

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxford Day Academy

CDS Code: 41 10413 0135269

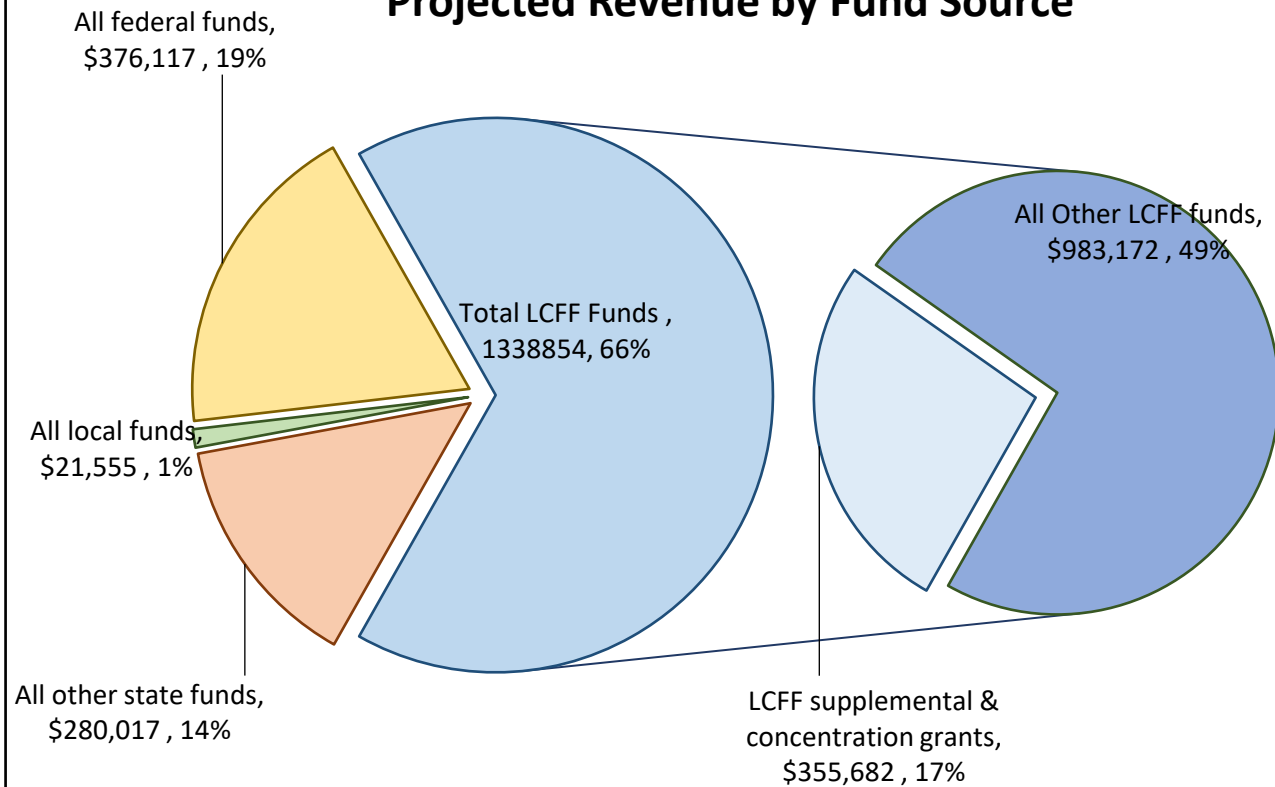
School Year: 2021 – 22

LEA contact information: Latrice Bennett; lbennett@oxforddayacademy.org; (650) 260-3152

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

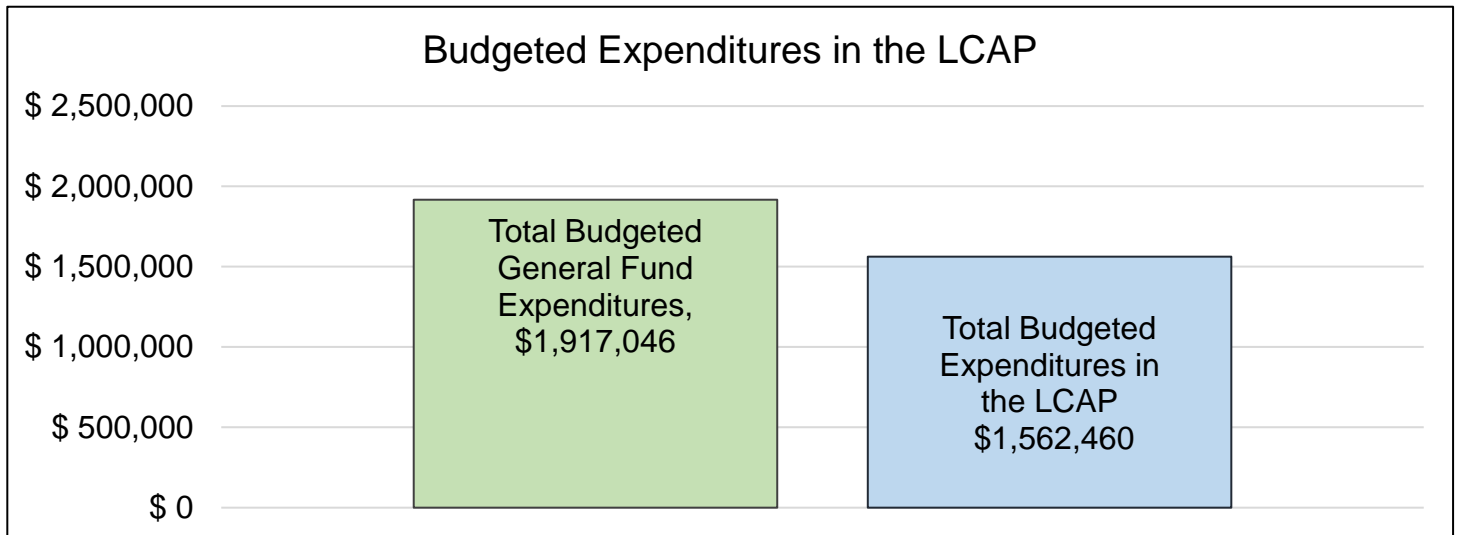


This chart shows the total general purpose revenue Oxford Day Academy expects to receive in the coming year from all sources.

