

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	Matt Huxley Executive Director	mhuxley@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 goals, 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.

California Department of Education
November 2021

Local Control 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
The Academy of Alameda	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 Middle School was approved to merge by its authorizer - the Alameda Unified School District - with The Academy of Alameda Elementary 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.

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 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 with all major components of our program.

We saw success for our first goal in the implementation of a strong Tier 1 instructional program. 71% of our students met their growth goal on the ELA STAR test. 66% of 7th and 8th graders met their growth goal on the Math STAR test from Fall to Winter (these students did not take the STAR in the spring) and 85% of 6th-grade students met their growth goal in Math from Fall to Spring. In 6th grade, we saw a 22% increase in the number of students testing at or above the district benchmark for Math on the STAR test from fall to spring. Our action step of adding Math Aides to classrooms was one of the factors that led to high growth in Math. Our students responded positively to a schoolwide survey to questions about academic rigor, with 91% of students saying their teachers have high expectations of them and 90% of students saying teachers take time to help them understand the material.

We also saw success for our second goal of implementing a positive student culture. Our suspension rate has decreased from 5.6% in the 2018-2019 school year to 2.5% in the 2021-2022 school year. This is the result of our strong implementation of a Restorative Justice program, along with our social-emotional learning programming. In our schoolwide survey, 75% of students say the energy of the school is positive, 80% of students feel respected by other students, 94% of students feel they are treated fairly by adults at school, and 74% of students feel they belong at school.

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.

We see the need to increase Tier 2 and Tier 3 academic support for students. 46% of students tested below the district benchmark in ELA in the Winter and 49% of student tested below the district benchmark in Math in the Winter. This indicates that while a majority of students are showing growth, a priority growth area is to accelerate more students to grade level. This is why we are continuing our Math Aide program and hiring a Teacher on Special Assignment to provide additional Tier 2 support for students. In addition, we are adding a K-8 Emerging Bilingual Program Coordinator who will work directly with students on academic language development. We are also adding a Math Lab class to provide additional Math foundational support.

We also see the need to increase our mental health support and to continue to grow our social-emotional learning and positive culture program. We are adding a mental health intern position to provide more 1:1 and small group counseling support for students. One of the primary concerns identified by families and students in our schoolwide survey was related to online bullying. We are looking into bringing in curriculum and guest speakers to help us address this concern.

LCAP Highlights

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

The Academy of Alameda of Alameda's LCAP focuses on three goals with a number of high leverage actions for each:

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.

Goal 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.

Goal 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.

While there are a number of actions that we take so that we meet these goals for all students and families, our LCAP reflects the most high level actions that we implement for each of these goals annually. Our 2022/23 LCAP reflects our practice of using data and evidence to inform our strategic actions and the importance of focusing our strategic actions and resources in a few specific areas rather than providing a long list of actions that are only "touched upon" each year. One of the biggest lessons that we have learned as an organization is to focus our time, resources, and energy in a few key areas that impact all of our student outcomes - especially those historically underserved students who need the most support.

Goal 1:

In the Middle School, we were able to implement most of our academic action steps during the 21-22 school year and met our growth goal for ELA and exceeded our Math growth goal based on our STAR scores. This demonstrates that the addition of Math Aides and focus on utilizing our flex Tutorial time for additional skill support, particularly for Math, is helping to boost student achievement. The focus on deep learning and student-centered instructional strategies is leading to fewer students receiving failing grades and a shift towards a growth-oriented mindset for students who are seeking opportunities to revise their work. 91% of students reported favorable responses to questions about academic rigor on the Panorama Survey we implemented this school year. This demonstrates our success in offering a challenging curriculum. We plan to maintain this goal, as well as the metrics and outcomes. We decided to change our action around literacy support and

our ELD program for the 22-23 school year. Rather than hiring a general Literacy Coach, we decided to create a new position for an Emerging Bilingual Program Coordinator. This person will focus specifically on literacy and language-acquisition strategies for our Emerging Bilingual students by providing direct support to individual students, as well as providing professional development and coaching for all teachers. We made this change because we do not have enough targeted strategies for our Emerging Bilingual students and we know that those strategies will support all students. We are increasing our Tier 2 support through the hiring of an interventionist and continuing to utilize Math Aides.

