.

b) A current copy of CONTRACTOR's licenses and NPS/A certifications, or a validly issued waiver of any such certification must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA 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. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall be null and void.

c) Notwithstanding the foregoing, if current (re)certification documents are not available through no fault of the NPS/A, this Master Contract shall remain in effect until such documents are made available to the NPS/A, which shall in turn submit copies of same to the LEA within five (5) business days of receipt by the NPS/A. The NPS/A shall, within five (5) business days of any change in the status of its approved capacity to serve a specific number of students notify the LEA of the change.

5) COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

a) During the term of this Master Contract the CONTRACTOR and the LEA shall comply with all applicable federal and state laws and regulations relating to the provision of special education and related services, and facilities for individuals with exceptional needs.

b) CONTRACTOR shall also comply with all applicable policies pursuant to the Local Plan, 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.

c) CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with applicable LEA policies and shall indemnify LEA under the provisions of section 16 of this Master Contract for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with LEA policies.

d) The CONTRACTOR shall comply with those policies, relating to among other things, the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA pupil enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions.

6) RIGHT TO REPORT MASTER CONTRACT VIOLATIONS

CONTRACTOR and LEA acknowledge and understands that either party 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 NPS/A certification pursuant to California Education Code section 56366.4(a) or action by the CDE against the LEA.

7) INTEGRATION / CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

a) This Master Contract includes the LEA Procedures and each Individual Services Agreement and they are incorporated herein by this reference. Upon written request, LEA agrees to make all of its policies and procedures available to CONTRACTOR, either electronically or by hard copy. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement with respect to the terms set forth in this Master Contract. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, the LEA may modify the LEA procedures from time to time without the consent of CONTRACTOR.

b) CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

c) At a minimum, such information shall include current copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. 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.

8) INDIVIDUAL SERVICE AGREEMENT

a) This contract shall include an Individual Service Agreement (ISA) developed for each LEA student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A).

b) ISAs are void upon termination or expiration of the Master Contract. In the event that this Master Contract expires or terminates, CONTRACTOR and the LEA 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 LEA students, until such time as a new Master Contract is executed.

c) Any and all changes to a LEA 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 LEA student's IEP/IFSP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP/IFSP subject to all procedural safeguards required by law, including notice to and participation by the CONTRACTOR in the IEP Team meeting.

d) Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP/IFSP 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 term of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided.

e) If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the California Office of Administrative Hearings (hereinafter referred to as "OAH"), CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH.

f) Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the local SELPA office prior to appeal to the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366 (C) (2).

ADMINISTRATION OF CONTRACT

9) NOTICES

All notices provided for by this contract shall be in writing. Notices shall be faxed, emailed with verification of receipt, mailed by first class mail deposited with the United States Postal Service 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 both:

Name _____	Name _____
LEA _____	LEA _____
Address _____	Address _____
City, State, Zip _____	City, State, Zip _____
Phone _____	Phone _____

Notices to CONTRACTOR shall be addressed as indicated on signature page.

10) MAINTENANCE OF RECORDS

a) 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); 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, including verification of behavior training consistent with Education Code 56366.1; 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 of current board of directors/trustees, if applicable; 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; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

b) CONTRACTOR shall maintain LEA electronic and physical 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 LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record (California Education Code Section 49064). Such logs shall be maintained as required and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the LEA student's record, and a description of the record(s) provided. Such logs need to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record (Education Code Section 49064). 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 the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, 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 LEA student records to LEA within five (5) business days. These records shall include, but not be limited to, the LEA student's 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.

11) SEVERABILITY CLAUSE

If any provision or portion of a provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

12) SUCCESSORS IN INTEREST

This Master Contract binds CONTRACTOR's successors and assignees. Contractor shall notify the LEA within 30 days of any change of ownership or corporate control.

13) VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where the LEA is located.

14) MODIFICATIONS AND AMENDMENTS

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 LEA shall provide the 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.

15) TERMINATION OF MASTER CONTRACT AND/OR INDIVIDUAL SERVICES AGREEMENT

This Master Contract may be terminated with or without cause by either the CONTRACTOR or LEA. To terminate the Master Contract either party shall give no less than twenty (20) calendar 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) calendar days prior written notice (refer to Section 7).

In the event of the closure of a non-public school or agency, the LEA will be given as much notice as is reasonably possible.

16) INSURANCE

a) CONTRACTOR shall procure and maintain for the duration of the Master Contract insurance against claims for injuries to persons or damages to property, which may arise from or in connection with performance under this Master Contract by CONTRACTOR, its agents, representatives, or employees.

b) Prior to final approval of this Master Contract, CONTRACTOR shall deliver to the LEA a certificate of insurance for each required policy with insurers and additional insured policy

endorsements for the comprehensive general liability insurance and comprehensive automobile liability insurance. If at any time said policies of insurance lapse or become canceled, this MASTER CONTRACT shall become void. The acceptance by LEA of the above-required insurance does not serve to limit the liability or responsibility of the insurer or CONTRACTOR.

c) Insurance coverage shall be at least as broad as:

i) Insurance Services Office Commercial General Liability coverage (occurrence form CG 0001).

ii) Insurance Services Office form number CA 0001 (Ed. 1/2010) covering Automobile Liability, code 1 (any auto).

iii) Workers' Compensation insurance as required by the state in which services are performed and Employer's Liability Insurance with limits of $2,000,000/$2,000,000/$2,000,000.

d) CONTRACTOR shall maintain limits of insurance no less than:

	Agencies with 1-5 providers	Agencies with 6+ providers and non-public school	Residential
General Liability			
Per occurrence	$1,000,000	$2,000,000	$3,000,000
Fire damage	$500,000	$500,000	$500,000
Medical expenses	$5,000	5,000	5,000
Personal and adv. Injury	$1,000,000	$1,000,000	$1,000,000
General aggregate	$1,000,000	$2,000,000	$6,000,000
Business Auto Liability combined single limit	$2,000,000	$2,000,000	$2,000,000

Professional Liability/Errors and Omissions coverage not to exclude sexual molestation and abuse coverage unless that coverage is afforded elsewhere in the commercial general liability insurance			
Per Occurrence	$1,000,000	$1,000,000	$3,000,000
General Aggregate	$3,000,000	$3,000,000	$6,000,000
Workers Compensation and Employers Liability	$2,000,000	$2,000,000	$2,000,000

e) For all insurance coverage procured by CONTRACTOR, the following terms apply:

i) Any deductibles or self-insured retentions above $25,000 must be declared in writing 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 as respects to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses.

ii) The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:

a) The LEA, its subsidiaries, officials and employees are to be covered as additional insured as respects: liability arising out of activities performed by or on behalf of CONTRACTOR; products and completed operations of the CONTRACTOR; premises owned, occupied or used by the CONTRACTOR; or automobiles owned, leased, hired or borrowed by the CONTRACTOR. The coverage shall contain no special limitations on the scope of protection afforded to the LEA, its subsidiaries, officials and employees.

b) 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.

c) Each insurance policy required by this clause shall be endorsed to state that coverage shall not be suspended, voided, canceled by either party, re-duced in coverage or in limits except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the LEA.

f) Insurance is to be placed with insurers admitted by the State of California and with a current A.M. Best's rating of no less than A-: VII, unless otherwise acceptable to the LEA.

g) The CONTRACTOR shall furnish the LEA with original or photocopies of endorsements effecting coverage required by this clause. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All Certificates of Insurance shall reference the contract number, the name of school or agency submitting the contract number, the name of school or agency submitting the certificate, an indication if the school or agency is an NPS or NPA, and the location of the school or agency submitting the certificate.

h) If LEA or CONTRACTOR determines that change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

17) INDEMNIFICATION AND HOLD HARMLESS

a) 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 caused, in whole or in part, by negligence, intentional act or willful misconduct 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.

b) 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 thereof, to the extent that such loss, expense, damage or liability was proximately caused by the gross negligence or willful act of LEA, including, without limitation, its agents, employees, subcontracts or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR indemnities).

c) 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.

18) INDEPENDENT CONTRACTOR

This Master Contract is by and between two independent entities that have an independent contractual relationship. CONTRACTOR shall provide all services under this Agreement 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 Master 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 LEA and CONTRACTOR and any of their employees, agents, affiliates or other representatives, 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-principal, 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.

19) SUBCONTRACTING

a) CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR shall enter into an initial subcontract only with a provider who is certified as an NPS/A to delivery any of the instructional or related services contemplated under this Master Contract. The LEA and the CONTRACTOR shall maintain a copy of the written approval. CONTRACTOR shall provide all required clearances for its employees, including, but not limited to fingerprint requirements, and tuberculosis. When subcontracting with an NPA, CONTRACTOR shall not charge LEA a higher rate than its own approved collaborative rate.

b) Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation 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 16. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance affecting coverage required by Section 16. 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 the forms provided by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including

endorsements reflecting the coverage required by this Master Contract. All subcontractors must meet the requirements as contained in Section 46 Fingerprint Clearance Requirements and Section 47 Staff Qualifications of this Master Contract.

20) CONFLICTS OF INTEREST

a) CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code Section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP/IFSP team meetings acting as a student's advocate.

b) LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA 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 LEA 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 LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR.

21) NON-DISCRIMINATION

CONTRACTOR and LEA programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a 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.

In the event any CONTRACTOR employee, working on a public school campus, alerts CONTRACTOR or LEA of a concern, CONTRACTOR and LEA shall coordinate efforts to respond and rectify any validated concerns.

EDUCATIONAL PROGRAM

22) FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

a) LEA shall provide CONTRACTOR with a copy of the IEP/IFSP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. Unless otherwise agreed to by the CONTRACTOR and the LEA, CONTRACTOR shall provide special education and/or related services (including transition services) to each LEA student within the NPS/A consistent with the LEA student's IEP/IFSP and as specified in the ISA. If CONTRACTOR is an NPS,

CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP/IFSP (California Education Code Section 56366.10(a)).

b) Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, or facilities, as specified in the LEA student's IEP/IFSP and ISA. Supplies and equipment purchased and/or provided by the LEA remains the property of the LEA. Supplies and/or equipment provided by the CONTRACTOR remains the property of the CONTRACTOR, if CONTRACTOR is not specifically reimbursed by the LEA for that specific supply or equipment. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA pupil's IEP/IFSP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA pupil's enrollment under the terms of this Master Contract).

c) Voluntary services and/or activities not necessary for the LEA student to receive a free appropriate public education shall not interfere with the LEA pupil's receipt of special education and/or related services as specified in the LEA student's IEP/IFSP and ISA.