The total revenue projected for Oxford Day Academy is \$2,016,543.00, of which \$1,338,854.00 is Local Control Funding Formula (LCFF), \$280,017.00 is other state funds, \$21,555.00 is local funds, and \$376,117.00 is federal funds. Of the \$1,338,854.00 in LCFF Funds, \$355,682.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oxford Day Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oxford Day Academy plans to spend \$1,917,046.00 for the 2021 – 22 school year. Of that amount, \$1,562,460.00 is tied to actions/services in the LCAP and \$354,586.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

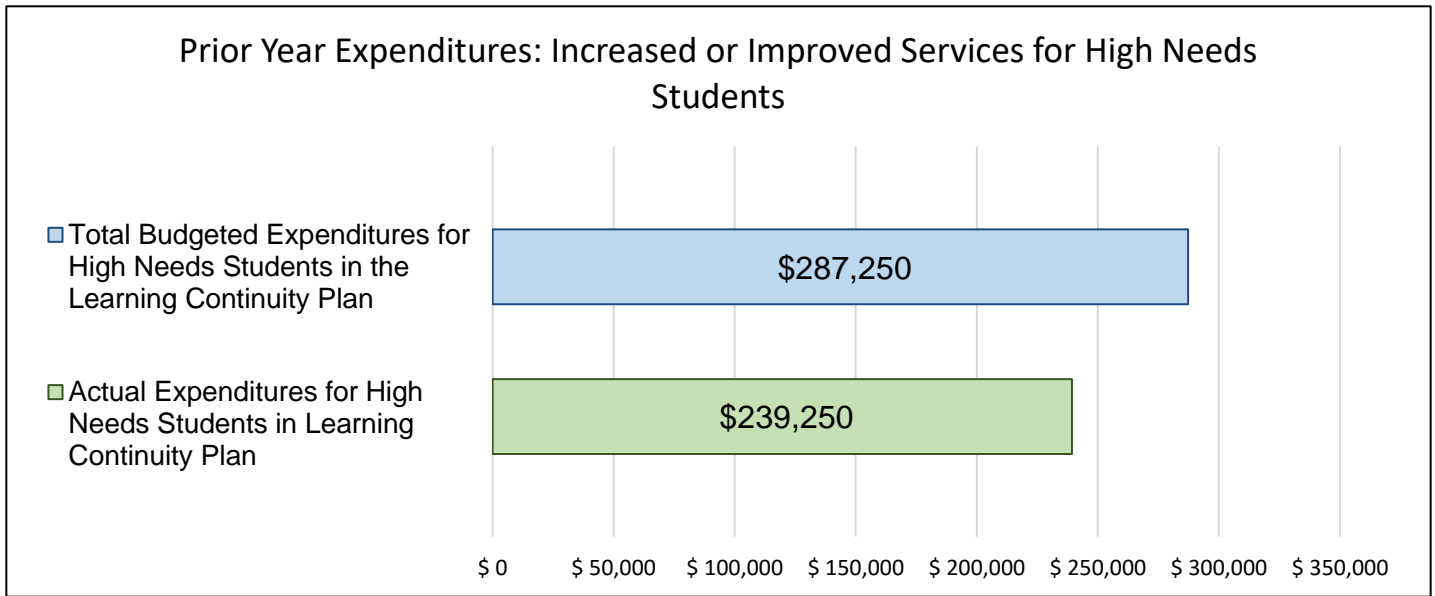
rent, insurance, legal fees, oversight fees, postage and delivery

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Oxford Day Academy is projecting it will receive \$355,682.00 based on the enrollment of foster youth, English learner, and low-income students. Oxford Day Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oxford Day Academy plans to spend \$356,213.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Oxford Day Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oxford Day Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Oxford Day Academy's Learning Continuity Plan budgeted \$287,250.00 for planned actions to increase or improve services for high needs students. Oxford Day Academy actually spent \$239,250.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$48,000.00 had the following impact on Oxford Day Academy's ability to increase or improve services for high needs students:

Travel was not possible this year due to the pandemic. College counseling was provided as planned, but cost less than budgeted. The funds that would have been spent on travel and those that were budgeted and not spent on college counseling were used to support connectivity and purchase software for the distance learning program.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|---|
| Oxford Day Academy | Latrice Bennett, Director of Academics, Equity & Compliance | (650) 450-6633 lbennett@oxforddayacademy.org |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading, and writing.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 (Student Achievement), 7 (Course Access)

Local Priorities: 1 (Basic Services), 2 (Implementation of Academic Standards), 8 (Other Student Outcomes)

Annual Measurable Outcomes

| Expected | Actual |
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| NWEA MAP: % showing growth from Fall to Spring Target: >70% meeting growth target | 2019-20: Spring test results not available due to school closure during pandemic. Based on Fall and Winter scores, the percentage of students |