Goal 2:

In the Middle School, our actions were effective in helping us make progress toward our goal. Our baseline survey data shows that the implementation of a new SEL curriculum and the increase in mental health support are working well for a majority of students. We plan to continue to improve by adding more time for our SEL curriculum and school culture activities (from once a week to twice a week) and by increasing staffing for mental health through the Mental Health intern position. Our Restorative Justice program is also supporting our progress towards our goal. Our suspension rate is lower than it was prior to COVID (5.6% during the 2018-2019 school year). While we are still seeing racial/ethnic disproportionality, the overall number of students is quite small (12 students). We are also seeing an overall decrease in referrals from teachers and much less time out of the classroom for students. This is due to our continued conversations as a staff about trauma-informed practices and equity, as well as the strength of our Restorative Justice team. We plan to maintain our goals, metrics and outcomes. Based on our data, we have added an Action 2.3 and created a plan to increase support for attendance and student/family engagement (see details in 2.3). As stated above, we are adding additional mental health resources to provide more counseling support to students. We are also planning to strengthen school culture events by planning ahead and ensuring we have a School Culture Leadership Team in place to implement our plans. We will be shifting our Tier 3 intervention team from a COST team to an Intervention Team. We are restructuring our Counseling Team to focus on mental health and social-emotional supports for individual students.

Goal 3:

In the Middle School, we were not able to hold many events with families on campus, we still received positive feedback from families on our Panorama survey that shows that families feel connected to school and feel that the school is a good fit for their student. We hope to be able to better implement our plans for family engagement, especially in-person events on campus, in the 2022-23 school year. Our new Attendance and Family Engagement Coordinator will be helping to implement our action steps in this area.

In addition to these three goals, we are also focusing on supporting our students with IEPs by providing additional professional development and coaching to our Education Specialists and Instructional Aides in the areas of goal-writing, targeted instruction, and supporting general education teachers with modification and accommodation strategies. We are increasing the amount of professional development and staff meeting time dedicated to collaboration between general education teachers and Education Specialists to make sure we are focusing on meeting the unique needs of our diverse learners.

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 Middle 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 Middle 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 Middle 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 Middle School was a strong fit for 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. We received high marks in each of these areas. Two areas that reflected their concerns were their inability to be engaged with our school on a regular basis (mostly because of busy schedules) and concerns around online bullying.

- 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. They also reported that overall the middle school had a strong school culture. 74% reported that they feel a sense of belonging and 75% felt that the school has a positive energy. An areas of improvement is student engagement (this is a focus of ours) as score specific to interest and engagement ranged from 50 to 70%.

