

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Academy of Alameda Elementary	Matt Huxley Executive Director	matthuxley@aoaschools.org (510)748-4017

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Fall/Winter 2021/2022 Process for Engaging Our Education Partners

We will be surveying families in late February to see if there the feedback that they provided that helped us create our 2021/22 LCAP is different than what they provided last year. So far, most parents have expressed the same concerns that they had last year including providing a safe and healthy learning environment for their children, and addressing students' learning loss and their social-emotional well-being. We have focused resources in all three of these areas both last year and this year based on the feedback and input we have received.

Spring, 2021 Process Used for to Engage The Academy of Alameda's Educational Partners:

- Families:

Continually improving our two-way communication with our families is an annual LCAP goal, as we know that our entire school community benefits - especially the students who we serve. While we always reach out to families using surveys and focus groups to obtain feedback and input on various aspects of our program, the level of communication in 2020/21 was substantially increased as a result of the pandemic and because we have been serving students in a variety ways over the past year (a combination of cohort groups, and in distance only and hybrid groups) that are unfamiliar to all stakeholders in our community and thus necessitated increased communication. In addition to surveying families and holding town hall meetings, we held a two formal parent advisory committee Zoom workshops with advisory committee members that included representatives of our English Learner Advisory Committee. We also held a meeting on June 17 for all families to get final input into our 2021/22 LCAP.

- Students:

We have surveyed students grades 3 through 5 and our middle school students (grades 6-8) to obtain their feedback on elements of our distance only and hybrid learning environments and in regards to our 2021/22 full in-person reopening plans. We have also sought feedback from them in small groups including their daily homeroom check-ins.

- Staff: We have actively engaged our school staff throughout the school year and they have had a significant impact on our total program not only throughout the school year, but especially in preparation for a full reopening in Fall, 2021/22. Teachers and other staff members have provided input in weekly professional development meetings to our Principal, Instructional Coach and Student Culture Coordinator that has helped them to develop a strong program to support the academic, social emotional, and behavioral needs of students as we emerge out of the pandemic and prepare to have all students back on campus for a full day, 180 day schedule of in-person learning.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A - We do not qualify for the concentration grant as the Alameda's Unified School District's unduplicated rate is below the 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We used an extensive process to engage our educational partners last Spring (2021) to receive input and feedback regarding our LCAP Plan (See below) That feedback helped us to not only COVID-19 to develop our 2021/22 LCAP, but also our 2021 ESSER III Expenditure and Safe Return to In-Person Instruction and Continuity Plans. We had initial plans to receive more input in January but have delayed sending survey to families until mid to late February due to the challenges around the Omicron variant. The various strategies that we used to engage our educational partners are included below:

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A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The main three areas that are using funds allocated to us through the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief Act are:

1. Health and Safety Related Supplies, Equipment, and Staff

Main expenditures include: increasing our custodial support staff and cleaning/sanitation supplies, adding a part-time school nurse that works part-time Monday through Friday, and purchasing mask and outdoor equipment to allow for more outdoor eating at lunch and breaks.

2. Support Staff to Support Students Academic Well-being

We have added math and literacy instructional staff to address learning loss

3. Social Emotional Support - Curriculum and Staffing

We have purchased new advisory curriculum to support the development of students' social-emotional health and increased our counseling services to support students' mental health well-being.

Successes/Challenges We have had a lot of success in address the learning and health and safety needs of our students. I think that the only challenges were the longer than usual wait time on receiving some ordered supplies due to pipeline and inventory issues and while we were able to hire effective staff, it took longer as a result of staffing shortages and we we are looking for ways to retain the additional support staff as their services are needed in future years. Our goal is to maintain staffing - especially as the pandemic's impact will need to be addressed for at least the next couple of years (if not much longer).

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

We have used and will continue to use the additional one-time state and federal funds that we have received to align to our LCAP goals and actions and to the purposes aligned in each of those funding grants. This includes funding both the additional support staff and necessary health and safety supplies to support our effective implementation of safe and continuous in-person learning.