23) GENERAL PROGRAM OF INSTRUCTION

a) General Program

i) 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. No service will be provided by the CONTRACTOR outside of the CONTRACTOR's certification unless otherwise agreed to by the LEA.

ii) When CONTRACTOR is an NPS, CONTRACTOR's general program of instruction shall: (a) be consistent with LEA's standards regarding required courses 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 LEA student's IEP/IFSP and ISA. The State Standards and coursework selected for each student shall be aligned with the student's IEP/IFSP to meet the individual student's needs.

iii) LEA students shall have access to the following educational materials, services, and programs that are consistent with each student's individualized educational program: (a) For kindergarten and grades 1-8 inclusive, state adopted Common Core State Standards ("CCSS") for curriculum and instructional materials; and for grades 9-12 inclusive, standards-aligned, core curriculum and instructional materials used by an LEA that contracts with the non-public, non-sectarian school; (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 (California Education Code 56366.10). CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA within 5 days upon request.

iv) When NPS CONTRACTOR serves LEA students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by LEA students leading toward graduation or completion of diploma requirements. When CONTRACTOR is an NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall be consistent with LEA and CDE guidelines and provided as specified in the LEA student's IEP/IFSP and ISA. The NPA providing Behavior Intervention Development services shall review or develop a written plan that specifies the nature of its' NPA service for each LEA pupil within thirty (30) days of enrollment which shall be available upon request. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present at the IEP meeting held to review and approve the plan. CONTRACTOR shall provide to LEA a written description of the general program of instruction and/or services provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention services must have a Board Certified Behavior Analyst, or an appropriately trained professional.

v) Except for emergency situations requiring a change of location in order to continue the education of LEA students, 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/IFSP team. Except for services provided by a contractor that is a licensed children's institution, all services not provided in the school setting require the presence of, or the prior written consent of a parent, guardian or adult caregiver during the delivery of services. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract.

b) Transportation Services:

i) In the event that transportation services for a student served by CONTRACTOR pursuant to an Individual Services Agreement are to be provided by a party other than CONTRACTOR or the LEA or its transportation providers, such services shall be reflected in a separate agreement signed by the parties hereto, and provided to the LEA and SELPA Director by the CONTRACTOR. Except as provided below, CONTRACTOR shall compensate the transportation provider directly for such services, and shall charge the LEA for such services at the actual and reasonable rates billed by the transportation provider, plus a ten percent (.10) administrative fee, unless a "flat rate" is provided in the transportation contract. In the event that

the transportation provider notifies the LEA or SELPA Director that CONTRACTOR is more than 90 days behind in payment for transportation services, LEA shall have the right, in its sole and exclusive discretion, but not the obligation, to make payment for such services directly to the transportation provider, and to deduct such payments from any sums owed to CONTRACTOR pursuant to this Master Contract and any Individual Services Agreement between the parties. In the event that the LEA makes direct payment of the transportation provider's charges, it shall be entitled to withhold both the transportation charges themselves and such additional amount as shall be reasonably necessary to compensate the LEA for the staff and other costs incurred in making direct payment of those charges. The remedies provided to the LEA pursuant to this Paragraph shall not be exclusive. CONTRACTOR shall not include transportation through the use of services or equipment owned, leased or contracted through the LEA unless expressly provided in the Individual Services Agreement for the student transported.

ii) When CONTRACTOR is an NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for LEA student unless the LEA and the CONTRACTOR agree otherwise in writing.

24) INSTRUCTIONAL MINUTES

a) When CONTRACTOR is an 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 LEA students at like grade level, attending LEA schools, unless otherwise specified in the student's IEP/IFSP, and shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP/IFSP.

b) For NPS students in grades pre-kindergarten through 12, unless otherwise specified in the LEA student's IEP/IFSP, the number of instructional minutes, excluding recess, lunch, and passing time, shall be at least the minimum as specified in Education Code Sections 46110-46147, and in no case will be less than the amount as specified in the IEP/IFSP. In addition, the total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade level unless otherwise specified in the LEA student's IEP/IFSP.

c) 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 LEA student's ISA developed in accordance with the LEA student's IEP/IFSP.

25) CLASS SIZE

a) When CONTRACTOR is an NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per fourteen (14) pupils. Each classroom with 2 or more students shall be assigned at least one paraprofessional. Upon written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1

teacher to sixteen (16) pupils when necessary to provide services to pupils with disabilities. For any billing period where the class size has exceeded sixteen (16) students for five consecutive school days, the CONTRACTOR shall have a 10% decrease in its approved daily rate for those LEA students that exceeded sixteen (16), for those days (over five).

b) In the event an NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of student 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.

c) 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.

26) CALENDARS

a) When CONTRACTOR is a Non-Public School, the CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days for the regular school year, plus extended school year billable days as determined by the IEP/IFSP team ((34 CFR § Section 300.106); a minimum of 20 instructional days (excluding July 4th). Billable days shall include only those days that are included in the submitted and approved school calendar, and/or required by the IEP/IFSP for each student. CONTRACTOR shall adhere to the requirements for providing Extended School Year as outlined in Title 5, Article 4 of the California Code of Regulations. Unless otherwise specified by the students IEP/IFSP, educational services shall occur at the school site.

b) When CONTRACTOR is an NPA, CONTRACTOR shall be provided with a LEA developed/approved calendar; 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 pupil's IEP/IFSP and ISA. Unless otherwise specified in the LEA student's IEP/IFSP and ISA, CONTRACTOR shall provide related services to LEA pupils on only those days that the LEA pupil'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 otherwise specified in the LEA student's IEP/IFSP and ISA.

c) CONTRACTOR shall identify at least five (5) "emergency days" in their calendar to be used as regular school days during school closure when no attendance waiver is approved by the CDE.

27) DATA REPORTING

a) CONTRACTOR shall agree to provide all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide all data related to any and all sections of this contract and requested by and in the format require by the LEA. CONTRACTOR shall provide the LEA with invoices, attendance reports and progress reports for LEA students enrolled in CONTRACTOR's NPS/A.

b) Using forms developed by the CDE 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 Code sections 48900 and 48915. CONTRACTOR shall also include, in this monthly report, 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.

c) The LEA shall provide the CONTRACTORS 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 CONTRACTORS-provided forms at their discretion.

28) LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

a) CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") placement options and/or Dual Enrollment options for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

b) CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP/IFSP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP/IFSP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and that may be necessary to enable students to transition to less restrictive settings. The District has the responsibility to determine the offer of FAPE in the Least Restrictive Environment.

c) When an IEP/IFSP team has determined that an LEA student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP/IFSP team's recommendations to support the transition.

29) STATEWIDE ACHIEVEMENT TESTING

a) When CONTRACTOR is an NPS, 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, English Language Proficiency Assessment for California (ELPAC) the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"),, as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines. In the event the LEA requests that the NPS administer the assessments, NPS staff will be trained by a contracting LEA in the administration of all State-wide assessments in accordance with the guidelines of Ed Code 56385. Verification of training will be maintained with CONTRACTOR.

b) NPS 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, as determined by the student's IEP, by qualified staff of CONTRACTOR in accordance with that accountability program. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A). Test results shall be made available to the CONTRACTOR by the LEA, if the results are not sent to the CONTRACTOR by the test publisher or CDE.

c) LEA shall provide NPS with the SSID for each LEA student. LEA shall cooperate with CONTRACTOR to accommodate CONTRACTOR's testing window. (Education Code Section 56366(a)(8)(B))

30) ATTENDANCE AT DISTRICT MANDATED 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, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s). After attending one meeting during the school year (including Extended School Year), upon request, a CONTRACTOR who is providing NPA services may request payment for services for attending any additional meetings mandated by the LEA. The request for payment will be at the CONTRACTOR'S agreed upon hourly rate.

31) POSITIVE BEHAVIOR INTERVENTIONS

a) CONTRACTOR shall comply with the requirements of Education Code section 56521.5 regarding positive behavior interventions. LEA students who exhibit serious behavioral challenges must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the 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 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. NPS site based staff and relevant NPA staff will be trained in positive behavior strategies prior to working with students.

b) CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and BERs. CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population as related to appropriate behavior management strategies. 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. This training shall include, but not be limited to:
    i) Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports.
    ii) How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors.
    iii) Evidence-based interventions for reducing and replacing challenging behaviors, including deescalation techniques.

c) Staff will not participate in restraint of students until trained in crisis prevention programs. Evidence of training in a SELPA approved crisis intervention program to staff working in a staffing ratio of 1:1 with students with severe behavioral needs shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire as referenced above. If the training is not able to be provided within 30 days, the non-public school or agency will notify the LEA to determine a plan to provide the training in a timely manner.

d) Pursuant to Education Code section 56521.1 emergency interventions shall not be used as a substitute for a Behavior Intervention Plan (BIP), and instead may only be used to control behavior that is unpredictable and spontaneous. For an emergency intervention to be used, the behavior must pose a clear and present danger of serious physical harm to the individual with exceptional needs, or others. Before emergency interventions may be applied, the behavior must be of the kind that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency intervention shall not be employed longer than necessary 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.

e) CONTRACTOR shall complete a BER 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 BER 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 does not have a BIP, an IEP team shall schedule a meeting to review the BER, 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.

f) 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:
   i) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock.

   ii) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.

   iii) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.

   iv) 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.

   v) 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.

   vi) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

   vii) An intervention that precludes adequate supervision of the individual.

   viii) An intervention that deprives the individual of one or more of his or her senses.

g) CONTRACTOR shall comply with Education Code section 48905.8. Specifically,
   i) CONTRACTOR shall not do any of the following:

a) Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

b) Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

c) Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.

d) Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.

e) Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.

f) Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

ii) CONTRACTOR shall:

a) Keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

b) Afford to pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

c) If prone restraint techniques are used, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

h) Notwithstanding the provisions of sections 31(f) and 31(g) above and Education Code 48905.8, NPS/NPA staff shall not use prone restraint.

i) In the case of a child whose behavior impedes the child's learning or that of others, the IEP 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.

32) STUDENT DISCIPLINE

a) 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, in this monthly report, 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.

b) When NPS CONTRACTOR seeks to remove a LEA 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 LEA 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 LEA 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/IFSP meeting no later than the tenth (10th) day of suspension. LEA shall notify and invite CONTRACTOR representatives to the IEP/IFSP team meeting where the manifestation determination will be made.

33) IEP / IFSP TEAM MEETINGS

a) Upon referral of an LEA student to CONTRACTOR, the LEA shall provide CONTRACTOR with a copy of that student's IEP/IFSP, as well as available assessment information, and facilitate, if requested, an observation of the student. CONTRACTOR retains the right to decline enrollment of any student, unless ordered by the Office of Administrative Hearing (OAH) or a Court of Competent Jurisdiction. CONTRACTOR shall notify the LEA written notification of its intent to decline enrollment of the LEA student.

b) An IEP/IFSP 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 LEA student continue to be best met at the NPS; and (3) whether changes to the LEA student's IEP/IFSP are necessary, including whether the student may be transitioned to a public school setting. With parent and LEA concurrence, an IEP team may excuse a required IEP team member either from the entire meeting or after the member's report.

c) Each LEA student shall be allowed to provide confidential input to any representative of his or her IEP/IFSP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP/IFSP team meetings regarding LEA students for whom ISAs have been or may be executed. A CONTRACTOR who is providing NPA services may request payment for services for attending any meeting that occurs after the Annual Review of the IEP/IFSP. 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/IFSP, 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/IFSP team meetings at a time and place that is mutually convenient to parents, 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.

d) Changes in any LEA 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/IFSP. 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/IFSP 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 placement is deemed lawful and appropriate by LEA or OAH.

34) SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognizeLEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youth, in special education procedures pursuant to California government code section 7579.5. 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 student 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 student in foster care is enrolled in an NPS by the LEA any time after the completion of the student's second year of high school, the CONTRACTOR shall schedule the student in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

35) 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").

36) COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA 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 Pupil 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), if applicable. CONTRACTOR shall include verification of these procedures to the LEA upon request. 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.

37) LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

a) Unless LEA requests in writing that progress reports be provided on a monthly basis, progress reports shall be sent by CONTRACTOR to LEA and parents no later than October 30th, January 30th, April 30th, and July 30th or as otherwise specified on the IEP/IFSP or requested in writing by the LEA, with respect to LEA students enrolled in CONTRACTOR's educational program. An updated report shall be submitted if there is no current progress report when LEA student is scheduled for a review by the LEA's IEP/IFSP team or when an LEA student's enrollment is terminated. Payment of invoices may be held until progress reports are provided. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and made available upon request of LEA and/or the LEA student's parent(s).

b) CONTRACTOR shall complete academic or other assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP/IFSP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP/IFSP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Supporting documentation, such as test protocols and data collection, shall be made available to LEA upon request. CONTRACTOR shall not charge the LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings. Additional formalized standardized assessments shall be at the determination of the IEP team and the responsibility of the LEA unless otherwise agreed upon between LEA and

CONTRACTOR. If Contractor is asked to provide formalized standardized assessment, such service will be paid at the rate stated in Section 62.

38) GRADES, HIGHSCHOOL COURSE CREDIT, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in *EC* Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA shall be invited via written notification.