- 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	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 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 ELA and Math Scores	MS: ELA 66% of students met growth goal MS: Math 53% of students met growth goal	MS: 66.4% of students met their growth goal in ELA and 66.8% of students met their Math growth goal.			Baseline +5% growth for each area
SBAC ELA and Math Scores	MS: Baseline to be established 21-22	MS: Students took the SBAC in May 2022. Scores will be released this summer.			Baseline +5% growth for each area
Student Engagement Survey (Minimum student response rate of 90%)	MS: Establish baseline specific to students' level of engagement, intellectual rigor of curriculum and instruction, level of academic support,	MS: Student Survey conducted 2022 Rigorous Expectations: 91% favorable Teacher-Student Relationships: 77% favorable			Baseline +5% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	degree of culturally responsive curriculum etc.	Engagement: 59% Favorable			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly qualified staff and high adult-student ratios	<p>We will continue to offer strong Tier 1 instruction across the curriculum in math, science, ELA, social studies, physical education, and electives. In addition, we will provide adequate supervision staffing, instructional support staffing, as well as staffing to maintain operations.</p> <p>In the Elementary School, we will have a ration of 24:1 in grades K-3 and 26:1 in grades 4-5. In Kindergarten, dedicated Kindergarten Aides will make the ratio 12:1 in Kindergarten classes. All lead teachers hold a credential from the State of California.</p> <p>In Middle School, we will have a ratio of 28:1 in all core classes and electives. All lead teachers hold a credential or are in the process of clearing their credentials from the State of California.</p>	\$5,246,679.00	No
1.2	Staffing to support unduplicated students	In both the Middle and Elementary Schools, we know that differentiation will be essential following the loss of learning opportunities during the COVID pandemic, especially in math classes, as students will be coming in at different levels. We will continue to	\$727,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>utilize Math Aides to be assigned to specific math classes with higher academic support needs. These math aides will work with math teachers to look at student data from STAR testing and teacher-created formative and summative assessments to pull small groups for targeted intervention connected to specific skills and learning targets. This will allow us to increase access to grade-level material for all students, while also targeting any gaps in math skills that will lead to learning acceleration. Math aides will also provide 1:1 support to students who need additional support at lunch and after school. We will continue to use Zearn as additional support to students who are below grade level in math.</p> <p>In the Elementary School, we will continue to utilize two Literacy Aides who will support students with researched based phonics instruction in a differentiated setting.</p> <p>We created a new position of Emerging Bilingual Coordinator to help us strengthen our English Language Development program. The Emerging Bilingual Coordinator will continue our implementation of the Project GLAD model and other high-leverage strategies and teaching strategies through Professional Development and teacher coaching.</p> <p>The EB Coordinator will also teach a section of literacy support specifically designed for Emerging Bilingual students who need extra time to develop their literacy skills and to accelerate academic vocabulary acquisition. The Coordinator will also work 1:1 or in small groups with students during the Middle School flex Tutorial period.</p> <p>This year, our EB Coordinator created a student group of emerging bilingual students that met monthly to help them create a positive identity as a bi- or multilingual person through activities that celebrate multilingualism. We will continue this program next year. He will also work with parents/guardians of our emerging bilingual students through the ELAC structure to provide additional support and to get feedback on our EL program.</p> <p>In the Middle School, we are adding a Multi-Tiered Support System Interventionist. This is a Teacher on Special Assignment position that will focus on providing direct academic, executive functioning, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>other supports to students who do not receive Special Education services, who need additional support to be successful.</p> <p>We saw an increase in truancy and chronic absenteeism in the 21-22 school year and we lack staff capacity to support attendance and family engagement. For the 22-23 school year, we are creating a new position for an Attendance/Engagement Coordinator who will work with our Middle and Elementary schools. This person will pull and review attendance data and follow up with students and families to provide support to get to increase attendance. This person will also schedule and facilitate SART meetings. In addition, we are updating our attendance policy so that we can be more proactive in our communication with families regarding attendance.</p>		
1.3	Instructional Materials, Supplies, and Technology	<p>We provide high-quality instructional materials and supplies to students to ensure quality instructional experiences. In addition, we provide additional materials requested by teachers to support their work with students. We provide technology to support learning, including classroom Chromebook carts, document cameras, and projectors for all teachers. We work with Techabee to provide additional support for software and hardware.</p> <p>Elementary School: SIPPS, Wit and Wisdom, Eureka Squared</p> <p>In Middle School, we utilize a variety of curricular and instructional materials. This includes Open-Up Resources Math curriculum, novels for literature circles and units of study in ELA and Social Studies, materials for science labs for our NGSS-aligned science courses, and curriculum for our Reading Lab intervention course. We also provide access to educational technology to enhance learning experiences and increase learning personalization in the classroom. We also provide our Music, Art, and Technology elective teachers with a budget to provide high-quality and engaging materials for students.</p>	\$588,980.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Education	<p>In both Middle School and Elementary School, we provide opportunities for professional development throughout the school year. We believe that strong, ongoing professional development and planning is key to student success. This includes curriculum training and consulting, and education conferences. Additionally, Principals receive coaching through UC Berkeley.</p> <p>Specifically in the Middle School, we are pursuing several strands of professional development for teachers and staff in order to make sure we are increasing intellectual achievement and providing multiple pathways to success. One important strand of professional development relates to the implementation of deeper learning, student-centered instructional models, and competency-based grading. We are partnering with Building 21, an organization supporting our implementation of these initiatives.</p>	\$135,380.00	No
1.5	Facilities	We commit to maintaining a safe, up-to-date facility that is adequate for student learning and creates a space that enhances school culture and student learning. This includes rent, custodial staff, utilities, repairs, maintenance, and beautification projects.	\$586,351.00	No
1.6	SPED Program	The Academy continues to enroll and support students with disabilities with focused services. 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 three Education Specialist. Special Education Instructional Aides support general education teachers with the implementation of students' accommodations, and also provide some targeted specialized academic instruction under the direct supervision of the Education Specialists. One-to-one	\$1,005,504.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Instructional Aides will be hired as needed, as documented in students' IEPs.</p> <p>To continue to strengthen our full inclusion program during the 22-23 school year, Education Specialists 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. Education specialists and general education teachers will engage in increased collaborative planning time.</p> <p>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 2022, and will adjust IEP services as needed.</p> <p>Our Extended Year Programs are offered for students with IEPs through our SPED department as needed.</p>		
1.7	After School, Summer, & Extended Year Programs	<p>Our afterschool program runs from 3:30-6 five days a week. Students in the afterschool program receive homework support and have the opportunity to take enrichment classes offered by our afterschool staff, such as art, basketball, and entrepreneurship. Some of our afterschool staff work as campus supervisors during the school day to increase the connection between the regular school day and the after-school program.</p> <p>In addition to our afterschool program, we are hoping to offer after-school enrichment programs to our students to enhance what we offer</p>	\$612,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>during the school day. This will include partnering with local organizations to offer programs focused on theater, language, and robotics.</p> <p>Our after-school staff also runs our summer program for approximately 6 weeks during the summer. This program focuses on academic and enrichment opportunities for students.</p> <p>For the Middle School, we utilize the ASES grant to offer the program at a low cost to our families.</p>		
1.8	Operational Continuity	In order to ensure that our school operates smoothly to support staff, students, and families, we will maintain the following services: Insurance, equipment leases, audit and banking fees, fingerprinting and legal fees, marketing, printing, student information systems, communication systems.	\$699,230.00	No
1.10				