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| | exceeding the RIT National Norm increased: Math: 36% (Fall) to 40% (Winter) Reading: 38% (Fall) to 44% (Winter) Language Usage: 29% (Fall) to 39% (Winter) | | |
| <p>% earning passing grade of C or above in math, ELA, history, science, world language, PE/health, and art courses</p> <p>Target: >75%</p> | 19-20 Percentage of passing grades* | | |
| | Course | 19-20 S1 | 19-20 S2 (71% and above) |
| | Math | 67% | 68% (55%) |
| | English | 96% | 92% (88%) |
| | History | 96% | 97% (96%) |
| | Science | 76% | 87% (79%) |
| | Spanish-Rosetta Stone | 100% | 100% (100%) |
| | Spanish-College Course | 100% | 100% (100%) |
| | *Note that S1 passing grade was 71% or above and S2 passing grade was lowered to 65% or above due to the pandemic | | |
| <p>% of students in Special Education meeting 75% of IEP goals</p> <p>Target: >80%</p> | Met: 81% | | |
| <p>% enrolled in A-G coursework (A-G completion rate not available until 2020-21)</p> <p>Target: 100%</p> | Met: 100% | | |
| <p>SBAC: % of 11th graders meeting or exceeding the standard</p> <p>Baseline Year</p> | 2019-20: CAASPP testing cancelled due to the pandemic. | | |
| <p>EAP: % prepared for college</p> <p>Baseline Year</p> | 2019-20: CAASPP testing cancelled due to the pandemic, which is a key component of EAP assessment. | | |

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| AP pass rate (score 3 or higher) Baseline Year | 2019-20 0% Pass Rate |
| EL reclassification rate Target: >5% | Not met 2019-20: 0% 2018-19: 0.0% |
| ELPAC: % scoring 3 or 4 Target: >60% | 2019-20: ELPAC Summative cancelled due to the pandemic. 2018-19: 68% (36% Level 3, 32% Level 4) |
| 100% of core teachers who are highly qualified as measured by ESSA Act and audit of teacher assignments Target: 100% | Met: 100% |
| Teacher survey: 100% of curriculum materials are adequate, aligned to school goals, state/national standards and up-to-date Target: 100% | Met: 100% per leadership audit - Note: (staff select curricula materials, admin review and approve) |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| 1-A Core Curriculum: <ul style="list-style-type: none"> Standards-aligned benchmark assessments in all subject areas Personalized instruction during studio time and class time—adaptive online programs, small group instruction, etc. Curriculum maps for each course aligned to EAP, ELD standards, AP, ACT, CCSS, NGSS and other standards; include strategies and supports for low income, special education students, ELs, and other struggling students. Rigorous graduation requirements, including UC A-G Competency-Based Instruction Harkness tables and Socratic Seminars Tutorials with Academic Teachers: Miniature oral defenses of student work Up-to-date standards-aligned instructional materials, evaluated annually by faculty | \$115,432 LCFF Base 4100-Approved Textbooks & Core Curricula Materials 4320-Educational Software 4325-Instructional Materials & Supplies 4420-Computers 5878-Student Assessments (NWEA) 5893-Transportation – Student | \$50,367 LCFF Base 4100-Approved Textbooks & Core Curricula Materials 4320-Educational Software 4325-Instructional Materials & Supplies 4420-Computers 5878-Student Assessments (NWEA) |

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| <ul style="list-style-type: none"> Off-campus college coursework | (Transportation to Cañada College) | 5893-Transportation – Student (Transportation to Cañada College) |
| <p>1-B Enrichment:</p> <ul style="list-style-type: none"> Professional Workplace Management: Opportunities for students to spend a portion of the school day working in the field (i.e. internships) and training on professional workplace skills to manage workflow on professional projects (i.e. Google Suite & Asana) Multicultural Social Leadership Trips: To help students understand their place in a global world, ODA offers student exchanges with schools around the world as well as trips to develop field experience as part of the cultural anthropology program. For 2019-20, this includes: <ul style="list-style-type: none"> Boston Puerto Rico England Ghana South Africa Uganda Rwanda China Qatar Service Learning with Design Thinking: Students create a social justice project portfolio Interdisciplinary Learning Studios: multi-grade, interdisciplinary learning for four hours, followed by opportunities to bring those ideas to life through field research, internships, and service project implementation Camp Lead: Organized with our authorizer, San Mateo County, this weeklong camp is intended to build community relationships and trust between youth and local law enforcement | <p>\$120,444 LCFF S+C 5829-Field Work Program 5220-Travel and Lodging 4335-PE Supplies</p> | <p>\$21,954 LCFF S+C 5829-Field Work Program 5220-Travel and Lodging</p> |
| <p>1-C Student Support Structures:</p> <ul style="list-style-type: none"> a) Summer Growth Institute b) Intersession (new in 19-20) – week-long RIT or enrichment every 6 weeks c) Teacher open-door policy | <p>\$105,000 LCFF S+C 5815-Consultants-Instr uctional (includes targeted counseling</p> | <p>\$190,091 LCFF S+C 5815-Consultants-Instru ctional (includes targeted counseling and</p> |