When CONTRACTOR serves students in grades nine (9) through twelve (12) 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 recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in *EC* Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR, at the close of each semester or upon LEA student transfer, shall prepare transcripts for LEA students in grades nine through twelve inclusive, and submit them to the LEA student's district of residence, for evaluation of progress toward completion of diploma requirements, or if appropriate, a Certificate of Completion, as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

39) LEA STUDENT CHANGE OF RESIDENCE

a) Within three (3) school days after CONTRACTOR or LEA becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA and/or the LEA shall notify CONTRACTOR of the LEA student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of the parent's obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

b) If the LEA student's change of residence is to a residence outside of LEA's service boundaries or CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence, if CONTRACTOR had knowledge or should reasonably have had

knowledge of the LEA student's change of residence. LEAs will adhere to requirements for students identified as homeless or foster youth under current education code.

40) WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone, to the LEA when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call with written submission within three (3) days.

41) PARENT ACCESS

a) 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, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

b) CONTRACTOR operating programs associated with an 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. When requested, 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.

c) 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 emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

d) All problems and/or concerns, both verbal and written, reported to pupil's parents, shall also be provided to the LEA.

42) SERVICES AND SUPERVISION ON PUBLIC SCHOOL CAMPUSES

a) If CONTRACTOR provides services on LEA public school campuses, CONTRACTOR shall comply with Penal Code Section 627.1 et. seq., and LEA procedures regarding visitors to school campuses specified by LEA policy and in the LEA Procedures, and shall follow the procedures of the campus at which services are being provided.

b) CONTRACTOR shall be responsible for purchase and provision of the supplies and assessment tools necessary to implement the provision of services on LEA public school campuses.

c) In the event CONTRACTOR wishes to bring an animal, other than a bona fide service animal, on LEA premises, both CONTRACTOR'S management and LEA must agree in writing.

43) LICENSED CHILDREN'S INSTITUTION CONTRACTORS

a) If CONTRACTOR is a licensed children's institution (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 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a student be placed in its NPS as a condition of being placed in its residential facility.

b) If CONTRACTOR is an NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified 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/IFSP at the time of enrollment.

c) 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 IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

44) STATE MEAL MANDATE

When CONTRACTOR is an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq,; 49501.5, the universal meal mandate enacted by AB 130 (2021-22); 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to
LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

45) MONITORING

a) CONTRACTOR shall allow access by LEA to its facilities for periodic monitoring of each LEA student's instructional program and shall be invited to participate in the review of each student's progress. LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR employees, and review each LEA 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.

b) 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.

c) 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.

d) When CONTRACTOR is an NPS, the LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS at which where the LEA has placed a pupil attending and with which it maintains entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and 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 IEP, 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 CDE within 60 calendar days of the onsite visit.

e) If CONTRACTOR is also a LCI, LEA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

f) During the term of this Master Contract, CONTRACTOR shall participate in a District Review to be conducted as aligned with the CDE On-site Review or more often if necessary. This review will address programmatic aspects of the NPS/A, compliance with relevant state and federal regulations, and Master Contract compliance.

g) CONTRACTOR shall participate in compliance reviews of LEA in accordance with requirements of CDE. CONTRACTOR will use all SELPA IEP forms. CONTRACTOR will adhere to all SELPA assurances and procedures required for compliance.

h) 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.

i) When CONTRACTOR is an NPS, CONTRACTOR shall prepare a School Accountability Report Card in accordance with California Education Code Section 56366(a)(9) and 33126 and state guidelines.

PERSONNEL

46) FINGERPRINT CLEARANCE REQUIREMENTS

a) CONTRACTOR shall comply with the requirements of California Education Code section 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, unless CONTRACTOR determines that the volunteers will have no direct contact with LEA students, prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with LEA pupils, shall not come in contact with LEA students, in-person or virtually, 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 LEA students, or contractors who may come into contact with LEA 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). In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2. Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2.

b) According to Education Code sections 44237 and 56366.1 CONTRACTOR shall verify that it has received a successful criminal background check clearance and has enrolled in subsequent arrest notice service, as specified, **for each owner, operator, and employee of the NPS/A who may have contact with students**. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting 2 sets of fingerprints for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the State Superintendent evidence of a successful criminal background check clearance and enrollment in subsequent arrest notice service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence with their "Custodian of Records", 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 upon request to the State Superintendent.

47) STAFF QUALIFICATIONS

a) 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 5 of the California Code of Regulations sections 3064 and 3065.

b) Only those NPS/A located outside of California that employ staff that hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified. NPA/NPS staff shall be required to hold credentials and licenses within the state where they are providing services regardless of where the agency is located.

c) In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, 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 maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

d) 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. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

e) Notwithstanding the foregoing, if current license or credential documents are not available through no fault of the NPS/A, timely application having theretofore been made, this Master Contract shall remain in effect until such documents are made available to the NPS/A from the Consumer Affairs Department or the Commission on Teacher Credentialing. The NPS/A shall in turn submit copies of same to the LEA within five (5) business days of receipt by the NPS/A.

48) VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

a) CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, 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 by CONTRACTOR. CONTRACTOR shall notify the CDE and the LEA in writing as specified in the LEA Procedures and CDE within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in the LEA Procedures. Notwithstanding the foregoing, if current license or credential documents are not available through no fault of the NPS/A, timely application having theretofore been made, this Master Contract shall remain in effect until such documents are made available to the NPS/A from the Consumer Affairs Department or the Commission on Teacher Credentialing. The NPS/A shall in turn submit copies of same to the LEA within five (5) business days of receipt by the NPS/A.

b) CONTRACTOR shall monitor the status of licenses, credentials, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide special education services to LEA students. CONTRACTOR shall provide to LEA updated information regarding the status of licenses, credentials, permits and/or other documents as specified in LEA Procedures. CONTRACTOR will be considered to be in breach of this contract for any service provided by an unqualified provider or one who has an expired credential. In such an event, the provider shall be paid at 70% of the agreed upon rate.

49) CALSTRS REPORTING REQUIREMENT

CONTRACTOR shall identify to the LEA any employee (or the CONTRACTOR, if the CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving CalSTRS benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to the LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to the LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement earnings limitations imposed by Education Code Sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the LEA the actual amounts paid to the individual for services rendered under this Agreement, with the LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation.

Pursuant to Education Code 22164.5(b), the activities of an employee of CONTRACTOR shall not be included in the definition of "retired member activities" if all of the following conditions apply:

(1) The employee performs a limited-term agreement.
(2) The third-party employer does not participate in a California public pension system.
(3) The activities performed by the individual are not normally performed by employees of an employer, as defined in Section 22131.

50) STAFF ABSENCE

a) When CONTRACTOR is an NPS and CONTRACTOR's classroom teacher 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 on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided. If a teacher is absent and a non-qualified substitute has been provided, CONTRACTOR will notify the LEA immediately. The LEA will determine how to address the denial of FAPE.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

b) 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 eight (8) of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides a mutually agreed upon plan 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. Provider shall notify LEA immediately of the development of the plan for any missed services that include: 5 or more consecutive days of specialized academic instruction (SAI) or more than 2 weeks of missed related services. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA.

HEALTH AND SAFETY MANDATES

51) HEALTH AND SAFETY

a) 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 49406et. seq. 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 an LEA student. CONTRACTOR will comply with the requirements of California Education Code section 35021 et seq., regarding preventing registered sex offenders from volunteering and to request fingerprinting clearance of volunteers.

b) CONTRACTOR shall comply with OSHA Bloodborne Pathogens Standards, Title 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.

52) FACILITIES, FACILITIES MODIFICATIONS AND FIRE DRILLS

a) Facilities: CONTRACTOR shall provide special education and/or related services to LEA pupils in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related to, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy

capacity. 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.

b) Fire Drills: When CONTRACTOR is an NPS, CONTRACTOR shall conduct fire drills monthly for elementary and intermediate students and twice per school year for secondary students, as required by Title 5 California Code of Regulations, Section 550.

53) ADMINISTRATION OF MEDICATION

a) CONTRACTOR shall comply with the requirements of Federal Regulations and California Education Code and the California Code of Regulations, when CONTRACTOR serves an LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR:

   i) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and

   ii) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

b) CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA 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.

c) CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders or current student's Individual Health Care Plan. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54) INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall notify the LEA within 12 hours of learning of any significant accident or incident. CONTRACTOR shall properly submit required accident or incident reports within one business day pursuant to the procedures specified in LEA Procedures.

55) MANDATED REPORTING REQUIREMENTS

a) CONTRACTOR hereby agrees to annually train all staff members, 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 California 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 notice acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA upon request.

b) CONTRACTOR agrees to provide annual training to all employees regarding mandated child abuse reporting laws, and shall maintain documentation, signed by each staff member receiving such training. CONTRACTOR agrees that its obligations to report incidents of abuse or neglect to the LEA are in addition to, and not in lieu of, CONTRACTOR's obligation to immediately report suspected abuse or neglect to the appropriate public authorities; a written report should be submitted within 36 hours (PC 11166(a)). CONTRACTOR shall maintain confidential records of any report of suspected child abuse and shall inform the LEA by facsimile or email within 24 hours (and followed up with U.S. mail) of becoming aware of circumstances including, but not limited to allegations of abuse involving a staff member.

c) CONTRACTOR shall notify the LEA of general concerns regarding the health and safety of a student that may impact the student's educational program, including the need for mental health services, injuries requiring medical attention or injuries resulting from physical restraint.

56) SEXUAL HARASSMENT

CONTRACTOR shall maintain, and provide upon request, 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.

In the event any CONTRACTOR employee, working on a public school campus, alerts CONTRACTOR or LEA of a concern, CONTRACTOR and LEA shall coordinate efforts to respond and rectify any validated concerns.

57) REPORTING OF MISSING CHILDREN

a) 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 upon request.

b) In the event a child elopes from an NPS or Residential Treatment Center and evades adult supervision, the LEA shall be notified immediately following contact to law enforcement.

FINANCIAL

58) ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

a) CONTRACTOR shall ensure that the nonpublic school or nonpublic 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/IFSP for each and every student.

b) CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP/IFSP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract.

c) CONTRACTOR shall maintain registers for the basic education program and each related service. Original attendance forms 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 after the date of origination. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

d) CONTRACTOR shall submit accurate and timely invoices and related documents to LEA for payment, for each calendar month when education or related services were provided to an LEA student. 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. 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 from the date a completely corrected re-billing invoice is received by LEA.

e) If the LEA fails to comply with the provision of payment within 45 days of receipt of the request for payment of services, the CONTRACTOR may require the LEA to pay an additional amount of 1-1/2 percent of the unpaid balance per month until full payment is made (California Education Code 56366.6 (b)). Upon written notification of dispute, CONTRACTOR shall not apply additional charges to the disputed bill until the matter is resolved.

59) RIGHT TO WITHHOLD PAYMENT

a) LEA may withhold payment to CONTRACTOR when:

   i) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract

   ii) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records

   iii) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by Section 57

   iv) education and/or related services are provided to LEA pupils by personnel who are not appropriately credentialed, licensed, or otherwise qualified

   v) LEA has not received prior to school closure or contract termination, all documents concerning one or more LEA pupils enrolled in CONTRACTOR's educational program

   vi) CONTRACTOR fails to confirm a pupil's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA with five (5) days of such confirmation

   vii) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA pupil.

b) The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows:

   i) the value of the service CONTRACTOR failed to perform

   ii) the amount of overpayment

   iii) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR

   iv) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified

   v) the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured

   vi) the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured

vii) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA pupil.

c) If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of receipt of such invoice, 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, submit a written request for extension of time to correct the deficiencies, or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. 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.

d) 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 shall invoke the following escalation policy.

i) Persons involved after forty-one (41) business days: If CONTRACTOR notifies LEA that the dispute has not been resolved by the LEA Specialist, LEA's Administrator will become involved and shall attempt to resolve the dispute. The LEA Coordinator shall respond to the CONTRACTOR in writing within ten (10) business days.

ii) Persons involved after fifty-one (51) business days: If CONTRACTOR notifies LEA that the dispute has not been resolved by the LEA Administrator, the SELPA Director shall become involved. The SELPA Director shall respond to the CONTRACTOR in writing within ten (10) business days. This shall be the final LEA determination regarding the withholding of payment.

iii) Persons involved after sixty-one (61) business days: Dispute Resolution, as defined in the SELPA's Local Plan, shall be followed.

e) If the dispute has not been resolved through the SELPA's Dispute Resolution process, the party claiming injury may seek legal or CDE redress, or may submit, if mutually agreed to in writing by the parties, the matter to binding arbitration by an arbitrator or arbitration service agreed upon by the parties. Each party shall be responsible for their own fees for

arbitration, if applicable. The parties agree that this Master Contract provision dealing with Master Contract disputes does not alter the parties' right to bring action in accordance with the applicable statute of limitations under state or federal law.

