



# LCAP Presentation to AoA Board of Directors 2022/23

June 15, 2023

The Academy of Alameda  
Public Schools

# LCAP Overview

The LCAP or Local Control Accountability Plan is a three-year continuous improvement plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why they selected specific programs and services to meet their school community's needs. There are 8 local priorities that LEAs must address and two additional for county offices:

- [LCFF Priority 1: Basic Services](#) (Conditions of Learning)
- [LCFF Priority 2: Implementation of State Standards](#) (Conditions of Learning)
- [LCFF Priority 3: Parent Involvement](#) (Engagement)
- [LCFF Priority 4: Student Achievement](#) (Pupil Outcomes)
- [LCFF Priority 5: Student Engagement](#) (Engagement)
- [LCFF Priority 6: School Climate](#) (Engagement)
- [LCFF Priority 7: Course Access](#) (Conditions of Learning)
- [LCFF Priority 8: Student Outcomes](#) (Pupil Outcomes)
- [LCFF Priority 9: Expelled Youth](#) (Conditions of Learning)
- [LCFF Priority 10: Foster Youth](#) (Conditions of Learning)

# What the Board is Voting on Tonight

The Board is being asked to approve:

- Both Elementary and Middle School LCAP
- The 2023-24 K-8 LCFF Budget Overview for Parents



# K-5 and Middle School LCAPs

The LCAPs this 22-23 year are formatted for you to see 22-23 progress and 23-24 goals for K-5, for 6-8 and joint school-wide progress and goals

- The LCAP format asks that LEA's report their 2022-23 data, progress towards goals, and variances in forecasted and actual spending, as well as the goals and actions for 2022-23 and the corresponding expenditures for each .
-

# 2023-24 LCFF Budget Overview for Parents

- The LCFF Budget Overview for parents uses our proposed 2023-24 K-8 budget data.
- Jean Yang, our Client Manager from EdTec, worked with principals and ED on this LCAP.



# California Dashboard Local Indicators

The state requires each LEA's school board to approve a Spring assessment of its schools specific to the five local indicators and then to "officially" assess it in the Fall. Christine will bring this back to the board in August for approval again and then our CA The Dashboard Coordinator will upload the results into our dashboard once approved by AoA's Board of Directors.

The local indicators include narrative information and a self assessment towards specific elements in each of the local indicators. Both Leah Rubin and Miranda Thorman provided this information.

The local indicator data for Fall, 2023 that will be uploaded to the California Dashboard will be for our K-8 school.

# LCAP budget overview for parents 22-23 and 23-24

D6 | fx

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>LCFF Budget Overview for Parents Data Input Sheet</b>												
2	Local Educational Agency (LEA) name:	The Academy of Alameda											
3	CDS code:	01 61119 0122085											
4	LEA contact information:	Christine Chilcott, Executive Director cchilcott@aoaschools.org, 510-748-4017											
5	Coming School Year:	2023 - 24											
6	Current School Year:	2022 - 23											
7	*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.												
8	#NAME?	Amount											
9	Total LCFF funds	\$ 6,931,522											
10	LCFF supplemental & concentration grants	\$ 716,805											
11	All other state funds	\$ 1,557,475											
12	All local funds	\$ 937,010											
13	All federal funds	\$ 662,405											
14	Total Projected Revenue	\$ 10,805,217											
15	#NAME?	Amount											
16	Total Budgeted General Fund Expenditures	\$ 10,461,421											
17	Total Budgeted Expenditures in the LCAP	\$ -											
18	Total Budgeted Expenditures for High Needs Students in the LCAP	\$ -											
19	Expenditures not in the LCAP	\$ 10,461,421											
20	#NAME?	Amount											
21	Total Budgeted Expenditures for High Needs Students in the LCAP	\$ -											
22	Actual Expenditures for High Needs Students in LCAP	\$ -											
23													
24													
25													
26													
27													





# The Academy of Alameda K-8 Local Indicators

2022-2023

Presentation to the AoA Board Of Directors (6/15/2023)

The Academy of Alameda  
Public Schools



# Local Indicator Overview

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority.
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.



# Overview Continued

There are seven local indicators, but we only focus on five as two are specific only two County Offices of Education (COEs):

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- **Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)**
- **Coordination of Services for Foster Youth (Priority 10, for COEs only)**



# Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

ITEM	RESPONSE
Number/percentage of misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant teacher positions	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard	0



# Priority 2 - Implementation of State Academic Standards

## Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	5
History-Social Science	5

### Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

# Priority 2 - Implementation of State Academic Standards

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	5
History-Social Science	4

## Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



# Priority 2 - Implementation of State Academic Standards

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4
History-Social Science	4

#### Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



# Priority 2 - Implementation of State Academic Standards

## Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students

ACADEMIC STANDARD	RATING
Career Technical Education	N/A
Health Education Content Standards	3
Physical Education Model Content Standards	3
Visual and Performing Arts	4
World Language	4

### Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

# Priority 2 - Implementation of State Academic Standards

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

ACADEMIC STANDARD	RATING
Identifying the professional learning needs of groups of teachers or staff as a whole	4
Identifying the professional learning needs of individual teachers	4
Providing support for teachers on the standards they have not yet mastered	4

### Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



# Priority 3 - Parent and Family Engagement

## Building Relationships

ACADEMIC STANDARD	RATING
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

### Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



# Priority 3 - Parent and Family Engagement

## Building Partnerships for Student Outcomes

ACADEMIC STANDARD	RATING
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



# Priority 3 - Parent and Family Engagement

## Seeking Input for Decision Making

ACADEMIC STANDARD	RATING
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

### Rating Scale

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



# Priority 6 - School Climate

Narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8).

AREA	DEFINITION	RESPONSE
<b>DATA</b>	Key Learnings	The majority of students report feeling connected to each other and to the staff. They also feel welcomed at school, positive energy and that they belong and that they feel safe both physically and emotionally.
<b>MEANING</b>	Growth, Challenges, Barriers	Better sense of increase engagement amongst the students is an area to improve in for elementary. For the middle school program increased engagement as well as concerns of bullying online and on campus are the areas of improvement.
<b>USE</b>	LEA Response	We are trying to develop a school-home connection which will also increase the parent participation for the elementary program. For the middle school program we have implemented a culture calendar to promote diversity and a sense of belonging; parent-student education classes about bullying online and on campus.



# Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
<p>1. Locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study</p>	<p>All students in the LEA are served on one school site in a full inclusion model; thus, all students in the LEA--including those in all grades served, unduplicated student groups, and those with exceptional needs--have access to and are enrolled in a broad course of study. There is no tool needed to track whether or not all students have access to and are enrolled in a broad course of study.</p>
<p>2. Summary of the extent to which all students have access to, and are enrolled in, a broad course of study.</p>	<p>All students in the LEA are served on one school site in a full inclusion model; thus, all students in the LEA--including those in all grades served, unduplicated student groups, and those with exceptional needs--have access to and are enrolled in a broad course of study.</p>



# Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
3. Identify the barriers preventing the LEA from providing access to a broad course of study for all students.	There are no barriers preventing the LEA from providing access to a broad course of study for all students.
4. What revisions, decisions, or new actions will the LEA implement to ensure access to a broad course of study for all students?	The LEA does not need to take any action here.