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| <ul style="list-style-type: none"> d) Community Response to Academic Management (CRAM) – bi-weekly peer tutoring program e) Academic tutorials – remove tutorial training with Oxford University & dedicated tutorial tutors for on-site training f) Remediation class for credit recovery g) Enrichment class for deeper dive into academic content in pure tutorial setting h) Small group instruction i) Early intervention plans j) RTI program and Student Support Team: Identification and support for struggling students k) Use of Newsella and ILT online learning programs for specialized supports | <p>and PD for staff) – 50/50 split with Title I</p> <p>\$105,000 Title I 5815-Consultants-Instr uctural (includes targeted counseling and PD for staff) – 50/50 split with S+C</p> <p>\$12,360 Title I & Title IV 5887-Technology Services</p> | <p>PD for staff) – 50/50 split with Title I</p> <p>\$102,806 Title I 5815-Consultants-Instru ctional (includes targeted counseling and PD for staff) – 50/50 split with S+C</p> <p>\$6,004 Title I & Title IV 5887-Technology Services</p> |
| <p>1-D Comprehensive Special Education Program: Includes push-in and pull-out services to meet the needs of students with IEPs</p> | <p>\$127,327 CA Special Education entitlement & Federal IDEA 1148-Teacher – Special Ed 5869-Special Education Contract Instructors</p> | <p>\$64,239 CA Special Education entitlement & Federal IDEA 1148-Teacher – Special Ed 5869-Special Education Contract Instructors</p> |
| <p>1-E Targeted ELD Supports:</p> <ul style="list-style-type: none"> a) Instructional program that includes personalize and differentiated learning, with regular benchmark assessments aligned to the ELD standards b) ELD course c) Teacher PD for ELD strategies and instruction, supporting academic English, and cultural competency/culturally responsive teaching d) Explicit EL strategies in all classrooms including: <ul style="list-style-type: none"> 1. SIOP | <p>Funds shared with 1-A (Core Curriculum) & 1-C (Student Support Structures) LCFF S+C See 1-A & 1-C</p> | <p>Funds shared with 1-A (Core Curriculum) & 1-C (Student Support Structures) LCFF S+C See 1-A & 1-C</p> |

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| <ul style="list-style-type: none"> 2. Sheltered instruction 3. Pre-teaching vocabulary 4. Specifically teaching Academic English 5. Reading support groups 6. Increasing production 7. Small group support | | |
| <p>1-F Teacher Professional Development:</p> <p>a) Professional Development sessions on:</p> <ul style="list-style-type: none"> 1. Implementing CCSS and NGSS 2. Data-driven instruction: analyzing results of and creating action plans informed by benchmark assessments 3. Community building 4. Classroom management 5. Working with struggling/at risk students: Special Education, ELs, low income, foster youth 6. Social-emotional learning 7. Culturally competent teaching <p>b) Collaborative teamwork: grade level teams, department teams and other PLCs</p> <p>c) Teachers develop Personalized Educator Plans with individual goals to provide targeted and personalized PD</p> | <p>\$38,000 Title II 5863-Professional Development</p> <p>\$5,000 LCFF S+C 5815-Consultants-Instructional (shared with 1C – Student Support Structures; costs represented in 1C) 5884-Substitutes</p> | <p>\$4,617 Title II 5863-Professional Development</p> <p>\$2,130 LCFF S+C 5815-Consultants-Instructional (shared with 1C – Student Support Structures; costs represented in 1C) 5884-Substitutes</p> |
| <p>1-G Hiring and retaining highly qualified faculty and staff: All candidates undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. All teachers will meet ESSA legislation.</p> | <p>\$2,993 Title II 5875-Staff Recruiting</p> | <p>\$270 Title II 5875-Staff Recruiting</p> |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We spent more than budgeted on some needs that were greater in part due to the pandemic--Social Emotional Learning Coaches, and Student Supports. We used the funds originally budgeted for Multicultural Social Leadership Trips on these services (SELCs and student supports). We were not able to implement travel opportunities and some other enrichment/supplemental activities due to the pandemic. PD expenses were less due to shifts in planned p.d.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All core curriculum was implemented as planned, and we were able to transition to a distance learning model when the school was forced to close due to the pandemic. Implementation of our enrichment program was interrupted due to the pandemic. Our multicultural social leadership trips were planned for the summer of 19-20 and had to be cancelled. Our service learning projects were postponed until 2020-21. Our Interdisciplinary Learning Studios and Camp also had to be cancelled. Our Summer Growth Institute was condensed to 1-2 days remotely, instead of the planned week-long session.

Our Community Response to Academic Management (CRAM) was a successful support for students, as it took more of a restorative approach when students were missing assignment and required to report to a peer tutoring space. Teachers would come to support students during these sessions as well. Even though it didn't formally continue after the switch to remote learning, students continued to hold Zoom study sessions to support one another with their studies. We were able to have our Tutorial training with Oxford as planned and small group instruction took place, but we were not able to implement our early intervention plans. The RTI program and SST continued to identify and provide appropriate supports for struggling students and we used adaptive software to address individual learning needs of our students.

We implemented ELD instruction as planned and provided professional development on ELD instruction both before and during the pandemic. We provided all professional development as planned until the pandemic when we then pivoted to focus on distance learning and the social emotional well-being of our students. Our teachers participated in PLC's for collaboration, but we didn't implement personalized educator plans this year.

One major challenge this year was addressing the high course fail rates and ensuring the availability of credit recovery opportunities for all of the students with failed classes. We doubled up on classes for students, provided online credit recovery options, and utilized Cañada college courses for language. We also provided specific recovery courses for students who didn't need a full year of credits. We created individualized class schedules for students to ensure they met all of the requirements to be on track for graduation. All of these efforts were successful at getting students back on track with upwards of 90% of students with the credits needed to graduate on time. 74% of our students applied and 100% of those students were accepted to a 2 or 4-year college.

Low student retention resulted in lower than expected enrollment making it difficult to implement our academic program as planned. Acclimating our new 9th graders to our academic model was also challenging, as was creation and implementation of our Designated ELD class. We were successful at hiring an ELD teacher, and purchasing and implementing a new ELD curriculum specifically to support our newcomers.