- To create a safe-in-person environment for students and staff, we have purchased health and safety supplies including outside lunch tables, masks, hand sanitation stations, upgraded HVAC filters and equipment, increased our custodial services , and hired a part-time school nurse.
- Because all students have been impacted by the pandemic to varying degrees, we have used additional state and federal funds to increase our staff that focus on the social-emotional health of students (and staff) as well as their academic well-being. We have hired a school counselor for the elementary school, increased our mental health staffing, and we have hired additional teachers and staff to address the reduction of learning opportunities for students - especially those who have impacted most. These include a math coach, math and literacy aides, and a teacher who works with students that have more significant learning challenges. All of these actions were specified in our 2021/22 LCAP and LCAP Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering

from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or*

foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Local Control Accountability Plan

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

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The Academy of Alameda Elementary	Matt Huxley Executive Director	mhuxley@aoaschools.org (510) 748-4017

Plan Summary [2022-23]

General Information

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

The Academy of Alameda Elementary School was approved to merge by its authorizer - the Alameda Unified School District - with The Academy of Alameda Middle School (formerly a separate charter) beginning July 1, 2022. The new school will be know as The Academy of Alameda and will serve students in grades K through 8 in 2022/23 with a goal of creating a transitional kindergarten program for the 2023/24 school year. The Academy of Alameda is governed by The Academy of Alameda - a public Charter Management Organization (CMO), which has its own Board of Directors. The Academy of Alameda is in the top 1% of diverse schools in California serving six subgroups hat account for over 5% of the population and is currently in its 12 year of operation.

The Academy of Alameda organizes is program and resources to meet both its mission and envisioned future:

- The Academy of Alameda's Mission: The Academy of Alameda equitably develops students into critical thinkers and life-long learners who navigate the world with integrity and who apply their learning to empower themselves and their communities.
- The Academy of Alameda's Envisioned Future: The Academy of Alameda envisions a future where all students are successful, and their destinies are not determined by their demographics.

Since it's inception, The Academy of Alameda has been committed to transforming education so that all of it students are successful at a high level - academically, social-emotionally, and behaviorally. In order to fulfill its mission and envisioned future, the Board of Directors, leadership and staff have been committed to building strong relationships in and between staff, students, and families, distributing resources equitably, implementing a rigorous and engaging academic program that imbeds social justice and culturally relevant curriculum, and supporting the development of students' social emotional skills so that they are successfully prepared for the current and following school years. While The Academy of Alameda has been historically closely connect to its families, it is seeking to rebuild an even closer connection after the past 2 1/2 years of being in a pandemic.

Reflections: Successes

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

According to STAR data, 71% of our 2-5 grade students are at or above typical growth, up from 59% at the beginning of this school year. For early literacy, 84% of K-1 grade students are at or above typical growth, up from 47% at start of the school year. Our student and family survey data was also very strong show high rates of satisfaction in all areas of our program.

California Dashboard

We provided a self assessment or narrative information on our local indicators for 2020/21. The Academy of Alameda's assessment of its program is strong in all areas. Although we do not have CAASPP scores for the past two years, we continued to use local assessment data to assess and monitor our program including the Star Math and Reading Assessments. Our local survey also showed that students felt connected to our staff and indicated that they felt both physically and emotionally safe while on campus. Our families also reported that AoA's program was a strong fit for their child's needs and they expressed a strong rate of satisfaction towards all major components of our program.

Reflections: Identified Need

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

This school year we had an increase in chronic absenteeism - just over 8%, it had an orange (Dashboard) rating for Chronic absenteeism the last time that it was measured. Three subgroups, Asian, Latinx and English Learner students had increased levels of chronic absenteeism. Next school year, we will have an Attendance and Family Liaison. We will enact more structured interventions, including more communication to families from our COST group and counseling and check-in during the year to address the relatively small number of students who are under-performing in the areas of attendance. Our plan is to be more proactive and timely in enacting strategies that lead to strong attendance rates for all students. This will be facilitated by a more comprehensive attendance monitoring plan as well as connecting to families who have children with past attendance challenges.

LCAP Highlights

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

The 21-22 school year, again, was a difficult year in education. Despite the this, The Academy of Alameda has responded to the needs of all of our young learners during the COVID-19 global pandemic.

We had a very successful full in person return to school. As a faculty and staff, we continued to hold weekly professional development and teacher collaboration. Much of this time was not only spent pushing our growth as educators in academics, but also provided times for our educators to engage with concrete tools to support the mental health and well being of our students.

Our Culture and Climate Coordinator worked to rebuild our school culture. She held school wide art projects, mindfulness centers, and devised incentives for students who were struggling with behavior.

One of our biggest learnings last school year was that AoA was in need of a strong early literacy program. This year, we initiated a full adoption of the SIPPS phonics program. We helped teach trainings and professional developments, as well as updated our master schedule to allow for dedicated time for implementation. Additionally, our Instructional Coach supported the teachers and Literacy Aides with this roll out. We saw significant growth in our student reading outcomes, and look forward to further growth next school year.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A: The Academy of Alameda Elementary School has not been identified as needing or being eligible for comprehensive support.