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.

We were not able to hire a Literacy Coordinator, as originally planned, and therefore we were not able to conduct the professional development and coaching support for Tier 1 and 2 literacy strategies. Our ELA and History teachers did work collaboratively to redesign curriculum to focus more on writing strategies and to offer more differentiated reading opportunities. We were able to implement the ELD lab class, but not able to create time for other teachers to observe that class.

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 were not able to hire a Literacy Coordinator for 2021/22 (we did use a consultant at the beginning of the year) so our actual expenditures for our ELA Tier 1 and Tier 2 services were less than the amount that we forecasted. In other actions including math intervention, our expenses were greater than forecasted - in part because of need and because we received additional one-time state and federal funding.

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

We were able to implement most of our academic action steps during the 21-22 school year and met our growth goal for ELA and exceeded our Math growth goal based on our STAR scores. This demonstrates that the addition of Math Aides and focus on utilizing our flex Tutorial time for additional skill support, particularly for Math, is helping to boost student achievement. The focus on deep learning and student-centered instructional strategies is leading to fewer students receiving failing grades and a shift towards a growth-oriented mindset for students who are seeking opportunities to revise their work. 91% of students reported favorable responses to questions about academic rigor on the Panorama Survey we implemented this school year. This demonstrates our success in offering challenging curriculum.

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 plan to maintain this goal, as well as the metrics and outcomes. We decided to change our action around literacy support and our ELD program for the 22-23 school year. Rather than hiring a general Literacy Coach, we decided to create a new position for an Emerging Bilingual Program Coordinator. This person will focus specifically on literacy and language-acquisition strategies for our Emerging Bilingual students by providing direct support to individual students, as well as providing professional development and coaching for all teachers. We made this change because we do not have enough targeted strategies for our Emerging Bilingual students and we know that those strategies will support all students.

We are increasing our Tier 2 support through the hiring of an interventionist and continuing to utilize Math Aides.