We continue to work towards closing the gaps in math, reading, and language indicated by our NWEA MAP data. We used our RTI process to identify students for additional intervention based on their MAP scores. Interventions are embedded in our core curriculum since many of our students arrive in 9th grade with below grade level achievement. We provide specific supports to individual students based on their MAP data. We purchased additional curriculum for 9th-12th grades in need of grammar and reading skill remediation. We held workshops on Fridays for ELA and Math and provided small group instruction both on a mandatory and voluntary basis. Students understand individual goals and what they need to be to demonstrate in order to exit the intervention program.

Goal 2

ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 (Student Engagement), 6 (School Climate)

Local Priorities: 1 (Basic Services), 3 (Parent Engagement), 6 (School Climate)

Annual Measurable Outcomes

| Expected | Actual |
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| Parent Survey: 80% of parents express satisfaction with ODA Based on baseline results | 86% (Met) |
| Parent Survey: % of parents who feel engaged in school decision-making >36% | 81% (Met) |

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| Graduation rate N/A | Data not available until 2020-21 |
| Suspension rate: <5% Target: <5% | 2019-20 1.8% (Met) 2 of cumulative enrollment of 109 |
| Expulsion rate: 0% Target: 0% | 2019-20: 0% (Met) |
| ADA (attendance rate): 95% Target: 95% | 2019-20 estimate as of 2/28/20: 93.9% (Not Met) |
| Dropout rate Target: <5% | 2018-19: 0% (Met) |
| Chronic absence rate: <10% Target: <10% | 2019-20 estimate as of 2/28/20: 19.4% (Not Met) |
| Transfer rate: <10% Target: <10% | 29% transferred (71% returned from 2018-19 to 2019-20) |
| SEL rubric: Aggregate score of 4 (out of 5) across SEL categories (curiosity, growth mindset, perseverance, self-awareness, self-efficacy, self-regulation, social awareness/social competence) on MESH survey Target: 4 or higher | 3.5 (Not Met) |
| School safety: Aggregate score of 4 (out of 5) on School Safety - MESH student survey Target: 4 or higher | 4.2 (Met) |
| School connectedness: Aggregate score of 4 (out of 5) across engagement categories (engagement, learning strategies, rigorous expectations, sense of belonging, teacher-student relationships) on MESH student survey Target: 4 or higher | 3.4 (Not Met) |
| Teacher survey: 80% of teachers expressing satisfaction with ODA Target: >80% | Data not available due to pandemic. |
| Less than 10% of staff leave ODA after 2 or fewer years that are a cultural, philosophical, and skills fit | 0.00% (Met) |

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| Target: >10% | |
| School leaders rate the school condition as “adequate” on monthly walkthroughs. Target: Met | Met |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| 2-A Family Liaison: a) Plans and facilitates extensive community building with parents and families b) Responds to the needs of the families, including parent education classes c) Creates and maintains a diverse set of volunteer opportunities for parents/families, including those that can be done remotely or during non-business/school hours d) Oversees the Oxford Day Academy Student Teacher Parent Community (STPC) | \$65,500 LCFF S+C 2200-Classified Support Salaries (Channel (Tarigo), Michelle) | \$30,815 LCFF S+C 2200-Classified Support Salaries (Channel (Tarigo), Michelle) |
| 2-B Comprehensive Family Engagement Program: a) Board representation: Two parents are elected to the Board to provide feedback from family Saturday meetings and students share feedback from student meetings. b) Student Teacher Parent Community (STPC, formerly PYCAB): A community-building advisory board that encourages family involvement in Personalized Learning Plans for students with the SELC coaches and provides designated times for parents to give feedback to school leadership. c) Community Support Fund management, which provides financial support to special student populations in need d) Informal survey development throughout year, as needed, to address issues and inform discussions | \$142,180 LCFF S+C 5820-Consultants – Non Instructional 2400-Clerical Staff 5800 Student Services 5814-Community Support Fund | \$84,177 LCFF S+C 5820-Consultants – Non Instructional 2400-Clerical Staff 5800 Student Services 5814-Community Support Fund |

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| e) Regular review of attendance and planning of attendance Initiatives: Identifying students who are in need of attendance interventions and creating action plans with families | | |
| 2-C Partnership with East Palo Alto Association for Continuing Education (EPA ACE) Parent Center: a) Monthly parent meetings to go over student data, specialist speakers, Saturday programming b) Provides parenting courses, ELD or GED preparation, job skills, financial literacy, mental or physical health services, and college counseling c) Cultural celebrations | \$1,318 LCFF S+C 5880-Student Health Services 5877-Student Activities (City of EPA) | \$936 LCFF S+C 5880-Student Health Services 5877-Student Activities (City of EPA) |
| 2-D School Culture Plan: a) Includes SELC, Personalized Learning Plans, consistent behavior and discipline procedures and expectations, and community building aligned to the school values in studio time, advisory, morning meeting and orientation. b) Social-Emotional Learning Coaches: Each student is assigned an SEL coach who stays with that student all 4 years to form a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals. c) Explicit teaching of social-emotional skills daily in studio time, and integration of social-emotional skills throughout the curriculum. Integration of school values throughout school culture and curriculum. d) Administer MESH Survey to measure SEL growth and student satisfaction with ODA and its programs and staff. | 2019-20 \$30,500 LCFF S+C 2102-Classified-SELCS | 2019-20 \$64,006 LCFF S+C 2102-Classified-SELCS |
| 2-E Student Recruitment Plan: a) Engage all members of the school and local community b) Create partnerships within the community for social, health, and educational services for students and families | \$12,200 LCFF Base 5851-Marketing and Student Recruiting | \$30 LCFF Base 5851-Marketing and Student Recruiting |
| 2-F Well-Maintained School Facilities: | \$44,750 | \$92,089 |