Support for Identified Schools

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

N/A: The Academy of Alameda Elementary School has not been identified as needing or being eligible for comprehensive support.

Monitoring and Evaluating Effectiveness

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

N/A: The Academy of Alameda Elementary School has not been identified as needing or being eligible for comprehensive support.

Engaging Educational Partners

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

- Families The biggest concerns that our families expressed this year was their children's safety as all returned to full-time in-person learning in the Fall, and how our staff could successfully address students' learning loss and provide increased social-emotional/mental health, as a result of the ongoing negative impact of the pandemic. This feedback was provided at Board meetings, through survey's, and individual, and small group meetings. In the early Spring, we send families a school/family relationship survey because we know all students benefit when there is a close connection in and between families and our staff, and because we want to engage all of our families more deeply especially as that close connection was diminished by not being able to be together for in-person events, meetings, etc. and because we were so impacted by COVID-19 for periods throughout the year.

The good news is that overall, our family survey data was overwhelmingly positive. Families told us that we have an effective school culture and that The Academy of Alameda Elementary School was a strong fit for their child's needs. 95% of families reported that the schools met their child's needs. With few exceptions, the feedback was the same for all families - regardless of family demographics including socioeconomic status, race/ethnicity and language. Families also told us that we were really successful in providing a safe environment specific to COVID-19 and that our communication to them about COVID-19 testing opportunities, positive case rates, as well as letting them know of our ongoing mitigation strategies was really helpful to them. Three other areas where families gave us excellent marks are: 98% responded favorably to feeling that their child is being well prepared for the next grade level, 98% responded favorably to feeling that their child's teacher's teaching style matches their child's learning style, and 96% responded favorably to feeling that the discipline style of the school works for their child

One area that reflected their concerns were their inability to be engaged with our school on a regular basis (mostly because of busy schedules) due to their busy schedules. Sixty percent of families reported that their busy schedules were a barrier to school involvement.

- Students

Almost all (if not all) of our students reported that they were happy to be back on campus when they came back to in-person instruction in the fall and that they missed the physical interactions with their peers and with staff. Students expressed frustrations with online learning (Even though it got better and better with practice and experience) and that they felt that they were behind as a result of learning either in a distance only or hybrid learning environment. We also learned early from teacher, student and parent referrals that many students were impacted negatively from the prior 1 1/2 years and that many were experiencing high levels of anxiety. Fortunately, we delegated significant resources to increase our support services to support students' social emotional well-being. In the Spring, we implemented a survey that focused on school climate/safety, academic engagement and students' social emotional health. The data from our survey overall was very positive. Students responded very favorably to the positive relationships that they have with teachers - 95% reported that their teachers showed respect towards them, and 94% reported that they were treated fairly by adults adults. Other areas of strength included the following: 91% of students feel that they belong at AoA
92% of students feel that the adults at AoA support them
91% of students feel that other students show them respect.

95% of students feel that their teacher is respectful towards them
91% of students would be excited to have their teacher again!

- Staff

Because we have frequent professional development meetings and two strong schoolwide leadership teams where input and feedback are continually sought, our annual short and long-term plans are continually shaped by The Academy of Alameda's staff. Our culture of collaboration and value of shared leadership engender staff input into all elements of our program that specifically shaped our LCAP goals - especially goals 1 and 2 related to student academic and social-emotional outcomes.

A summary of the feedback provided by specific educational partners.

Please see above, as I included both the means used to obtain feedback and input to shape our 2022/23 LCAP as well as specific assessment results from our educational partners.

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

All three of our LCAP Goals and most or almost all of our actions under each have been influenced by input and feedback that we have received from our students, staff, and families. The family surveys that we sent throughout the year impacted the actions in all three goals, but especially those related to the second and third goals - student culture and two-way communication and family engagement. As mentioned above, families were very clear regarding the type of relationship that they want with the school's staff, and fortunately, they also rated very highly - the elementary school's efforts to create a welcoming and inclusive culture. They corroborated the administration's belief that we need to develop more formal parent advisory groups so that families have the opportunity to provide even more specific, direct feedback.

Goals and Actions

Goal

Goal #	Description
1	Goal:1 Effective Instruction, Challenging Curriculum, and Enrichment Opportunities: Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education.

An explanation of why the LEA has developed this goal.