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 cultivates 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 Rates	MS: 96% (SY 19-20)	MS: 93% (SY 21-22)			Maintain baseline
Chronic Absenteeism Rates	MS: 9.5% (SY 19-20)	MS: 8.6% (SY 21-22)			Decrease by 1% per year - 6.5%. in SY 23-24
School Culture Survey: Use a school culture survey 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	MS: Baseline to be established (21-22)	MS: Survey conducted 2022 School Safety: 82% favorable School Climate: 76% favorable Sense of Belonging: 71% favorable			Baseline +5% growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Suspension Rate: Reduce the number of suspensions and disproportionality rate of suspensions based on race/ethnicity, socioeconomic status, and other key demographic categories.	MS: Baseline to be established (21-22)	MS: 21-22 Suspension Rate - 2.5% African American: 60% Chinese: 10% Pacific Islander: 10% White: 10% Hawaiian: 10% Male: 50% Female: 50% FRL: 30%			Reduce the number of suspensions and disproportionality by 5%
Elementary Program Attendance					
Elementary Program Chronic Absenteeism					
Elementary Program School Culture Program					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing to support school culture and social emotional learning	Providing mental health support, social-emotional learning opportunities, and creating a strong school culture are critical components 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 school counselors at both the Elementary and Middle School levels, who provide counseling support to students on both a regular and drop-in basis. We also have a K-8 mental health clinician who provides counseling to students who require additional mental health	\$321,696.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 work together on our Counseling Team to coordinate support for new student referrals and to provide opportunities for thought-partnership and support for specific students.</p> <p>We also have a Dean of Students (move Yoshi to 1.2) at both the Elementary and Middle School levels, as well as a Restorative Justice Coordinator in the Middle School. These staff members create positive school culture opportunities for students, create and maintain behavior support plans for specific students, support teachers with behavior and classroom management, and respond to behavioral incidents.</p> <p>For the 22-23 school year, we are adding a 40-hour/week mental health intern position (to be filled by more than one part-time person). Our counseling caseloads were very high during the 21-22 school year and the intern position will allow us to offer more counseling groups and more individual counseling.</p>		
2.2	SEL Program (Curriculum & Instruction)	<p>We believe that maintaining a strong social-emotional learning program is critical for student success. We use the Panorama Student Culture survey as a universal screener to determine areas of success and growth for students. Both the Elementary and Middle Schools are implementing social-emotional learning curriculum.</p> <p>In the Elementary School, we will continue to utilize the RULER curriculum for socio-emotional learning.</p> <p>In the Middle School, we utilize our flex period on Wednesdays and Fridays for social-emotional learning. We adopted an advising curriculum from Project Wayfinder that focuses on Belonging in the 2021-2022 school year and will continue to use that curriculum in the 22-23 school year. Teachers /Advisors will be trained in the curriculum</p>	\$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>in at least two sessions at the beginning of the year (August and September) and will have access to ongoing training from Project Wayfinder. In addition to the Panorama screener, the Project Wayfinder curriculum includes formative assessment tools to identify SEL growth and needs amongst students.</p> <p>In the Middle School, we will continue our partnership with Ever Forward Project to provide support specifically for 7th and 8th grade male-identified students who have been identified as needing additional SEL support. This program is led by two of our staff members and includes an annual Taking Off the Mask workshop with program founder, Ashanti Branch, weekly group meetings, regular field trips, and individual support as needed.</p>		
2.3	Student Culture Activities, Athletics, and Events	<p>We will support a variety of school culture events and programs to build and maintain positive school culture and opportunities for joy.</p> <p>In the Middle School, we have created a yearlong culture calendar that includes heritage months, regular school culture activities, such as spirit weeks, assemblies, and dances, as well as other fun activities spread throughout the school year. Our School Culture Leadership Team, led by our Counselor and Dean of Students, will implement these activities.</p> <p>The Middle School will continue to provide enrichment and community-building field trips for students.</p> <p>In the Middle School, we provide a sports program, through a partnership with the Alameda Education Foundation. We have volleyball, basketball, and track teams that compete with students at other local middle schools. These teams practice and have games after school.</p>	\$66,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4			\$0.00	No
2.5			\$0.00	No

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.