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| a) School leaders implement monthly walk-throughs to ensure the facility is clean and safe, maintained and in good repair to promote a sense of safety and ownership within the community. | LCFF Base 4410-Classroom Furniture, Equipment & Supplies 5515-Janitorial, Gardening Services & Supplies 5615-Repairs and Maintenance - Building | LCFF Base 4410-Classroom Furniture, Equipment & Supplies 5515-Janitorial, Gardening Services & Supplies 5615-Repairs and Maintenance - Building |
|--|--|--|

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned. We had greater costs in facilities, in part due to the pandemic. We did not implement planned community engagement events in person after March due to the pandemic, but we continued to hold monthly virtual parent meetings. Our costs were less for family engagement actions, and these funds were used for the SELCs and additional staffing. We increased our support for students through the SELCs and additional staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We are proud of the school culture we cultivated in 2019-20. We partnered with our families both before and during the pandemic to ensure we provided the support needed for student success. We held parent meetings so parents could learn how to best support their children academically and continued our partnership with the East Palo Alto Association for Continuing Education (EPAACE) Parent Center. Our Student Teacher Parent Committee (STPC) work took place all year and continued after the school closure. We conducted many family surveys to collect information about basic needs and reopening plans.

Our attendance outreach system of identifying and intervening with students in need of attendance support has been successful at maintaining regular attendance. Prior to the school closure, our average daily attendance rate was 93.9%.

We successfully created elective courses that explicitly teach the core values of ODA to address the difficulties our 9th graders often have in acclimating to our school model. The course addresses the importance of the Four A's - Academics, Attendance, Attitude, and

Appearance. These values also form the basis of our restorative discipline policies. We were able to successfully implement a new uniform policy because it was directly aligned to our core values and students had agency in determining the details of the uniform policy. We also created electives to teach the core components of our instructional program such as Harkness tables and tutorials. Our new student-led culture team successfully maintained school events and morale, and facilitated our weekly assemblies prior to the school closure.

Each of our students had a personalized education plan and Social Emotional Learning Coach (SEL) and we continued to be very responsive to individual student needs during the pandemic. We administered our Fall MESH survey, but had to cancel the Spring survey. Our student recruitment plan has been successful at bringing new students to ODA. We are proud of the work each of our SEL's did to successfully support our recruitment efforts.

Our school facilities were cleaned and maintained as planned until the school closure.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, cleaning supplies, thermometers, etc.) | \$3000 | \$1,500 | N |
| Increase cleaning schedule and cleaning staff to meet health and safety guidelines | \$10,000 | \$6,000 | N |

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| Instructional materials and supplies | \$8,000 | \$8,000 | N |
| Substitute teachers | \$3,000 | \$0 | N |
| Staffing for tutorials (20% Teacher Salaries) | \$67,000 | \$67,000 | Y |
| Multicultural Social Leadership Trips | \$30,000 | \$0 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Purchased supplies as planned, and we have not needed much PPE/increased cleaning, but we will soon as re-opening is imminent. We did not have the need for substitute teachers due to the distance learning format. Trips did not happen due to the pandemic.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Through March 2021, we were not able to provide in person instruction due to public health orders. Implementing in-person instruction during the school year was extremely difficult because over 80% of our parents did not want their students returning to school due to the pandemic. Over 50% of our students and families were drastically impacted by the virus, with some losing 4 – 5 family members within months of each other. Additionally, parents, students and teachers were concerned about the disruption to the consistency of our on-line instruction if the school were to return to in-person and then had to close again in the event there was a Covid-19 outbreak. We remained fully in distance learning through March of 2021. We were able to have students come to campus for math and MESH assessments, and we held materials pick-ups.

However, in April, when the Covid vaccine became available to more diverse groups of people, we returned to in-person instruction on Fridays only. The Friday classes were targeted to address learning loss through small group instruction with students in grades 9 – 12, addressing the needs of all our subgroups: ELL, Newcomer, SPED, etc.

Beginning after Spring Break, students were able to return on Fridays for social emotional learning. Plans included:

- Specific groups of students will be invited back to the classroom on March 26th
- Families and students were surveyed about their preferences

- No changes to student schedules.
- Teachers to be in their classrooms while delivering instruction on Friday to these small groups of students
- Beginning the week of April 5th, 2021, the specific group of students, comprising 20-30% of our student body, will return to school in the in-person instruction/concurrent instructional model on Fridays.
- Mondays through Thursdays will still be synchronous distance learning for our students

- Students who choose to return to campus for in-person instruction do so with the understanding that the following guidelines and expectations must be followed:
 - Students must wear face coverings at all times while on campus.
 - Social distancing must be maintained at all times.
 - Students shall wash their hands or use hand sanitizer upon entering a school facility and buildings
 - Students will have their temperature taken upon entry to the building.
 - Before arrival to campus, students must complete a daily health screening form.