The Academy of Alameda Elementary School is committed to continually developing the capacity and effectiveness of its teachers, school leaders, and support staff, delivering rigorous, culturally responsive instruction, and offering students enrichment learning opportunities to impact high learning outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading and Math	Reading: 65% Math: 70%	STAR Overall READING: 71% Growth STAR Overall MATH 71% Growth			Baseline + 3% growth
STAR Early Reading Assessment (K-2)	Early Reading: 65%	STAR EARLY READING (K-2) 84%			Baseline + 3% growth
3-5 SBAC In ELA and Math	Baseline to be established 21-22	Results not yet available			Baseline + 3% growth

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Program	<p>The Academy of Alameda Elementary School is absorbed into The Academy of Alameda Middle School Charter beginning July 1, 2022. Please see our AoA Elementary School Program Goals and Actions in The Academy of Alameda School LCAP (2022/23)</p> <p>Actions below are from the 2021/22 school year</p> <p>The Academy of Alameda Elementary School's ELA program consists of:</p> <p>SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a researched based is a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading.</p> <p>Making Meaning is a whole-class reading comprehension and vocabulary instruction, using increasingly complex texts across a wide range of genres.</p> <p>Being a Writer is a proven, research-based writing curriculum for grades K–6. Combining a writing process approach with guided instruction, Being a Writer is student-centered, rigorous writing instruction for students in grades K–6. The program’s dual goals – fostering students’ growth as capable, skilled writers and caring, respectful members of their classroom community – make Being a Writer unique among writing curricula.</p>	\$1,536,212.00	No
1.2	Reading Instructional Aides	Two Instructional Aides dedicated to grades K-5 who will effectively implement the SIPPs curriculum to homogenous reading groups. They will monitor student reading progress, and collect data to inform instruction.	\$80,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Math and Science Programs (Leah if there is not a focus here, don't include this goal)	Continue to implement the standards based Eureka Math curriculum in Math, and the standards based and hands-on Mystery Science and National Geographic Science curricula in science.	\$4,000.00	No
1.4	Culturally Responsive Instruction	We will continue to implement the Social Justice Standards from the Learning for Justice framework to inform our Equity Studies units.	\$0.00	No
1.5	SPED Program	<p>The Academy of Alameda Elementary school continues to enroll and support students with disabilities. The Academy ensures that a free and appropriate education is provided to all students with exceptional needs. The Academy provides related services, such as Speech, OT/AT, DHH, and APE, by hiring credentialed or licensed providers through private agencies or independent contractors. Specialized Academic Instruction is provided by our Education Specialist. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and also provide some specialized academic instruction under the direct supervision of the Education Specialists. One-to-one Instructional Aides will be hired as needed, as documented in students' IEPs.</p> <p>To continue to strengthen our full inclusion program during the 21-22 school year, our Education Specialist will continue to receive training through the SELPA regarding IEP goal writing and Universal Design for Learning (UDL) techniques to support the collaboration with general education teachers. Instructional Aides will take part in weekly professional development meetings to increase their positive impact in supporting students with disabilities in general education classes. As a part of our Special Education plan, the SPED department will continue to engage in co-teaching training and exploration in order to better support students with disabilities in general education classrooms, as well as all students through increased support for differentiation. The Education Specialist and general education teachers will engage in increased collaborative planning time.</p>	\$350,517.00	No

Action #	Title	Description	Total Funds	Contributing
		To better understand and mitigate the impact of distance learning on students with disabilities' learning, the SPED department will engage in a thorough review of student IEP goal progress and performance on standardized measures, such as STAR Reading and STAR Math, in the Fall of 2021, and will adjust IEP services as needed.		
1.6	ELD Program	<p>Our Emerging Bilingual (EL) students who require a higher level of literacy and vocabulary acquisition support will have access to the SIPPS phonics program, and will be placed in differentiated reading groups that will be supported by the classroom teacher and/or reading instructional aides. Students will have access to grade level appropriate literacy, and will have appropriate language scaffolds embedded in their daily work. In addition staff will receive professional development on specific strategies to serve our emerging bilingual students.</p> <p>Teachers will participate in ongoing professional development that provides opportunities for data analysis, and strategies to support our Emerging Bilinguals. ELD data will be shared at DELAC meetings throughout the year.</p>	\$4,000.00	Yes

Goal Analysis [2021-22]

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.

This year, we rolled out the SIPPs reading program for Tier 1. This has proven to be very successful, as seen by the data. We will continue with our Tier 1 approach, and continue to have two Literacy Aides to support this program. Additionally, next year we will implement a Math Instructional aide to support the math gaps 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.