For the most part we were able to implement the planned actions for the 21-22 school year. We created a Wellness Team to provide support for staff and that team chose to disband in January 2022. Our Counseling Team will continue to offer professional development to teachers about trauma-informed practices. We were not able to have as many positive school culture activities, particularly assemblies, due to COVID. We plan to increase those activities in the 22-23 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.

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. For example, under Goal 2, we provided additional counseling and social emotional support services to meet our students' needs. 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.

Overall our actions were effective in helping make progress towards our goal. Our baseline survey data shows that the implementation of a new SEL curriculum and the increase in mental health support are working well for a majority of students. We plan to continue to improve by adding more time for our SEL curriculum and school culture activities (from once a week to twice a week) and by increasing staffing for mental health through the Mental Health intern position. Our Restorative Justice program is also supporting our progress towards our goal. Our suspension rate is lower than it was prior to COVID (5.6% during the 2018-2019 school year). While we are still seeing racial/ethnic disproportionality, the overall number of students is quite small (12 students). We are also seeing an overall decrease in referrals from teachers and much less time out of the classroom for students. This is due to our continued conversations as a staff about trauma-informed practices and equity, as well as the strength of our Restorative Justice team.

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 plan to maintain our goals, metrics and outcomes. Based on our data, we have added an Action 2.3 and created a plan to increase support for attendance and student/family engagement (see details in 2.3). As stated above, we are adding additional mental health resources to provide more counseling support to students. We are also planning to strengthen school culture events by planning ahead and ensuring we have a School Culture Leadership Team in place to implement our plans.

We will be shifting our Tier 3 intervention team from a COST team to an Intervention Team. We are restructuring our Counseling Team to focus on mental health and social-emotional supports for individual students.

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 our families through effective two-way communication that allows all families the ability to provide input and feedback on the school's program, and provides them a variety of opportunities to engage in the school and their children'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 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 Experience Survey	Families feel welcome 4.4 (on 5-point scale) SY 20-21 Two-Way Communication Satisfaction 4.4 (on a 5-point scale) SY 20-21 Families feel connected to school mission, value, and values 4.2 (on 5-point scale) SY 20-21 Families feel informed on the school's current news, activities, and decisions 4.4 (on a 5-point scale) SY 20-21	In the 21-22 school year we used a different survey than the one used in the 20-21 school year. School Climate = 96% favorable School Fit = 92% favorable School Safety = 85% favorable 85% of respondents feel a sense of belonging in the school community 91% of respondents feel welcome			Maintain or increase 2% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I feel updated on my child’s learning and progress 3.6 (on a 5-point scale)	95% of respondents feel the school is preparing their child academically for the next school year			
Response Rate (Percentage of families who respond to Fall and Spring Family Surveys)	Create Baseline in Fall, 2021/22	31% (K-8)			Increase by 20% (From baseline)
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status	Create Baseline in Fall, 2021/22	<p>Race/Ethnicity</p> <p>Asian = 30%</p> <p>Black/African-American = 7%</p> <p>Latinx = 8%</p> <p>White 35%</p> <p>Two or More Races = 13%</p> <p>Other = 4%</p> <p>Language</p> <p>Chinese = 5%</p> <p>English = 80%</p> <p>Spanish = 5%</p> <p>Other = 7%</p> <p>Socioeconomic Status</p> <p>0-\$49,999 = 19%</p> <p>\$50,000-\$99,999 = 27%</p> <p>\$100,000-\$149,999 = 20%</p> <p>\$150,000-\$199,999= 16%</p>			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
		\$200,000 and up = 19%			
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	Will start in Fall 2022			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	Will start in Fall 2022			Improve the groups self-perception rating by .5%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Family Communication	We utilize multiple methods of communication to keep our families informed and to respond to questions. We have two front office staff members, an Office Manager and Office Assistant, who greet families and respond to questions. The Elementary and Middle School Principals send weekly newsletters through ParentSquare to update families on what is happening in the classroom and to share information about upcoming events. We also utilize ParentSquare groups to use to communicate to specific groups, such as athletic teams, or the students in the school play. Teachers also use ParentSquare to communicate information to families about their specific classes or to make requests of families, such as reminding	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students to complete an assignment or volunteer for a field trip. ParentSquare sends emails, text messages, and robocalls.</p> <p>We also use our school website to communicate information and to share important documents, such as our LCAP, with families. Families can use our website to find the school calendar and to get contact information for specific staff members.</p> <p>As we have a wide variety of languages spoken in our community, we hire translators for meetings, such as IEPs, SSTs, and conferences to make sure communication is clear. We utilize the translation feature in ParentSquare when sending messages. When there is an important document being sent, we hire a translation service to translate the document.</p>		
3.2	Family Engagement Events and Committees	<p>We hold a number of family engagement events throughout the year to support family education and to help families to connect to the school and each other. We hold school-wide events, including Back to School Night, Fall Block Party, Spring Open House. These events include food provided to families and opportunities to connect with teachers and other staff members. We work with staff and parent volunteers to plan these events. We utilize part of our school culture budget to cover costs, including childcare, for these events.</p> <p>We hold monthly parent education events in the evenings throughout the year. Topics covered include sessions on supporting students with executive functioning and study skills led by a local organization, understanding adolescent development and mental health, drug education, and meetings for specific grade-level families. These events include opportunities for families to connect with each other and the staff. We always solicit feedback from families after these events to help with our future planning.</p> <p>We hold town halls as necessary to share information with families about any important planning or changes to our program.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>We have a Family Alliance committee that helps to plan events, gather volunteers, and contribute ideas and suggestions to help support our program.</p> <p>We will hold three ELAC Committee meetings to inform the members about our plans 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>		
3.3			\$0.00	
3.4			\$0.00	
3.5			\$0.00	