Ongoing Supports for Students:

We will continue to provide all of our students with:

- Mental health support through Adolescent Counselling Services.
- Social Emotional Learning support through our Social Emotional Learning Coaches (SELCs)
- One on One support through staff
- Special education students will continue to receive designated supports
- English language learners will continue to receive English language development supports and academic supports through our ELD and Language Learners program.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|---|-------------------------------|--------------|
| Chromebook for every student and wifi hotspots to all families who do not have reliable internet access | \$9,000 | \$4,000 | N |
| Software to support distance and programs for individualized learning (Zoom, Newsella, etc.) | \$4,400 | \$4,400 | N |
| Staff professional development in trauma-informed practices, EL practices, how to accelerate learning for students at risk of learning loss, remote student engagement, wellness, and ongoing coaching | \$51,250 | \$51,250 | Y |
| Staff professional development for distance learning and technology tools | \$10,000 | \$20,000 | N |
| Social Emotional Learning Coaches (SELCo) to meet with small groups of students once a week to provide additional support – 4 additional for distance learning model | \$12,000 | \$12,000 | N |
| Substitute teachers | Duplicate from In-Person | | N |
| Staffing for tutorials (20% Teacher Salaries) | Represented under In-Person Instruction | | Y |
| Creating Leadership Team to support teachers, Student Engagement and Parent Outreach Team, and Student Life and Wellness Team | \$10,000 | \$10,000 | N |

| | | | |
|--------------------|----------|----------|---|
| College counseling | \$33,000 | \$15,000 | Y |
| Staffing for ELD | \$18,000 | \$18,000 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Each of these actions was implemented as planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

We offered the same schedule and curricular resources during distance learning as in-person learning, providing a through-line of continuity for our students using IXL for math and English, Khan academy for math, and ReadWorks for modified curriculum for Special education students. Our ELD courses were twice weekly, but then we realized our English Learners needed additional support, so we provided a daily morning class that has been very successful. We have also piloted an intensive ELD support program that has been successful. We utilized different iterations of the student groupings in the courses and to individual student schedules based on need. When we found that some students are more successful with an independent study mode, we were able to quickly collaborate with that student's Social Emotional Learning Coach and the course teacher to modify that student's schedule accordingly.

When students do return to campus after Spring Break, we will not utilize the hybrid schedule as originally planned. Instead, students will complete all of their courses via distance learning as they have been, and they will return only on Friday for work with their Social Emotional Learning Coach based on the needs of each group of students.

Access to Devices and Connectivity

100% of Oxford Day Academy students had access to chrome books and hotspots, however, about 27% of our families consistently had connectivity challenges. We utilize an online form to report issues and needs for technological support; students and families can

also contact our Office Manager or Director of Operations with technology issues. We have been able to provide ongoing support for students with connectivity issues and have been able to resolve them quickly.

Pupil Participation and Progress

Teachers monitor student attendance and participation during synchronous instruction sessions using a tracker. Teachers monitor student progress using regular assessments. Many students during our distance learning program struggled with engagement and homework completion. Our in-person process of using Harkness discussion to strengthen students' conceptual understanding of content material was no longer working because students did not want to talk on ZOOM. Additionally, from a multiple learning styles perspective, students did not have the skills to illustrate their thinking and make it visible with technology. Basically, with the on-line platform, students needed to also learn how to teach, in order to demonstrate understanding of content. As a result, some teachers adjusted their on-line teaching so that students spent more time in small groups; first, investigating vocabulary words and doing research and second, developing teaching presentations for showing what they have learned to the class. This held students accountable to fewer people but kept them focused on a small chunk of what goes into Harkness, which felt manageable to students. Teachers and students worked collaboratively to develop a rubric for teaching together through several discussions about what is the difference between making an argument and teaching a topic. The success of this strategy is that students found it engaging and they began talking to each other.

Distance Learning Professional Development

We provided teachers professional development at the beginning and throughout the school year on a variety of topics to support them in supporting the academic and social and emotional needs of students in a distance learning format. We also provided teachers ongoing coaching to support their individual professional development needs.

Staff Roles and Responsibilities

We shifted and added new staff roles and responsibilities as planned. We hired four additional SELC's to ensure all students were supported in a small cohort of students (20-25).

Support for Pupils with Unique Needs

For students with IEP/504 plans: We developed targeted support plans for eligible students with schedules of support as outlined by the case manager, and all services have been continued virtually.

For our English Learners: We have provided Integrated and Designated ELD. Designated ELD occurs during our M-Th 45-minute ELD class. We also provide specific support for our Newcomer students.

For our students in foster care and students experiencing homelessness, we utilize a Student Support Team (SST) as needed to coordinate and monitor services. The SST process creates targeted support plans for monitoring students who are struggling academically or socially/emotionally. Supports vary, including supports from social emotional learning coaches, as well as wraparound services and some COVID-19-specific services: mental health ; referrals to community agencies--Adolescent Counseling Services, Disaster Relief for Immigrants, Evictions Moratorium, San Mateo Family Strong Fund.

Some additional challenges included:

- It took some students a long time to adapt to online learning.
- Students had to be constantly reminded of their expectations on how to be on zoom, such as having their cameras on, being on cameras, contacting ODA Tech team with issues concerning technology, sending emails, or contacting the teacher on time to notify them of Tech issues. They knew what was expected of them, but they had to be told what to do all the time,
- Monitoring students online at times was difficult. Students were visible on their cameras but at times engaged in their private activities other than paying attention to the lesson.
- Testing online was also challenging.

Some of our greatest successes were:

-Access to content: Given that the online platforms allow meetings to be recorded, all math and science classes were recorded and stored. Students were able to reach out to their teachers at any time and request a particular lesson which was immediately made available to them. Students who were absent from class still had equal access to what was taught. This contrasts with struggles students encountered trying to catch-up with lessons they missed while studying in-person.

-Engagement and Focus: During in-person instructions, students struggled to copy what was written on the whiteboard, as a result attention was often divided between notetaking and engagement. The digital whiteboard (Smoothdraw 4.0.5) which some teachers began using on-line, allowed them to save whatever they wrote on the whiteboard as pdf files, which was then forwarded to the students after each lesson. Since students did not have to worry about taking notes, it greatly enhanced students' focus and engagement during the lesson.