We spend additional money specific to many of our strategic actions related to Goal 1, as we are addressing loss learning as a result of the COVID-19 pandemic. We especially focused on building our Tier 1 and Tier 2 literacy program to serve all students and those students who were below grade level. We created two new reading support positions and provided additional professional development around our new SIPP curriculum.

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

The actions were extremely effective, as we surpassed our goal.

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 will continue to push beyond our baseline and goals, and will hope to make further growth in math with the implementation of a Math Instructional Aide.

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.

Goals and Actions

Goal

Goal #	Description
2	Empower Students and Eliminate Barriers: Implement comprehensive social-emotional programs that foster a sense of belonging and cultivate successful student outcomes and school engagement.

An explanation of why the LEA has developed this goal.

A school's culture has a significant impact on both the learning environment and the way students experience school including their social emotional and behaviors development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	95% (from 19-20)				Maintain +1%
Chronic Absenteeism	6% (from 19-20)	8.8% (21-22)			The Chronic Absenteeism rTE decreases to 4%
Student Culture Survey	Establish a baseline to measure students' perception of their physical and emotional safety, sense of belonging, academic and social engagement, connectivity to the school (Participation in clubs, sports, after-school program etc.), perception of the degree of support they receive from staff, etc	Panorama Survey: 91% of students feel that they belong at AoA 92% of students feel that the adults at AoA support them 91% of students feel that other students show them respect. 95% of students feel that their teacher is respectful towards them			Baseline + 5% in each category measured

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		91% of students would be excited to have their teacher again!			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Program / COST	<p>The Academy of Alameda Elementary School is absorbed into The Academy of Alameda Middle School Charter beginning July 1, 2022. Please see our AoA Elementary School Program Goals and Actions in The Academy of Alameda School LCAP (2022/23)</p> <p>Actions below are from the 2021/22 school year:</p> <p>Providing mental health support is a critical component of our school plan to make sure that students are able to get the support they need to make sure they can engage in learning. We have a school counselor who provides counseling support to students on both a regular and drop-in basis. We also share a mental health clinician with our elementary school program. This clinician provides counseling to students who require additional mental health services. In addition, we partner with a non-profit, A Better Way, to provide an additional mental health clinician who supports students who qualify for MediCal. All of these support providers serve on our COST (Coordination of Services Team) who work alongside other members of our community, including representatives from our Special Education Department, our Dean of Students, our Principal, and a teacher representative to coordinate services for students who have been identified by staff as needing additional academic, behavioral, and/or social-emotional support.</p>	\$136,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Our counselor and other mental health clinicians also provide small group support based on identified student needs (as determined by the SEL screener and observation). These groups generally meet during lunchtime or flex period and support students with socialization skills, stress management, emotional regulation, and other issues.</p>		
2.2	SEL Program (Curriculum & Instruction)	<p>One of our top priorities for the 21-22 school year is to enhance our SEL program to make sure we are fostering a strong sense of belonging for our students so that they can engage in their learning. We plan to utilize an SEL screener at the beginning of the year to identify areas of need and to establish a baseline to assess our SEL program.</p> <p>We will continue to have our Student Culture Coordinator who directly supports students with their socio-emotional well being. They plan and hold assemblies, plan spirit weeks, and provide activities that build culture in our school. Additionally, they act as a liason to families when support is needed for the student. They also provide 1:1 support for students, and weekly check in times. Restorative Justice circles are held by the Student Culture Coordinator when a conflict between students arises.</p> <p>Each grade level holds community circles in the morning. During this time, students have the opportunity to build relationships, learn from each other though sharing, and hold discussions about current events.</p> <p>We are working to adopt the RULER program as an SEL curriculum. RULER is an approach to social and emotional learning (SEL) that teaches emotional intelligence to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society.</p>	\$87,720.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Our School Culture Coordinator (now Dean of Students) continued their very important work to build school culture. We were not able to hold whole school assemblies due to COVID, but we held fun, engaging whole school Spirit Weeks and other whole school culture building 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.

Our program improvement focus this year was to address our students' loss of learning as well as to support their social emotional well being and mental health. Because we know that students experienced challenges in these areas to varying degrees, we developed a tiered intervention approach. When we received additional state and federal dollars (after our LCAP was written), we invested in more programs and people in each of these two main areas. As a result, our actual expenses were in excess of the planned ones that we included in our 2021/22 LCAP as we utilized additional resources to hire personnel to provided different levels of academic and social emotional support to students. There were some areas, however that we spent less money as a result of the pandemic. For example, we devoted fewer resources to family engagement (Goal #3) as the COVID-19 pandemic prevented us from holding very few family nights and other in-person events.