60) 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 covered by this Master Contract or the ISA to LEA pupils. 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 covered by this Master Contract or ISA to LEA pupils. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

61) PAYMENT FOR STUDENT ABSENCES

a) For student absences beginning on the first day of quarantine or isolation consistent with public health protocol, when student's symptoms allow for participation in instruction, CONTRACTOR shall receive payment consistent with the student's approved ISA, contingent upon the provision of agreed upon services consistent with the Emergency Circumstances documented in the pupil's IEP in accordance with Education Code section 56345(a)(9). In the event that a student's symptoms do not allow participation in instruction, they shall be considered absent due to illness.

b) Two accounting/billing options are offered at the discretion of the LEA: "Excused Absence" or "Positive Attendance."

i) **Positive Attendance Method**

a) A factor of 1.055 shall be applied to all approved rates when a Positive Attendance method is used. Actual days of attendance without exception shall be counted as a unit of service.

ii) **Excused Absence Method**

a) LEA shall not be responsible for payment for more than 8 cumulative days of absences, for each of the first ninety days and second ninety days of the school year (i.e., semester), unless a written time extension is granted by LEA. No more than three of the 8 cumulative absences shall be unexcused.

b) In addition to regular school year absences listed above, LEA shall not be responsible for more than 1 day of absence during Extended School Year services.

c) On the 4th consecutive day of a pupil's absence, CONTRACTOR shall notify LEA of such absence. If CONTRACTOR fails to provide such notice by the 4th day of consecutive absence, CONTRACTOR shall not be compensated for services delivered during continuing absence after the 4th consecutive day of excused absence.

d) All excused absences must be verified and a copy must be submitted to LEA with the monthly invoice. All documentation must be kept for at least five (5) years from the date of origination.

e) Only the individuals listed below may verify the reason for absence:
    (1) School or public health nurse
    (2) Physician
    (3) Principal
    (4) Teacher
    (5) School employee assigned to make such verification
    (6) Student eighteen years of age or over
    (7) Parent

f) Any reasonable method which established the reason for the absence may be used:
    (1) Written note from parent, guardian, representative or adult pupil (over 18 or emancipated)
    (2) Telephone conversation with parent, guardian, representative, or adult pupil (over 18 or emancipated)

g) Standards for excused absences are defined in the education code. Contractor is responsible for verification of excused absence in accordance with current requirements.

62) SCHOOL CLOSURE

The following shall apply in the event of an NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code Section 41422 and 46392:

In the event of an NPS School Closure for the reasons set forth in Education Code section 41422, 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 CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, contingent upon the provision of agreed upon services

consistent with the Emergency Circumstances documented in the pupil's IEP in accordance with Education Code section 56345(a)(9).

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.

62) NPA PUPIL ABSENCE

If CONTRACTOR is an NPA, it shall notify LEA of the absence of an LEA student no later than the fifth consecutive service day of the student's absence. A unit of service for payment purposes shall not be credited for an excused absence when CONTRACTOR is provided 24 hours advance verbal notification of the student's absence. A unit of service for payment purposes shall not be credited to CONTRACTOR for CONTRACTOR'S staff development days.

63) INSPECTION AND AUDIT

a) 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 Master Contract.

b) 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). CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

c) CONTRACTOR shall provide access to LEA to all records including, but not limited to:
   i) student records as defined by California Education Code section 49061(b)
   ii) registers and roll books of teachers
   iii) daily service logs and notes or other documents used to record the provision of related services
   iv) Medi-Cal/daily service logs and notes and other documents used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors
   v) absence verification records (parent/doctor notes, telephone logs, and related documents)
   vi) bus rosters
   vii) staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers, dates of hire, and dates of termination
   viii) staff time sheets; non-paid staff and volunteer sign-in sheets
   ix) transportation and other related service subcontracts

x) school calendars
xi) bell/class schedules
xii) liability and worker's compensation insurance policies
xiii) state NPS/A certifications
xiv) marketing materials
xv) by-laws
xvi) lists of current board of directors/trustees, if incorporated, statements of income and expenses
xvii) general journals
xviii) cash receipts and disbursement books
xix) general ledgers and supporting documents
xx) federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.
xxi) 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.

d) CONTRACTOR shall make all records, or copies of records, available at either the office of the LEA or at the CONTRACTOR's offices (to be specified by LEA) at all times and without charge. All records shall be provided to LEA within) ten (10) 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 may request from the LEA an extension of time to comply with any records request, which shall not be unreasonably withheld.

e) If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that the CONTRACTOR or the LEA owes the other monies as a result of over billing, underpayment, or failure to perform, in whole or in part, any of its obligations under this Master Contract, the party owed money shall provide to the other party written notice demanding payment and specifying the basis or bases for such demand. Unless otherwise agreed in writing, the party that owes money shall make such payment within thirty (30) days of receipt of the written notice demanding payment. In the event that a party from whom payment is demanded disputes that any payment is owed, the matter shall be resolved in accordance with the dispute resolution section of this Master Contract.

f) The attached rate schedule limits the number of LEA 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 LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally. 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 Section 62.

64) RATE SCHEDULE

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 percentage of the required minimum number of minutes per grade level as set forth in paragraph 24, above, and 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 below.

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER:_____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO:_____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract, as negotiated on behalf of the LEAs, shall be as follows:

a) Non-Bundled Education Program

i) General Program Tuition Daily Rate: _____

ii) Related Services:

Service	Rate	Period
Intensive Individual Services (340), BI	$60	Per Hour
Language and Speech (415) INDIVIDUAL		
Language and Speech (415) GROUP		
Adapted Physical Education (425)	$90	Per Hour
Health and Nursing: Specialized Physical Health Care (435)	$200	Per Hour
Health and Nursing: Other Services (436)	$200	Per Hour

Assistive Technology Services (445)		
Occupational Therapy (450) INDIVIDUAL	$150	Per Hour
Occupational Therapy (450) GROUP	$175	Per Hour
Physical Therapy (460) INDIVIDUAL		
Physical Therapy (460) INDIVIDUAL		
Individual Counseling (510)	$140	Per Hour
Counseling and Guidance (515)	$140	Per Hour
Parent Counseling (520)	$140	Per Hour
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535) BCBA	$125	Per Hour
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		

Other Transition Services (890)		
Other (900)		
Psychoeducational *Assessments*	$3000	*per evaluation*
Academic Assessments	$1350	*per evaluation*
Speech Evaluation (Bilingual)	$2700	*per evaluation*
Adaptive Physical Education Evals	$2700	*per evaluation*
FBA/BIP Evaluations	$2750	*per evaluation*
Health Plan	$2500	Per plan
Staff Health Trainings	$2750	Per training
Paraeducator	$55	Per Hour
Document Translation	$25	Per Page
IEP Attendance	$400	Per Meeting
SCIA	$1250	*per evaluation*

b) Bundled Education Program

i) 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.

ii) Daily Rate: _____

APPROVALS

Master Contract approved by the governing Board on _____

Total amount of contract not to exceed _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

CONTRACTOR	DISTRICT
Ed Sped Solutions, LLC (Name of NPS/A)	(Name of SELPA / LEA)
Shalini Verma (Signature & Date) 06/12/2024	(Signature & Date)
Shalini Verma/ Service Coordinator (Name & Title of Authorized Representative)	(Name & Title of Authorized Representative)
Nadia Ramirez nadia@edsped.com (Notices to Contractor shall be addressed to)	(Notices to LEA shall be addressed to)
39159 Paseo Padre Pkwy Suite 205 (Contractor Address)	(LEA Address)
Fremont, CA 94538 (Contractor City, State, Zip Code)	(LEA City, State, Zip Code)
Phone:408-372-8280 Fax: 408-608-2208 Email: nadia@edsped.com Website:	Phone: Fax: Email: Website:

	(Address Additional Notices to)
	Phone: Fax: Email:

Coversheet

Approval of Ascend HR Consulting Contract 2024-2025

Section: III. Business
Item: M. Approval of Ascend HR Consulting Contract 2024-2025
Purpose: Vote
Submitted by:
Related Material:
ASCEND HR + AMETHOD PUBLIC SCHOOLS AGREEMENT 10 2023.pdf

ASCEND HR CONSULTING LLC

THIS UPDATED SERVICES AGREEMENT (the Agreement) is made effective July 1, 2024, by and between Ascend HR Consulting, LLC and Amethod Public Schools located at 1450 Marina Way South, Richmond, CA 94804

THE PARTIES AGREE AS FOLLOWS:

Scope of Services

1.1 Ascend HR Consulting, LLC will provide Amethod Public Schools with consulting services as mutually agreed upon and described in the attached Statement of Work. All consulting services to be provided hereunder will be referred to as Services. The parties may use this Agreement for multiple Statements of Work. Each Statement of Work must reference this Agreement.

1.2 Statements of Work will be written documents setting forth at a minimum:

a. A complete, sufficiently detailed description of the types of Services to be rendered.

b. The applicable billing rates for the Services to be rendered (Services Fees); and

c. Any additional terms and conditions to which the parties may agree.

1.3 The parties contemplate that it may be desirable to make changes to the Statement(s) of Work. Before performing any work associated with any such change, a written Change Order shall set forth the necessary revisions to the Statement(s) of Work, and the parties, shall agree in writing that such work constitutes a change from the original Statement of Work, as amended, and that they further agree to the change provisions set forth in the Change Order. Each Change Order shall be numbered serially and executed by Ascend HR Consulting LLC and Amethod Public Schools.

1.4 Executive Staff of Amethod Public Schools and Ascend HR Consulting LLC will review the status of the Services, Statement(s) of Work, Change Orders, invoices and estimates as may be required. A written status report will be produced regarding the review. Ascend HR Consulting, LLC and Amethod Public Schools agree to execute and maintain copies of these status reports.

Obligations.

2.1 Ascend HR Consulting LLC will provide other support services to Amethod Public Schools as both the company and Ascend HR Consulting, LLC subsequently agree.

Services and Fees and Expenses.

3.1 Amethod Public Schools shall be responsible for all Service Fees as identified in the applicable Statement(s) of Work (and Change Orders, as applicable) as those Services are provided.

3.2 Ascend HR Consulting, LLC will invoice Amethod Public Schools for the Services Fees monthly (each month preceding services). Amethod Public Schools agrees to remit full payment to Accounts Payable promptly upon its receipt of the invoice.

Term and Termination.

4.1 This Agreement shall commence as of the Agreement Date above and shall remain in force indefinitely or until both or either parties agree to any changes or termination thereof with a 60 day notice.

Proprietary Rights: Confidential Information.

5.1 Ascend HR Consulting, LLC agrees that the work products from the Services provided to Amethod Public Schools hereunder, shall be owned by Amethod Public Schools. Nothing contained in this Section 5.1 shall be construed as prohibiting Ascend HR Consulting, LLC utilizing in any manner, knowledge and experience of a general nature acquired in the performance of Services for Amethod Public Schools.

5.2 Confidential Information includes all information identified by a disclosing party as proprietary and confidential, which Confidential Information shall remain the sole property of the disclosing party unless the ownership of such Confidential Information is otherwise expressly set forth in the Agreement. Items will not be considered Confidential Information if: (a) available to public other than by a breach of an agreement by the recipient; (b) rightfully received from a third party not in breach of any obligation of any confidentiality; (c) independently developed by one party without access to the Confidential Information of the other; or (d) rightly known to the recipient at the time of disclosure as verified by its written records.