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.

Due to COVID we were unable to hold as many family gatherings in person during the 21-22 school year. We were also unable to start our ELAC committee. We did hold parent education events online via Zoom, as well as our Back to School Night.

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.

While we were not able to hold many events with families on campus, we still received positive feedback from families on our Panorama survey that show that families feel connected to school and feel that the school is a good fit for their student.

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 hope to be able to better implement our plans for family engagement, especially in-person events on campus, in the 2022-23 school year. Our new Attendance and Family Engagement Coordinator will be helping to implement our action steps in this area.

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 or take an intervention class instead. 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				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: We meant to drop this from the 2021/22 LCAP.

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

N/A

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
715,707	0.00

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
10.69%	0.00%	\$0.00	10.69%

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 three 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 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 increased our level of counseling services by adding a mental health clinician - an increase of .6 FTE. 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. We have also added another tutorial period so that we have form time to provide targeted support in reading and especially math. We have added a math coach/student support instructor as well as contracted out with a literacy coach to support the development of both our Tier I and Tier II programs.

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

N/A: We do not qualify for the concentration grant, as our authorizing district's student population does not meet that 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	12.7 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	17.3 to 1	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	\$7,912,347.00	\$1,409,830.00	\$10,000.00	\$679,851.00	\$10,012,028.00	\$7,625,703.00	\$2,386,325.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly qualified staff and high adult-student ratios	All	\$4,773,537.00	\$116,789.00		\$356,353.00	\$5,246,679.00
1	1.2	Staffing to support unduplicated students	English Learners Foster Youth Low Income	\$727,708.00				\$727,708.00
1	1.3	Instructional Materials, Supplies, and Technology	All	\$588,980.00				\$588,980.00
1	1.4	Professional Education	All	\$100,380.00		\$10,000.00	\$25,000.00	\$135,380.00
1	1.5	Facilities	All	\$586,351.00				\$586,351.00
1	1.6	SPED Program	Students with Disabilities	\$370,161.00	\$555,185.00		\$80,158.00	\$1,005,504.00
1	1.7	After School, Summer, & Extended Year Programs	All		\$612,000.00			\$612,000.00
1	1.8	Operational Continuity	All	\$699,230.00				\$699,230.00
2	2.1	Staffing to support school culture and social emotional learning	All		\$125,856.00		\$195,840.00	\$321,696.00
2	2.2	SEL Program (Curriculum & Instruction)	All				\$22,500.00	\$22,500.00
2	2.3	Student Culture Activities, Athletics, and Events	All	\$66,000.00				\$66,000.00
2	2.4		All					\$0.00
2	2.5		All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent/Family Communication	All					\$0.00
3	3.2	Family Engagement Events and Committees	All					\$0.00
3	3.3							\$0.00
3	3.4							\$0.00
3	3.5							\$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
6,697,879	715,707	10.69%	0.00%	10.69%	\$727,708.00	0.00%	10.86 %	Total:	\$727,708.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$727,708.00
								Schoolwide Total:	\$0.00