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

Coming back from remote learning, we knew that culture and climate was to be a priority. Intentional time dedicated to classroom community building, as well as resetting school wide expectations was important in making this a successful return.

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 will continue the work to continue to build a positive culture and climate by building on our school wide activities, as well as addressing school wide expectations

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.

Goals and Actions

Goal

Goal #	Description
3	Two-Way Communication and Effective Family Engagement: Provide transparent communication to stakeholders through effective two-way communication that develops an inclusive family involvement plan where all members have the opportunity to connect and provide feedback, and to get involved both at the school level and/or directly with their child's education.

An explanation of why the LEA has developed this goal.

We believe that all of our students will have higher academic, social emotional, and behavioral outcomes when our families are connected to each other and to our staff, feel welcome on campus, and have the opportunity to provide input and feedback on key elements of our program. This involves effective two-way communication with our families and provides them with multiple entry points to get get involved at the school level and with their own children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey Data	Families feel welcome 4.5 (on 5-point scale) SY 20-21 Two-Way Communication Satisfaction 4.6 (on a 5-point scale) SY 20-21 Families feel connected to school mission, value, and values 4.4 (on 5-point scale) SY 20-21 Families feel informed on the school's current news, activities, and decisions 4.6 (on a 5-	Panorama Survey: 100% responded favorably to administrators creates a school environment that helps children learn 98% responded favorably to the school valuing diversity 99% responded favorably to believing that their child enjoys going to school 98% responded favorably to feeling			Maintain 2021/21 survey results or +.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	point scale) I feel updated on my child's learning and progress 4.1 (on a 5-point scale)	that their child is being well prepared for the next grade level. 98% responded favorably to feeling that their child's teacher's teaching style matches their child's learning style. 96% responded favorably to feeling that the discipline style of the school works for their child			
Response Rate (Percentage of families who respond to Fall and Spring Family Surveys)	Create Baseline in Fall, 2021/22	96/274			Increase by 20% (From baseline)
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status, English language status	Create Baseline in Fall, 2021/22	Panorama Survey Respondents, disaggregated by self identified race: Asian 39% Black or African American 5% Hispanic or Latino 11% White 28% Two or More Races/Ethnicities 11% Confidentiality protected 6%			Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Panorama Survey Respondents, disaggregated by self identified primary home language: Subgroup with no data 1% English 86% Other/multiple language 6% Confidentiality protected 7%			
Track the annual percentage rate of parents/guardians of English Learners (by grade level) who attend at least two DELAC/ELAC meetings during the year.	Create Baseline in Fall, 2021/22	ELAC Meeting: 9 Parents attended last meeting			Increase the participation rate (percentage) by 5% annually.
Evaluate the DELAC's perception (Using a 5 pt. rubric) of their efficacy to provide input and feedback that shapes the annual DELAC/ELAC plans for each school.	Create Baseline in Fall, 2021/22				Improve the groups self-perception rating by .5%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Transparent, Two-way Communication	<p>The Academy of Alameda Elementary School is absorbed into The Academy of Alameda Middle School Charter beginning July 1, 2022. Please see our AoA Elementary School Program Goals and Actions in The Academy of Alameda School LCAP (2022/23)</p> <p>Actions below are from the 2021/22 school year:</p> <p>We are committed to providing access through transparent communications to the families we serve. We offer translation services to those who may need it, timely two-way communication via various modalities (email, ParentSquare, phone call, school website messaging, phone). Weekly communication is sent to families once a week, as well as important messages as needed. We have strong two-way communication between the families and school, as indicated by the 4.6 average (on a 5 point scale) in our family survey.</p>	\$154,257.00	No
3.2	Family Engagement Events	<p>AoA values welcoming our parent and family community in school wide events as an ongoing means to build strong relationships. Annual events include a Fall Block Party, Parent Nights Out, Back to School Night in September, Spring Open House. Additionally, Family Alliance Meetings are held 3 times a school year to provide an overview of the what is currently happening, and what will happen. Grade level parent representatives are assigned to each classroom to support teachers with arranging volunteers.</p>	\$16,940.00	No
3.3	Parent Conferences and Home Visits	<p>AoA Elementary is committed to informing families on the progress of their child. Home visits occur the weekend before school starts. Teachers meet with the students and their families to begin to build a strong relationship. Report card conferences are held in November and March.</p>	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	School Based Parent Advisory Committee	<p>The principal will convene a Parent Advisory Committee made up of a group of parents/guardians representing the demographics of our student body. The Parent Advisory Committee will meet 3 times a year to review data and current programming and to provide feedback and future planning.</p> <p>We will hold Fall and Spring ELAC Committee meetings to inform the members about our plan for growing our literacy program and serving our emerging bilingual students. We will also solicit feedback from these families to help improve our programming.</p>	\$0.00	Yes
3.5	District Level Family Engagement (K-8)	<p>While many of our strategies to build close, collaborative relationships in and between our families and staff, take place at the school level, it is also essential that The Academy as a K-8 organization continually works to build effective two-way communication with all of our families and receives input and feedback on key K-8 organizational initiatives and policies. One of our areas of growth is to broaden that input to families who we have not historically engaged including families of some of our English Language Learners, many of our Arabic speaking families. For 2021/22, we have created a Family Engagement Liaison position to support all families - especially those who we have under-engaged.</p>	\$8,910.00	Yes
3.6	Improve the DELAC's Level of Efficacy	<p>Set up a more structured DELAC Committee prior to the beginning of each school year and meet within the first three weeks to review the annual plan and previous year-end data to improve student outcomes. Adjust the plan if needed based on evidence. Review identified student outcomes at the end of the first and 2nd trimesters. Meet in the Spring to provide input into the following year's strategic plan to improve student outcomes.</p>	\$0.00	No Yes