5.3 Each party agrees that it shall not use for any purpose or disclose to any third party any Confidential Information of the other party without the express written consent of the other party. Each party agrees to safeguard the Confidential Information of the other party against use or disclosure other than as authorized by or pursuant to this Agreement through measures, and exercising a degree of care, which are at least as protective as those, Ascend HR Consulting, LLC or Amethod Public Schools, as the case may be, exercises in safeguarding the confidentiality of its own proprietary information, but no less than a reasonable degree of care under the circumstances. Each party shall permit access to the Confidential Information of the other party only to those individuals (a) who have entered into a written nondisclosure agreement with the other party on terms equally as restrictive as those set forth herein, and (b) who require access in performance of their duties to the other party in connection with the other party's rights under this Agreement.

5.4 Each party acknowledges that the wrongful use or disclosure of Confidential Information of the other party may result in irreparable harm for which there will be no adequate remedy at law. In the event of a breach by the other party or any of its officers, employees or agents of its or their obligations under this Section 5, the non-breaching party may immediately terminate this Agreement without liability to the other party, and may bring an appropriate legal action to enjoin such breach, and shall be entitled to recover from the breaching party reasonable legal fees and cost in addition to other appropriate relief.

Warranties

6.1 Ascend HR Consulting LLC warrants that the Services to be provided under this Agreement shall be performed in a professional manner conforming to generally accepted industry standards and practices. Amethod Public Schools agrees that Ascend HR Consulting LLC sole and exclusive obligation with respect to the Services covered by this limited warranty shall be, at Ascend HR Consulting LLC sole discretion, to correct the nonconformity or to refund the Services Fees paid for the affected executive consulting services.

General Provisions

7.1 The relationship of Amethod Public Schools and Ascend HR Consulting LLC is that of independent contractors. Personnel of both parties are neither agents nor employees of the other party for federal tax purposes or any other purpose whatsoever, and are not entitled to any employee benefits of the other party.

7.2 No delay, failure or default in performance of any obligation by either party, excepting all obligations to make payments hereunder, shall constitute a breach of this Agreement to the extent caused by force majeure.

7.3 Any controversy or claim arising out of or relating to this Agreement, or the breach thereof, shall be conclusively resolved through binding arbitration under the Commercial Arbitration Rules of the American Arbitration Association. Judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. Each party shall bear its own costs and attorney fees unless the arbitration award specifically provides otherwise.

7.4 All communications between the parties with respect to any of the provisions of this Agreement shall be in writing, and shall be sent by personal delivery or by airmail, facsimile transmission or other commercial means of rapid deliver, postage or costs of transmission and deliver prepaid, to Amethod Public Schools or to Ascend HR Consulting LLC as set forth in the preamble of this Agreement, until such time as either party provided the other not less than ten (10) days prior written notice of a change of address in accordance with these provisions.

7.6 The validity of this Agreement and the rights, obligations and relations of the parties hereunder shall be construed and determined under and in accordance with the laws of the State of ; provided, however, that if any provision of the Agreement is determined by a court of competent jurisdiction to be in violation of any applicable law or otherwise invalid or unenforceable, such provision shall to such extent as it shall be determined to be illegal, invalid or unenforceable under such law be deemed null and void, but this Agreement shall otherwise remain in full force. After arbitration, as specified in Section 7.4, any suit to enforce any provision of this Agreement, or any right, remedy or other matter arising from the arbitration, will be brought exclusively in the state or federal courts located in. Ascend HR Consulting, LLC and Amethod Public Schools agree and consent to the venue in and to the in-person jurisdiction of the aforementioned courts.

7.7 Any modification or amendment of any provision of this Agreement must be in writing and bear the signature of the duly authorized representatives of both parties. The failure of any party to enforce any right it is granted herein, or to require the performance by the other party hereto of any provision of this Agreement, or the waiver by any party of any breach of this Agreement, shall not prevent a subsequent exercise or enforcement of such provisions or be deemed a waiver of any subsequent breach of this Agreement. All provisions of this Agreement which by their own terms take effect upon the termination of this Agreement or by their nature survive termination (including without limitation the provisions of Sections 3, 5, 6, 7) shall survive such termination.

7.8 This Agreement, all attached schedules and all other agreements referred to herein or to be delivered by the parties pursuant hereto, represents the entire understanding and agreement between the parties with respect to the subject matter hereof, and merges all prior discussions between them and supersedes and replaces any and every other agreement or understanding which may have existed between the parties to the extent that any such agreement or understanding relates to providing Services to Amethod Public Schools. Amethod Public Schools hereby acknowledges that it has not reasonable relied on any other representation or statement that is not contained in this Agreement or made by a person or entity other than Ascend HR Consulting LLC. To the extent, it any, that the terms and conditions of Amethod orders or other correspondence are inconsistent with this Agreement, this Agreement shall control.

IN WITNESS WHEROF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the Agreement Date first above written.

Information: ASCEND HR CONSULTING, LLC 82-2415290

STREET: 6080 Center Dr. Ste 600 Los Angeles, CA 90045

PHONE: 800.630.6038

TITLE: Human Resources Consultant

Amendment: This Agreement is voluntarily entered into and is at-will. That is, either party is free to terminate the Consulting Agreement at will, at any time, with or without cause. Nothing contained in any company documents shall in any way modify this at-will policy, and the at-will policy cannot be modified in any way by oral or written representation made by anyone employed by Amethod Public Schools. Upon termination of this Agreement, Consultant must return all documentation, equipment or other materials provided by Amethod Public Schools during the term of this Agreement.

Statement of Work

This Statement of Work is made effective July 1, 2024, by and between ASCEND HR CONSULTING, LLC and Amethod Public Schools located at 1450 Marina Way South, Richmond, CA 94804

1. **Description of Services:**

Ascend HR Consulting LLC provides:

1. Hone Office HR Executive
2. Dedicated HR Liaison for Employees and Employer
3. Create, Implement, Execute and Tracking of Individual Performance Plan for Executives
4. 360 Tailored Review Network Created for Peers, Parents, Staff and Community
5. HR Renewal and Compliance Audits
6. In-House Third-Party Investigation/Mediation of HR Issues according to Educational Standards
7. Standard Exempt and Non-Exempt Employee Reviews
8. Hiring and Termination Guidance/Assistance
9. Wage and Hours Compliance and Audits
10. Attendance of Board Meetings as Requested
11. Data Entry and Tracking of All Executive Performance Goals in agreed upon tracking software
12. Monthly in person and/or virtual check-ins with Executives
13. Review and Reconstruction as Needed of Job Descriptions and staff according to the CPSEL Guidelines
14. Organization and assistance with Operations as needed
15. Management and Review of Leaves
16. Management of Workers Comp Claims
17. Employee File Audits – Electronic & Hard Files
18. Assistance with Recruiting, Onboarding & Off Boarding
19. Mediation Representation
20. Leaves and Accommodations
21. All Employee Relations

2. Billing Rate

Ascend HR Consulting LLC - $12,900 monthly.

-Including an Average of Full-Time .

-Including 2 monthly visits at Ascend's cost.

-DOJ – Ed Code Clearance Assistance

This statement of work is effective immediately upon execution of agreement.

Banking information for Electronic Payments, ie: Wire, Transfers
Ascend HR Consulting LLC
Bank of America
Routing Number Electronic: 121000358

Routing Number Wire: 026009593

Account Number: 325133814958

3. Additional Terms and Conditions:

Visits exceeding 2 visits per month shall have shared cost with AMPS

This Statement of Work serves as an Exhibit to the Services Agreement.

Agreed and Accepted:

Amethod Public Schools

BY: Executive Name: _____

Signature: _____

Date: _____

Ascend HR Consulting LLC

BY: Executive Name: _____

Signature: _____

Date: _____

Coversheet

Approval of 2024-2025 Vended Meals Agreement: Revolution Foods

Section:	III. Business
Item:	O. Approval of 2024-2025 Vended Meals Agreement: Revolution Foods
Purpose:	Vote
Submitted by:	
Related Material:	RF-Amethod 24-25 Vended Meals Renewal (1).pdf

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Revolution Foods, PBC and Amethod Public Schools

This addendum made on _____/_____/_____between **Revolution Foods, PBC.**, hereinafter referred to as **Revolution Foods** and Amethod Public Schools, hereinafter referred to as Amethod Public Schools is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose**
   This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2024 ending on June 30, 2025.

2. **Service Agreement Period**

   Current Renewal Year: July 1, 2024 – June 30, 2025

3. **Pricing**

   In consideration of the premises and mutual agreements contained in this Renewal, the Parties agree as follows:

Meal	Units	Rate	Total
Breakfast	**69,300**	**$2.89**	**$200,277.00**
Lunch	**154,800**	**$4.04**	**$625,392.00**
		Estimate Annual Total	**$825,669.00**

Additional Ordering Options – Non Required

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans[1]
   Breakfast: $ 3.50 Lunch: $ 5.00
2. Soy Milk – non medically needed: $ 0.80 (sold by case only, case size varies)
3. 3rd Party Pizza Meal Options: $0.56 per lunch
4. Onsite BBQs for Lunch: $0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): $ .50 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: 10% of creditable commodity usage

Amethod Public Schools and Revolution Foods hereby mutually exercise the option to renew the service agreement and all terms and conditions of the original Base Year service agreement and all subsequent renewals remain in effect and are applicable to this contract renewal.

[1] Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.

Powered by BoardOnTrack

Name & Title of SFA Representative	**Telephone Number**
Mailing Address	
Signature	**Date**
Name & Title of Revolution Foods Meals Representative	**Telephone Number**
Steven Holguin, Vice President of Business Development	(323) 838-5555
Mailing Address	
5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	**Date**

Amethod Public Schools Initials_____ Revolution Foods Initials _____

Coversheet

Approval of Navigator Schools PD Partnership

Section:	III. Business
Item:	Q. Approval of Navigator Schools PD Partnership
Purpose:	Vote
Submitted by:	
Related Material:	A-Method Partnership Proposal SY24-25 Revised.pdf



Partnership Proposal | A-Method

Navi IMPACT | Designed for Leaders by Leaders

Navigator students are 3x more likely to be on the path to college.

Navigator Schools has studied the highest-performing schools nationwide and gleaned the most effective strategies to build our model. Our schools outperform nearby schools by **3x in ELA** and **2.6x in math.**



Navigator has experience coaching schools.

It's our mission to support schools. We have coached dozens of schools to implement our strategies - working with leaders to create a custom plan for their schools. The key to success is to do more of what works and less of what doesn't. We have the expertise to know the difference.

Navigator Core3 & Instructional Models

Below you will find the **Navigator Core 3** domains that, when consistently implemented, drive schools to high student achievement. Our instructional models—**Rotations (K-5)** and **Squads (6-12)**—produce game-changing results for all students. You'll get personalized support from our coaches to guide you every step of the way!

Build a Strong Classroom **CULTURE**	Personalized and **RIGOROUS** Instruction	Collect and Use **DATA**
ROUTINES AND PROCEDURES are in place and reinforced with no wasted time.	Teachers have completed **INTELLECTUAL PREPARATION** as evidenced through their IP assets and instruction.	The school employs a **SHORT-CYCLE ASSESSMENT PLAN** (daily and weekly) to monitor learning.
There is **MUTUAL RESPECT** between students and teachers that include clear expectations of behavior and work ethic from all parties.	Students do the **HEAVY LIFTING** at all times, with ample student discussion, while teachers facilitate learning with targeted questions.	Teachers **COLLECT DATA** throughout the day.
There is a high level of active student **ENGAGEMENT.**	Students can **DEMONSTRATE AND DEFEND** their claims using RACE, CASE, thinking maps, and prove/disprove methods.	Teachers **ANALYZE** and **RESPOND TO DATA** and make the necessary plans to intervene.

Teacher & Leader Coaching . . . Reimagined

Coaching is the secret sauce. Teachers need coaching and support to implement the Navigator Core3 successfully. Learn the six strategies our school leaders use to grow and develop their teams.