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	Staffing to support unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$727,708.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,988,359.00	\$3,882,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Tier I Program (Tier I: All Subjects & Electives)	No	\$1,939,715.00	2,050,000
1	1.2	Math Program (Interventions & Advanced Work)	Yes	\$125,264.00	\$150,000
1	1.3	ELA Program (Interventions & Advanced Work)	Yes	\$188,818.00	\$145,000
1	1.4	Culturally Responsive Instruction (Curriculum & Staff PD)	No	\$15,000.00	\$20,000
1	1.5	ELD Program	No Yes	\$18,453.00	\$20,000
1	1.6	SPED Program	No	\$619,351.00	\$700,000
1	1.7	After School, Summer, & Extended Year Programs	Yes	\$393,919.00	\$300,000
1	1.8	Enrichment (Field Trips, & Experiential Learning)	No	\$21,000.00	\$10,000
2	2.1	Counseling Program / COST	Yes	\$212,968.00	\$215,000
2	2.2	SEL Program (Curriculum & Instruction)	No	\$5,000.00	\$7,500

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)
			Yes		
2	2.3	Attendance Goals & Incentives	No	\$0.00	\$0
2	2.4	Restorative Justice Program (Discipline & Safe Campus)	Yes	\$175,921.00	\$185,000
2	2.5	Student Engagement (Clubs, Sports, & Assemblies)	Yes	\$18,200.00	\$20,000
3	3.1	Foster Transparent Two-way Communication	No Yes	\$231,385.00	\$50,000
3	3.2	Family Engagement Events and Committees	No Yes	\$10,000.00	\$5,000
3	3.3	School-Based Parent Advisory Committees	No Yes	\$0.00	\$0
3	3.4	District Level Family Engagement (K-8)	No Yes	\$13,365.00	\$5,000
3	3.5	Develop an Effective DELAC Committee	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)
333738	\$641,673.00	\$506,900.00	\$134,773.00	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	Math Program (Interventions & Advanced Work)	Yes	\$10,000.00	\$40,000		
1	1.3	ELA Program (Interventions & Advanced Work)	Yes	\$101,286.00	\$110,000		
1	1.5	ELD Program	Yes				
1	1.7	After School, Summer, & Extended Year Programs	Yes	\$95,933.00	\$115,000		
2	2.1	Counseling Program / COST	Yes	\$92,249.00	\$101,400		
2	2.2	SEL Program (Curriculum & Instruction)	Yes	\$5,000.00	\$5,000		
2	2.4	Restorative Justice Program (Discipline & Safe Campus)	Yes	\$64,255.00	\$76,000		
2	2.5	Student Engagement (Clubs, Sports, & Assemblies)	Yes	\$18,200.00	\$15,000		
3	3.1	Foster Transparent Two-way Communication	Yes	\$231,385.00	\$30,000		
3	3.2	Family Engagement Events and Committees	Yes	\$10,000.00	\$2,500		
3	3.3	School-Based Parent Advisory Committees	Yes				
3	3.4	District Level Family Engagement (K-8)	Yes	\$13,365.00	\$12,000		
3	3.5	Develop an Effective DELAC Committee	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)
2858809	333738	0	11.67%	\$506,900.00	0.00%	17.73%	\$0.00	0.00%