Goal Analysis [2021-22]

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.

This year, we relied on reliable school to home communication, as well as strong communication between teachers and families.

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.

We did not spend as much money in meeting our 3rd Goal, as we were significantly impacted by the pandemic this year. As a result, we were unable to connect with our families in-person and had to focus attention on supporting students academic and social emotional well-being. We are focusing additional resources fro 2022/23 and beyond including creating a new position - Attendance and Family Engagement Coordinator. Funds that were designated to be spent in 2021/22 for Goal 3: Family Engagement, were reallocated to Goals 1 and 2.

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

Despite the distance COVID has created, our results from the Family Survey were favorable.

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 will continue our strong school to home communication, and will work to increase in person activites for parents and families.

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.

Goals and Actions

Goal

Goal #	Description
4	Provide equal or comparable course access and enrichment opportunities to all students.

An explanation of why the LEA has developed this goal.

Historically, students who take intervention classes do not have the same opportunity to take elective classes and/or miss enrichment opportunities if they are pulled out of classes for additional support. This leads to inequitable learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Identify the percentage of students who were either enrolled in intervention classes and/or received pullout services who participated in alternative enrichment opportunities during or after school.	Establish baseline for 2021/22	Drop this goal			Increase baseline by 20%

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Goal 4 was a draft goal and we decided to drop it as a 2021/22 goal prior to our Board of Director's adoption. Unfortunately, it was not deleted (which was an oversight and format error) and it was maintained as part of the 2021/22 LCAP. We ultimately made a decision to eliminate it as it was not a strategic focus area and it impacted so few 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.

Please see above

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

Please see above

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

N/A - See above

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

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
	3.65%	\$81,260.00	

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

Required Descriptions

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

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

While most of our goals and corresponding actions are meant to address the needs of all students, our data indicates that some student subgroups including English Learners and students whose families qualify for free and reduced lunch need either support services tailored to their specific needs or require the addition of increased services as they disproportionately account for a higher percentage of students receiving some of our support services. For example, students who qualify for free and reduced lunch account for a higher percentage of students who need additional math and reading support. We expect that this percentage will be greater next year as we believe (our data corroborates this) that they were more adversely impacted by the pandemic in terms of their social emotional and academic well being. Our investment in adding two instructional aids trained to provide small group literacy support is a direct reflection of that. We are also providing increased services to our emerging bilingual (English Learners) students in the form of additional professional development for teachers to implement specific strategies that address their needs based on where they are as measured by the ELPAC and classroom-based assessments. Because we have not as actively engaged families of our English Learners, foster youth (we have only 1 student in our elementary school), and students who qualify for free or reduced lunch as evidenced by lower participation rates on surveys and school

event family attendance rates, we are increasing our outreach services by increasing translation services and by hiring a Family Engagement Liaison. Our goal is to significantly reduce the level of disproportionality in these two areas over the course of the next three years. In addition, we have significantly increased our level of counseling services by providing an elementary school counselor and a .4 FTE mental health clinician. Again, while these services are open to all students, past data indicates that a higher percentage of both English Learners and lower income students will benefit from the increased level of social emotional/mental health services.

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

Our charter authorizer's student population do not meet the 55% threshold.