LIVE COACHING Modeling, Co-Teaching	**HUDDLE** Comms, Video, Shout-Outs	**OBSERVATION FEEDBACK** 1-on-1 & Group Coaching
DATA COACHING Data Analysis Meetings	**INTELLECTUAL PREP COACHING** Unpacking, Exemplars, Planning	**WALKTHROUGHS** Align and Calibrate

Our Commitment

We will provide services and tools to ensure outstanding implementation and consistent program improvement:

1. Six visits by Navigator coaches to school sites with 6 weeks between each visit.
2. Six leadership development sessions for instructional leaders.
3. Mid-year sessions for all instructional staff and leadership teams.
4. Weekly site leadership coaching via Zoom.
5. Learning tools and resources including curriculum maps, weekly assessments, and access to all professional development materials via Teachable and Google Drive.
6. Up to ten visits to Navigator classrooms with your teams.

Your Commitment

Every school that partners with Navigator Schools is unique due to local context and local needs. To accelerate learning and improve the model, partner schools share these mutual commitments:

1. District and site leadership teams share the vision that changes are needed in classroom instruction and school culture to realize equitable outcomes for all students.
2. Leaders act boldly on behalf of student equity to make the necessary programmatic changes to achieve their vision.
3. Leaders implement the highest fidelity implementation of the Core 3 practices and strategies possible including:
   - Weekly coaching for teachers
   - Attendance at weekly leadership coaching provided by Navigator
   - Regular staff development on Core 3 techniques
4. Schools plan and implement short-cycle assessments to facilitate data analysis.
5. The administration makes the necessary changes to operational tasks to focus on academic leadership.



Program Implementation

We provide a phased approach to implementing our highly successful Navigator Schools instructional models and strategies. Our goal is to build the capacity of your academic leadership team to be self-sustaining.

The table below describes our proposed first year of training. A customized year-two plan will be built with the partner's leadership team in the spring of 2025.

ACTIVITY	TIMEFRAME	OUTCOME
Summer **Leader Intensive**	2 days July/August	Leaders will be able to: • Lead observation/feedback meetings • Conduct effective walkthroughs • Lead intellectual prep and data analysis meetings with their staff
Summer **Teacher Intensive**	2 days August	Leaders will be able to: • Observe Navigator staff delivering PD sessions to teachers • Practice delivery of PD with Navigator staff • Support the launch of strong classroom culture and rigor • Develop a schoolwide arc of the year for strategic development Teachers will be able to: • Launch classrooms with strong classroom culture • Prepare rigorous instruction aligned to weekly assessments • Implement homogenous small-group instruction
Momentum Coaching via Zoom (weekly)	90 minutes per site per week	Leadership teams will: • Participate in weekly coaching and collaboration with Navigator staff to review progress toward goals in Core 3 implementation • Identify weekly action steps and review weekly progress • Implement RACE, CASE, and Secondary Squads pilot

Site Visits
In-person
	4 days per year
	per site
		Leadership teams will:
		• Participate in five full-day site visits with a Navigator coach, which includes classroom observations and leader coaching.
		• Schedule a site visit every 5-6 weeks. Example calendar:
		  ◦ Late September 2024
		  ◦ Early November 2024
		  ◦ Mid-January 2025
		  ◦ Mid-March 2025
		  ◦ Early May 2025





Program Cost

ITEMIZED BREAKDOWN	COST
Summer **Leader Intensive** • 2 full-day PD sessions for leaders • Outcome: launch coaching at A-Method • Site leaders (principals, APs) & network leaders	$10,000
Summer **Teacher Intensive** • 2 full-day PD sessions for teachers • Outcome: Strong Start strategies • Planned and led by Navigator • Opportunity for leaders to observe and co-lead PD	$10,000
Momentum Coaching via Zoom (weekly) 90 minutes per site each week, 28 weeks • 45 minutes: Principal Coaching • 45 minutes: Leadership Team Meeting • Total: 42 hours of coaching & support for each site.	$52,500
Site Visits to A-Method • 4 full-day visits per site • Visits spaced every 5-6 weeks • Walkthrough and leadership coaching	$43,000
Navigator Curriculum, Resources, professional development materials, Teachable content	No charge
Travel Expenses - mileage, hotel, etc.	Reimbursable to Navigator
Total A-Method Contribution:	$115,500

Contact

Get in touch with Navi IMPACT

(608) 215-4350

justin.steiner@navigatorschools.org

650 San Benito St. Suite 230 Hollister, CA 95023



Coversheet

Approval of Character Programs (Mental Health / Bullying PDs)

Section: III. Business
Item: R. Approval of Character Programs (Mental Health / Bullying PDs)
Purpose: Vote
Submitted by:
Related Material: Invoice_730924_2024-08-31.pdf
Tom Thelen - Training and Curriculum Options.pdf

INVOICE

Character Programs, LLC
6585 Split Rail Ln
Cocoa, Florida 32927
United States

Phone: 616-987-0444
Fax: 253-369-1575
CharacterPrograms.org

BILL TO
Amethod Public Schools
Maurice Williams, Chief Academic Officer
1450 Marina Way
South Richmond, California 94804
United States

mwilliams@amethodschools.org

Invoice Number: 730924
Invoice Date: June 3, 2024
Payment Due: August 31, 2024
Amount Due (USD): **$102,658.00**

Pay Securely Online

Items	Quantity	Price	Amount
School Assemblies with Tom Thelen During the 2024 - 2025 school year, author Tom Thelen will present 11 school assemblies in your school district. This will be spread over two trips (each trip will be two consecutive days - dates TBD). All 6 Amethod Schools will receive one Bullying Prevention School Assembly. All 5 Amethod Middle and High Schools will receive one Mental Health School Assembly The rate is all-inclusive, meaning there are no reimbursable expenses.	11	$3,500.00	$38,500.00
School Assembly Give-Aways During each of the 11 school assemblies, Tom Thelen will give away two T-shirts to students who participate by answering questions and being engaged in the training (for a total of 22 T-shirt giveaways)	22	$15.00	$330.00
Professional Development with Tom Thelen During the 2024 - 2025 school year, author Tom Thelen will present two Professional Development Trainings in your school district. These will happen during the same two trips as mentioned above (Dates TBD) The rate is all-inclusive, meaning there are no reimbursable expenses.	2	$3,500.00	$7,000.00
Mental Health 101 Subscription 1 Year Three-Year Curriculum Subscription to Mental Health 101 For Teens (For your five middle and high schools)	5	$9,000.00	$45,000.00

INVOICE

Character Programs, LLC
6585 Split Rail Ln
Cocoa, Florida 32927
United States

Phone: 616-987-0444
Fax: 253-369-1575
CharacterPrograms.org

Items	Quantity	Price	Amount
Parent and Community Program During the 2024 - 2025 school year, author Tom Thelen will present one Parent and Community Programs in your school district. These will happen during the same two trips as mentioned above (Dates TBD) The rate is all-inclusive, meaning there are no reimbursable expenses.	1	$3,500.00	$3,500.00
Mental Health 101 For Teens (Book) Mental Health 101 For Teens: The Practical Guide to Mental Health, Self-Esteem, and Emotional Intelligence. By Tom Thelen, Dr.Kirleen Neely, Dr. Kimberley Orsten Hooge, and Dr. Elliott Kagan. Free shipping is included.	1800	$24.99	$44,982.00
https://NoBullyingSchools.com Three-Year Software and Curriculum Subscription to No Bullying Schools Program (For all six of your schools)	6	$9,000.00	$54,000.00

Subtotal:	$193,312.00
Multi-Year, Bulk Rate Discount. We have been in contact with Maurice Williams, your Chief Academic Officer, and together we negotiated a generous discount on this order:	($90,654.00)
Total:	$102,658.00
Amount Due (USD):	**$102,658.00**

Pay Securely Online

VISA mastercard DISCOVER Bank Payment

link.waveapps.com/rnxnnu-c9mmfs

Notes / Terms

Thank you for partnering with Tom Thelen and Character Programs LLC, the parent company of Mental Health 101 and No Bullying Schools.

INVOICE

Character Programs, LLC
6585 Split Rail Ln
Cocoa, Florida 32927
United States

Phone: 616-987-0444
Fax: 253-369-1575
CharacterPrograms.org

Notes / Terms

ADDITIONAL PRODUCTS OR SERVICES:

If you wish to add anything to this proposal, please contact Tom Thelen at tom@tomthelen.com.

PAYMENT:

Live events require a 50% deposit paid at least 30 days before the event. The remaining 50% is due to the speaker on the day of the event via check. You can also pay the entire invoice up front if you prefer.

TWO WAYS TO PAY:

1) We prefer payment via check. Please mail the check to Character Programs LLC, 6585 Split Rail Ln, Cocoa, FL, 32927.

2) Alternatively, you can pay via credit card by clicking the “Pay Now” link in this email or PDF. (To pay the 50% deposit, simply click the link and adjust the payment amount accordingly).

W9 TAX FORM:

If you need a copy of our W9, you can download it at the link below:

https://drive.google.com/drive/folders/1OkDb12NhlKRnCaDQMoLaNcTLmzRdqOok

TERMS AND CONDITIONS:

Your payment acknowledges you have read and agree to our Terms and Conditions and Privacy Policy at https://characterprograms.org/terms-and-conditions/

NEXT STEPS

Once the 50% deposit is paid, then the event is officially booked! The next step is to promote the event. You can use any of the resources in Tom's Promo Kit at this link:

TOM THELEN PROMO KIT & AUDIO-VISUAL NEEDS

https://drive.google.com/drive/folders/1OkDb12NhlKRnCaDQMoLaNcTLmzRdqOok

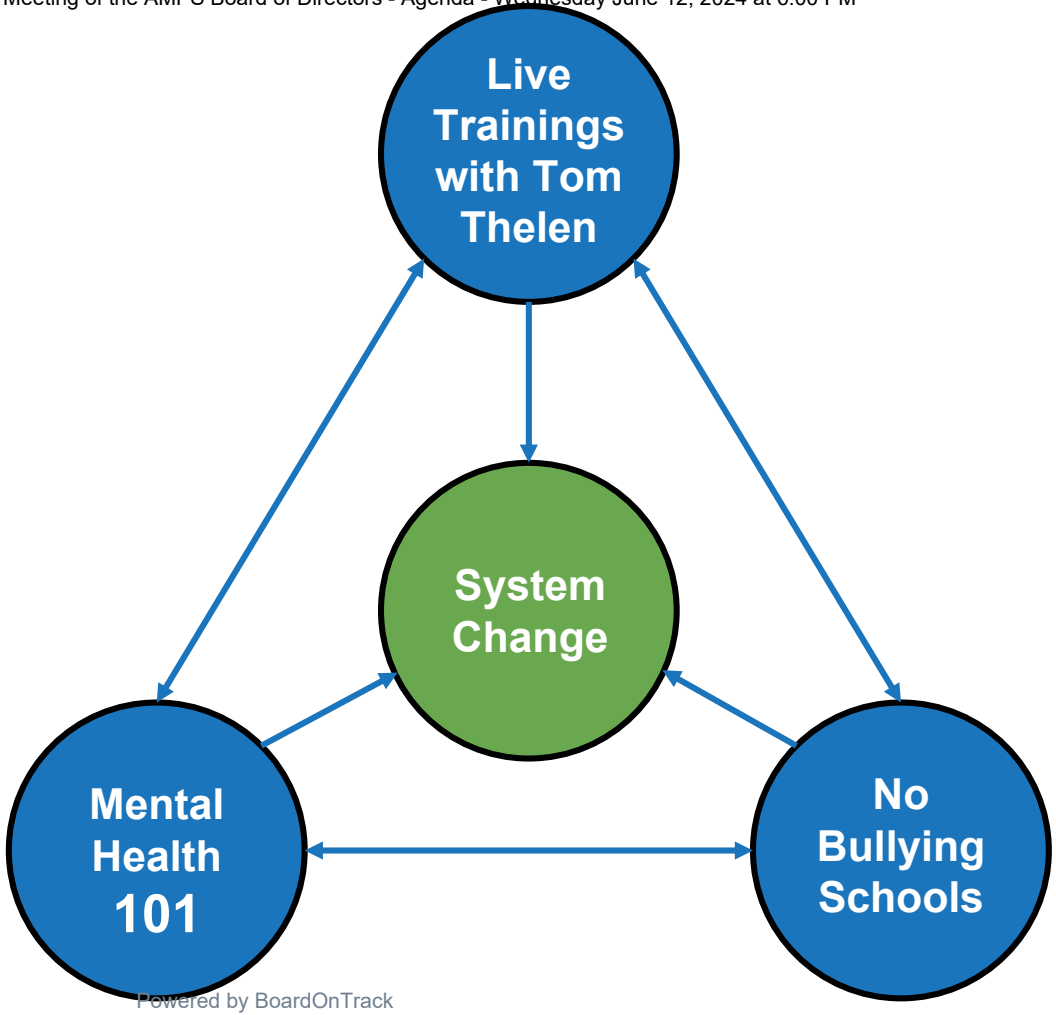
The link above includes a one-page Event Planning Guide, which simplifies the planning process and helps you prepare for an awesome event!

The link also includes Tom's speech introduction, audio-visual needs, a customizable parent letter, printable posters, and classroom discussion questions for teachers to use with the students after Tom's speech. (Pro Tip: If you want to customize the parent letter, first make a duplicate of the file, so you can edit it as your own Google Doc.)

If you have any questions, please contact tom@tomthelen.com or call 616-987-0444. Thanks!

© https://CharacterPrograms.org | Rates are good for 90 calendar days from the date of issue.

Three Solutions for Schools



Live Trainings With Tom Thelen

Tom Thelen is one of America's top speakers on the topics of mental health and bullying prevention. He is the lead author of ***Mental Health 101 for Teens***, an Amazon #1 New Release. Tom has spoken at over 900 schools and conferences, and he has been interviewed on NBC, PBS, CBS, and FOX.

Tom is a former Certified Instructor in Youth Mental Health First Aid, a training program by the National Council for Mental Wellbeing.

He and his wife Casie have been married for over 20 years. They have four children, ages 17, 15, 13 & 13.

Watch Tom's demo video and his recent interviews on his website at **https://TomThelen.com**.



Audiences

- K – 2nd Grade (30 – 35 mins)
- 3 – 5th Grade (35 – 45 mins)
- 6 – 8th Grade (45 – 50 mins)
- 9 – 12th Grade (50 – 60 mins)
- Teacher Trainings (50 – 60 mins)
- Parent & Community (50 - 60 mins)

Training Topics

- Mental Health 101
- Bullying Prevention
- Violence Prevention
- Online Safety for Kids & Teens
- Parenting and Family Dynamics
- Professional Development Sessions



School Assembly Programs

Additional topics are available, or Tom can customize a training for your group.

K–2nd : “Be Nice to Everyone” (25 - 35 minutes)
In this brief session, Tom Thelen provides a simplified version of the bullying definition: “Bullying is when you keep picking on someone in a way that is hurtful or controlling.” The program emphasizes the importance of celebrating our differences and being nice to everyone.

3–5th: "Speak Up Against Bullying” (30 - 45 mins)
This session includes everything from the K–2 presentation, plus an overview of the national bullying definition from StopBullying.gov, the Four Types of Bullying, and it ends with a challenge for students to “Speak Up Against Bullying” in a respectful way.

School Assembly Programs

Additional topics are available, or Tom can customize a training for your group.

6–8th: “Be The Change” (45 - 55 mins)

Tom Thelen’s Middle School Program includes a clear explanation of National Bullying Definition from StopBullying.gov, including the 4 Types of Bullying, the difference between bullying and teasing, the difference between bullying and peer conflict, and an introduction to cyberbullying and online safety. Tom tells his own life story of overcoming bullying by getting help from a trusted adult. He discovered how to break out of the bullying cycle by making positive choices and building strong character. The challenge is for each student to “Be The Change” by being kind and speaking up against bullying.

School Assembly Programs

9–12th Program: “Be The Change" (50 - 60 mins)
Tom Thelen’s High School Program includes all the elements of the Middle School Assembly, PLUS an added focus on Mental Health, Emotional Intelligence, and Suicide Prevention (optional). If time allows, Tom likes to end the session with a few minutes of live Q&A.

Additional topics are available, or Tom can customize a training for your group.



Parent & Teacher Trainings

Additional topics are available, or Tom can customize a training for your group.

Parent & Guardian Program (50 - 60 mins)

“Raising Resilient Kids & Teens” includes a brief review of what Tom taught the students. He goes on to discuss family psychology and how every parent’s level of stress and anxiety has a direct effect on their children. The speech ends with practical steps for how to help kids in crisis a challenge to “be the trusted adult.”

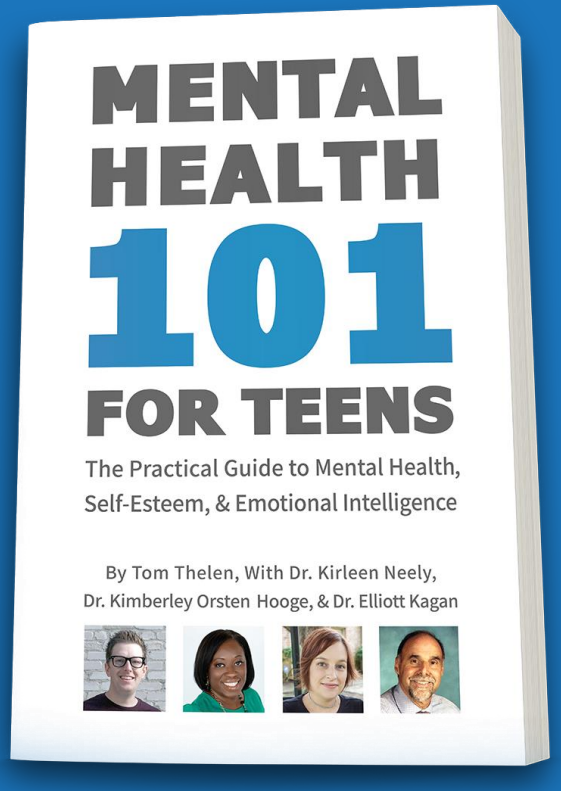
Teacher Training (50 - 60 mins)

Tom Thelen’s Professional Development includes family psychology, childhood trauma, classroom management, and legal requirements for bullying prevention. Tom can also include a training on how to use the No Bullying Schools Software and Mental Health 101 curriculum.

Mental Health 101

https://mentalhealth101.org

Mental Health 101 for Teens gives teens a roadmap to a mentally healthy life! All teens need practical tools to navigate the difficult journey of life. Written by four leading experts, ***Mental Health 101*** quickly became an **Amazon # 1 New Release**. The book is geared for teens and appropriate for all ages.



Rated Five Stars on amazon.com ★★★★★

Meet the Authors of Mental Health 101



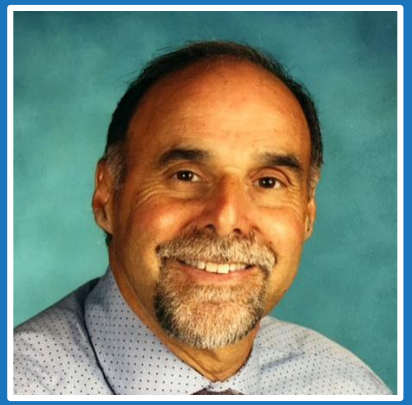
Tom Thelen



Dr. Kirleen Neely



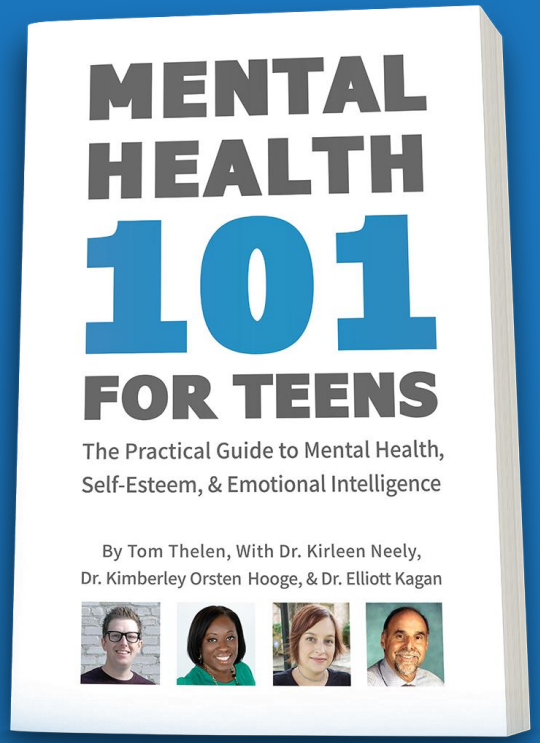
Dr. Kimberley Hooge



Dr. Elliott Kagan

Member schools get access to our Digital Curriculum & Teacher's Guide

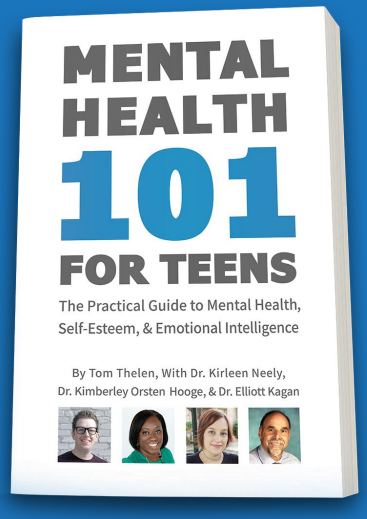
- **Mental Health 101 eBook** (unlimited downloads!)
- **Student Journal Prompts** for personal growth goals
- **Classroom Discussion Guides** for all chapters & sub-chapters
- **Family Discussion Guides** in English, Spanish, & Chinese
- **Small Group Activities** & **Collaborative Conversations**
- All this content is exclusive with your **school membership**



Rated Five Stars on amazon.com ★★★★★

Powered by BoardOnTrack

Top 10 Goals of



MentalHealth101.org

1. Mental Health 101 teaches teens **how to talk with their parents or guardians when they need support** and how to reach out to other trusted adults or mental health professionals if needed.

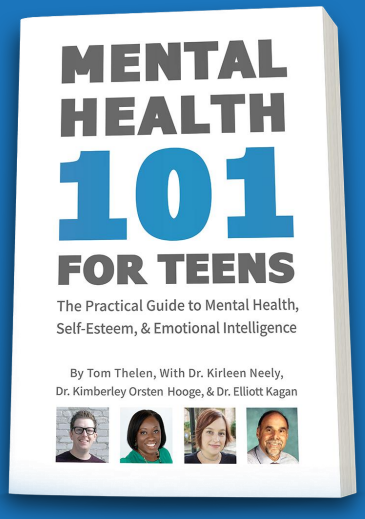
2. Mental Health 101 **is non-controversial**. The book does not promote any controversial ideas, political agendas, or religious agendas. The book promotes personal responsibility and healthy life choices.

3. Mental Health 101 **teaches positive behaviors and mental wellbeing skills** like respect, responsibility, resiliency, and coping skills for stress and anxiety.

4. Mental Health 101 **prevents at-risk and self-destructive behaviors** like self-harm, suicide, depression, and anxiety.

5. Mental Health 101 **makes a clear distinction** between temporary feelings of anxiety or depression (which are common for all teens) and longer forms of clinical depression, which can only be diagnosed by a mental health professional.

Top 10 Goals of



MentalHealth101.org

6. Mental Health 101 shows students **how to get help if someone is having a mental health crisis**, such as a panic attack or suicidal thoughts. The program also educates students on the most common mental illnesses, learning disorders, and disabilities.

7. Mental Health 101 teaches students **how to have respectful conversations**, even when they disagree with someone.

8. Mental Health 101 is non-judgmental, and it **allows students to participate at their own comfort level.**

9. Mental Health 101 can be taught as a **Tier-1 class** for all middle school and high school students.

10. Mental Health 101 **is a research-based program** that will soon become evidence-based, as we study the positive impact it has on school culture.