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	See Middle School charter as the elementary school is merged into it beginning 7/1/21	N/A
Staff-to-student ratio of certificated staff providing direct services to students		N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,521,592.00	\$620,626.00		\$240,525.00	\$2,382,743.00	\$2,283,163.00	\$99,580.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA Program	All	\$1,290,485.00	\$192,272.00		\$53,455.00	\$1,536,212.00
1	1.2	Reading Instructional Aides	English Learners Foster Youth Low Income		\$80,887.00			\$80,887.00
1	1.3	Math and Science Programs (Leah if there is not a focus here, don't include this goal)	All	\$4,000.00				\$4,000.00
1	1.4	Culturally Responsive Instruction	All					\$0.00
1	1.5	SPED Program	Students with Disabilities		\$315,467.00		\$35,050.00	\$350,517.00
1	1.6	ELD Program	English Learners	\$4,000.00				\$4,000.00
2	2.1	Counseling Program / COST	English Learners Foster Youth Low Income	\$40,000.00	\$32,000.00		\$64,300.00	\$136,300.00
2	2.2	SEL Program (Curriculum & Instruction)	English Learners Foster Youth Low Income				\$87,720.00	\$87,720.00
3	3.1	Transparent, Two-way Communication	All	\$154,257.00				\$154,257.00
3	3.2	Family Engagement Events	All	\$16,940.00				\$16,940.00
3	3.3	Parent Conferences and Home Visits	All	\$3,000.00				\$3,000.00
3	3.4	School Based Parent Advisory Committee	English Learners Foster Youth Low Income					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	District Level Family Engagement (K-8)	English Learners Foster Youth Low Income	\$8,910.00				\$8,910.00
3	3.6	Improve the DELAC's Level of Efficacy	English Learners English Learners					\$0.00

2022-23 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
			3.65%		\$52,910.00	0.00%	0.00 %	Total:	\$52,910.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$52,910.00

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	1.2	Reading Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.6	ELD Program	Yes	Schoolwide	English Learners	All Schools	\$4,000.00	
2	2.1	Counseling Program / COST	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.2	SEL Program (Curriculum & Instruction)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: AoA Elementary School K-5		
3	3.2	Family Engagement Events				All Schools	\$16,940.00	
3	3.3	Parent Conferences and Home Visits				Specific Schools: AoA Elementary School K-5	\$3,000.00	
3	3.4	School Based Parent Advisory Committee	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

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 (%)
3	3.5	District Level Family Engagement (K-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,910.00	
3	3.6	Improve the DELAC's Level of Efficacy	Yes	Schoolwide	English Learners	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,382,743.00	\$17,734,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA Program	No	\$1,536,212.00	1,6000,000
1	1.2	Reading Instructional Aides	Yes	\$80,887.00	\$100,000
1	1.3	Math and Science Programs	No	\$4,000.00	\$5,000
1	1.4	Culturally Responsive Instruction	No	\$0.00	\$0
1	1.5	SPED Program	No	\$350,517.00	\$425,000
1	1.6	ELD Program	Yes	\$4,000.00	\$5,000
2	2.1	Counseling Program / COST	Yes	\$136,300.00	\$152,000
2	2.2	SEL Program (Curriculum & Instruction)	Yes	\$87,720.00	\$1000,000
3	3.1	Transparent, Two-way Communication	No	\$154,257.00	\$35,000
3	3.2	Family Engagement Events	No	\$16,940.00	\$5000

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)
3	3.3	Parent Conferences and Home Visits	No	\$3,000.00	\$3,500
3	3.4	School Based Parent Advisory Committee	Yes	\$0.00	\$0
3	3.5	District Level Family Engagement (K-8)	Yes	\$8,910.00	\$3,500
3	3.6	Improve the DELAC's Level of Efficacy	No Yes	\$0.00	\$0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
239760	\$133,797.00	\$158,500.00	(\$24,703.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.2	Reading Instructional Aides	Yes	\$80,887.00	\$100,000		
1	1.6	ELD Program	Yes	\$4,000.00	\$5,000		
2	2.1	Counseling Program / COST	Yes	\$40,000.00	\$50,000		
2	2.2	SEL Program (Curriculum & Instruction)	Yes				
3	3.4	School Based Parent Advisory Committee	Yes				
3	3.5	District Level Family Engagement (K-8)	Yes	\$8,910.00	\$3,500		
3	3.6	Improve the DELAC's Level of Efficacy	Yes				

2021-22 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)
2223294	239760	0%	10.78%	\$158,500.00	0.00%	7.13%	\$81,260.00	3.65%