Five-Star Reviews on Amazon



Amazing Resource for Teens

Reviewed in the United States
on February 4, 2021

Jessica
Verified Purchase

Amazing resource for educators and parents. This book offers great coping strategies and ideas that can help guide children through this difficult time. This would be a great book for schools to provide their students with, as the strategies and skills taught in this book are invaluable and can be applied to many aspects of life.



Great book! A much overlooked topic in a time when it's needed most.

Reviewed in the United States
on December 23, 2020

Chandler
Verified Purchase

You can tell that Tom is someone who actually interacts with kids at all stages of life on a regular basis. Every point considers the long term impact of the choices kids make, and the choices we make with them.



A healthy and emotional surprise

Reviewed in the United States
on December 29, 2020

Christyn G
Verified Purchase

This book made me cry in a very good way! I wondered if it would be worth the time spent reading it, but it was definitely not a waste. I have 5 teens and hope each one of them will read every word. I plan to take some of the advice to heart myself.

NO BULLYING
SCHOOLS

nobullyingschools.com

NO BULLYING SCHOOLS

https://nobullyingschools.com

What is No Bullying Schools?

No Bullying Schools is the leading evidence-based program for preventing bullying, cyberbullying, and school violence.



- **Evidence-Based Program**
- **Smartphone App for Reporting Bullying**
- **Reporting Software for School Admins**
- **School Culture Survey Included**
- **Video Lessons on Bullying, Respect, Resiliency**

NO BULLYING SCHOOLS

https://nobullyingschools.com

Video Curriculum

Over 40 Video Lessons on topics like Bullying, Self-Esteem, Respect, Responsibility, Resiliency, & more.



NO BULLYING SCHOOLS

https://nobullyingschools.com

Report Bullying App

The Report Bullying App (available for iPhone or Android) allows **students**, **parents**, or **teachers** to report any type of incident, even beyond bullying. Students can leave their name or remain anonymous. Each report sends an automatic email alert to your school administrators. Only available to subscribing schools.



Download on the App Store

GET IT ON Google play

NO BULLYING SCHOOLS

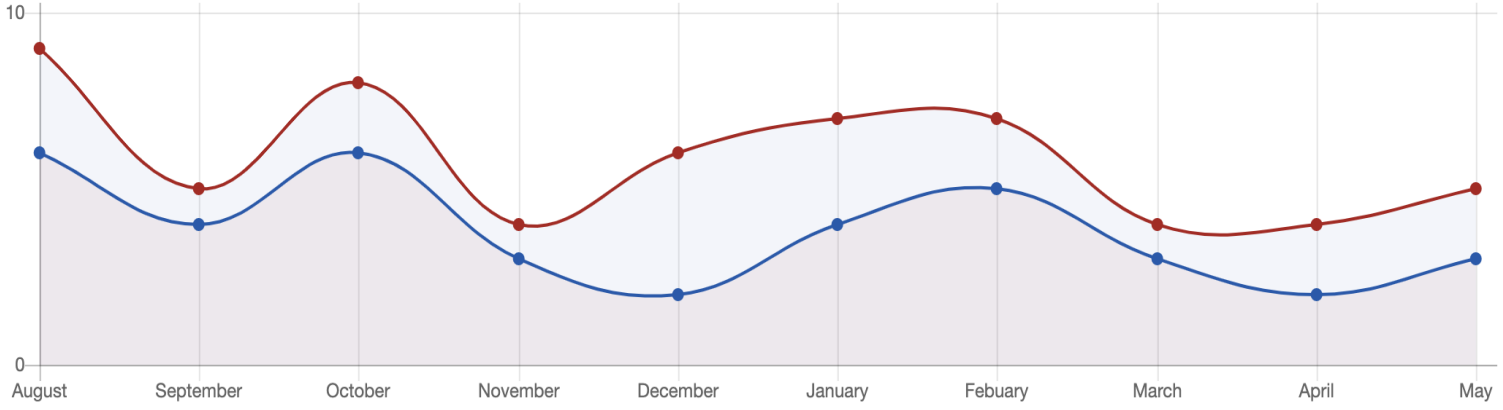
Reporting Software

Jane Doe | Logout

- INCIDENTS
- DATA
- STUDENTS
- RESOURCES
- SETTINGS
- ACCOUNT

ALL BEHAVIOR TRENDS OVER TIME

Confirmed Incidents | From: 08/01/2019 - 05/30/2020 | Compared to: One Year Prior | RECALCULATE

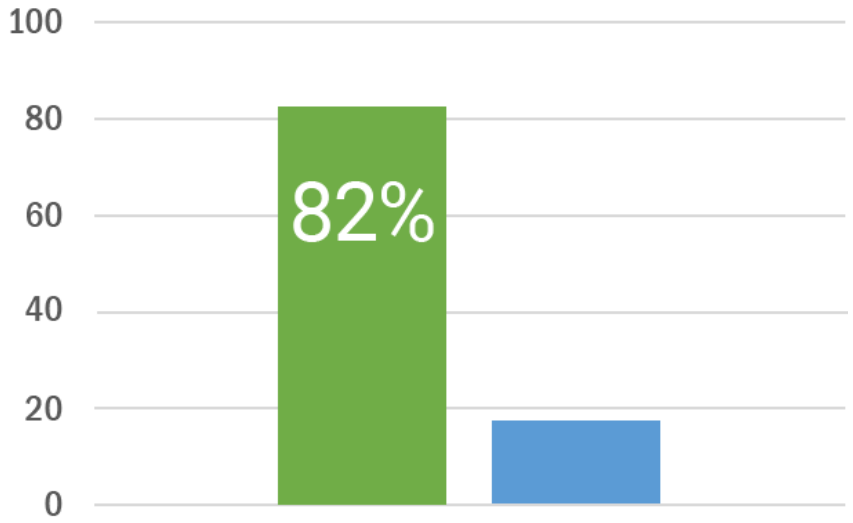


From Dates: 38 Confirmed Incidents | One Year Prior: 59 Confirmed Incidents | Percent of Change = ▼36% Decrease In Confirmed Incidents

Evidence Based

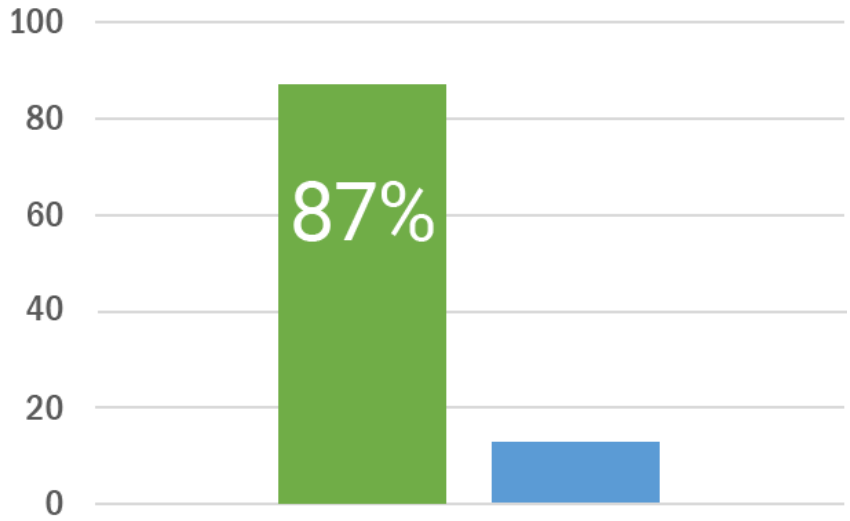
Research Study Results

82% of students said, “No Bullying Schools taught me the difference between **BULLYING AND TEASING.”**



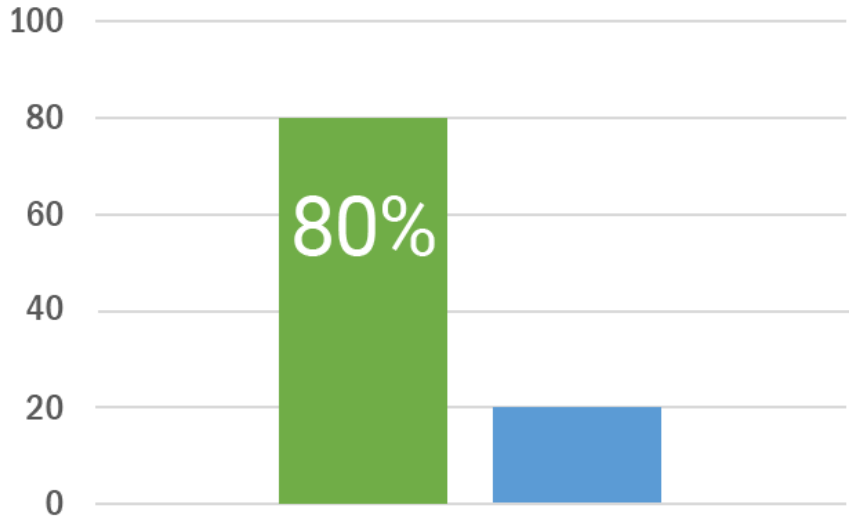
Research Study Results

87% of students said the program helped create a more **POSITIVE SCHOOL CULTURE**.



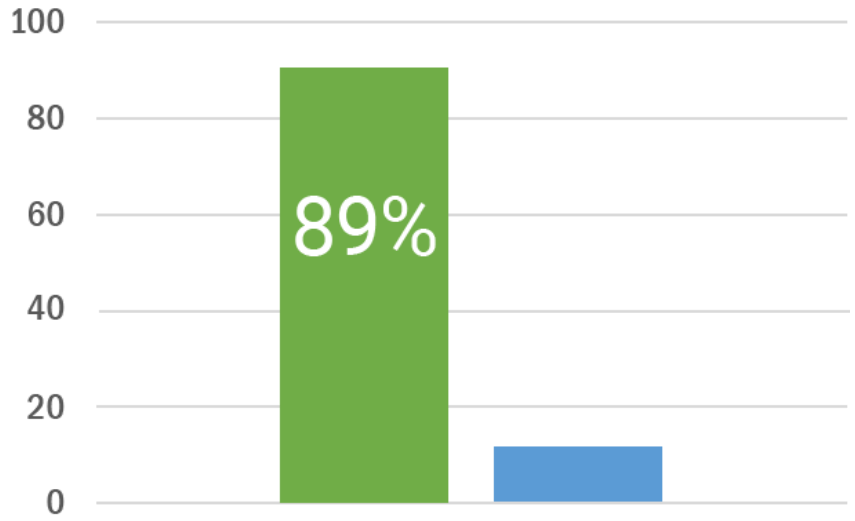
Research Study Results

80% of students said, “No Bullying Schools taught me **HOW TO BE RESILIENT.”**



Research Study Results

89% said the program taught them **HOW TO SPEAK UP** against bullying in a positive way."



Research Study Results

After one semester, Bullied Students showed a 28% decrease in missed school days due to bullying.



Pricing & Options

2024 Pricing & Discounts

Live Trainings

- 1 Training: $3,500
- 2 Trainings: $2,750 each
- 3 Trainings: $2,500 each
- 4 Trainings: $2,250 each
- 5+ Trainings: $2,000 each
- Virtual Trainings: $1,000 each

Booking Details

- These rates include all travel and all expenses. There are no reimbursables.
- These rates are for same-day events in the Continental U.S. They cannot be split over multiple trips. For international or multi-day rates, contact tom@tomthelen.com.
- You can partner up with other schools to book multiple trainings on the same day!

2024 Pricing & Discounts

NoBullyingSchools.com

- $3,000 Per School, Per Year
- 50% OFF is available when you book a training with Tom Thelen
- Evidence-based bullying prevention program with video curriculum, lesson plans, smartphone reporting app for students, and school culture tracking software for principals, counselors, and school leaders.

MentalHealth101.org

- $3,000 Per School, Per Year
- 50% OFF is available when you book a training with Tom Thelen
- Year-round mental health curriculum for middle and high school. Includes unlimited eBook downloads and Teacher's Guide with Classroom Discussion Guides, Student Activities, and Family Discussion Guides available in English, Spanish, and Chinese.