-Relationships with students: Some teachers had much more success with one-on-one interactions with students on-line, than they had during in person instructions. Teachers were able to take a student or group of students in a breakout room and explain concepts to them in more detail.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------------------|-------------------------------|--------------|
| Student assessment programs to monitor learning loss and support a data-driven instructional model, particularly beneficial to our highest needs students (NWEA, IXL) | \$6,000 | \$6,000 | N |
| Staffing Support for Cycle of Data Analysis | \$26,500 | \$26,500 | N |
| Social Emotional Learning Coaches (SELCo) to meet with small groups of students once a week to provide additional support | Represented in Distance Learning | | N |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Each of these actions was implemented as planned.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We administered NWEA MAP Reading, Language, and Math assessments this Fall successfully operationalizing systems for both on-campus and remote testing. We were not able to test 100% of our students because some parents did not feel comfortable bringing their child to campus to test. The data shows clear learning loss due to the school closure for our incoming 10th and 11th graders in reading. Our English Learners are also behind in reading indicating that we will need to continue to provide additional supports for them going forward to ensure we can close this achievement gap. We are very proud that Seniors closed the achievement gap in Math and Language scoring at or above grade level norms in each subject. We have seen RIT score growth from 207 to 225 over four years in reading (National avg. = 224) and growth from 225 to 233 over four years in math. (National avg. = 233)

Our RTI system is specifically designed to provide opportunities for filling academic gaps while moving forward with rigorous grade level content, a strategy that is proven effective in supporting low income students academically.

To address pupil learning loss, teachers increased office hours and mandated students performing below average to meet with them three times a week. An additional math course was offered on Saturdays for EL and Newcomer students. Being mindful about the struggles our English students were facing in terms of the lack of English exposure, in addition to our ELD classes, we decided to focus on development of a tailored and language learning centered supportive program which included the following:

- Intensive English Language Learning Program (from Monday to Friday 8hrs a week)
- Initial individualized assessment (English and literacy levels)
- Students' needs-based planning and instruction.
- Constant knowledge and language acquisition evaluation and measurement.

Students' participation in the program required a daily commitment of an hour of learning twice a day (Mon – Thurs), completing assignments, class interaction, communicative teaching approach, practice, and constant testing. Progress monitoring is one of the core pieces of the program and is linked to the school's idea of informed teaching practices that focus on students' needs.

The content of the program is aligned to address the needs of pupils who are not performing at grade level or need support in English acquisition. Based on the belief that to provide quality education, every student at ODA needs to have the same opportunities to access knowledge. The program's main goal is to close the access gap related to the language barrier our English learners face. This language barrier is tracked at ODA using multiple measures to provide teachers with specific and detailed information on how to best serve our English Learners.

Challenges:

- physical proximity has proven to be impactful when trying to implement intervention; it is easy for a student to just "not show up" to any time scheduled outside of their immediate classes.
- Zoom fatigue has had a negative impact on our student's bandwidth to engage in extended periods of additional instruction.
- limited teacher bandwidth for additional intervention instruction
- new students who were not acclimated to the culture of ODA had a hard time understanding why they were in RTI.

Successes:

- Teachers found ways to be equitable in providing extra support to students who were in need
- Teachers found time on weekends to aggressively tackle learning loss

- Teachers are reporting that student attendance in office hours has increased from last semester

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We hired four Social Emotional Learning Coaches (SELCo's) and divided students into cohorts with one SELCo each. Our students have engaged throughout the entire school year with their SELCo. The SELCo provided a liaison between teachers, students, and parents and implemented the Social Emotional Learning curriculum. Students shared that they appreciate having a SELCo to check in with, one on one. It helped them to manage their time, stay accountable to their goals, and meet their goals academically and personally in terms of maintaining their Social Emotional health. Parents also shared their appreciation for the personal relationships formed by the SELCo and the level of support that was able to be provided because of this relationship. They really appreciated knowing someone was checking in regularly with their child. We attribute the increase in regular attendance of our struggling students and English Learners, specifically our Newcomers to the support provided by the SELCos. One challenge this year was that SELCos need more training in the implementation of our SEL curriculum to allow access points for all different types of learners.

Our student groups have continued meeting this year and providing input on how things are going for students. Weekly Harambes continued to improve, with students taking more ownership to facilitate those. We also planned & implemented some student activities to boost morale.

We provided mental health services for families and for individual students. We worked with three mental health counselors, where each one had a caseload of approximately 6-9 students. They related that they had some difficulty with students engaging in meetings over Zoom. Instead of in-person attendance at sessions ranging 80-100%, the virtual therapy attendance was 50-70%.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We successfully implemented our tiered reengagement plan to ensure students were attending and engaged with distance learning activities, as indicated by our over 90% average daily attendance rate. It was very successful to utilize our Social Emotional Learning

Coaches who had developed relationships with the student and family to do the re-engagement outreach and serve as a liaison, visiting homes and scheduling meetings and regular check-ins. SELCs to do the re-engagement outreach and serve as liaison.

Our parent meetings have continued each month in a virtual format.

One of the biggest obstacles during on-line learning was the lack of social interaction, coupled with students and families' increased sense of isolation and desolation in the world. However, this was an opportunity for us to observe where we were successful with addressing student and family engagement and what we needed to implement to increase active engagement. In many ways, we had already prepared our students for distance learning through the tutorial method. However, we did not anticipate how much the lack of in-person interaction would disrupt students' social engagement with each other. To abate some of these challenges, we held an on-line awards ceremony (which the students strongly requested), maintained monthly parent meetings, held two parent/student/teacher conferences and a few schoolwide activities for students which included mailing care packages to every student.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Every Thursday, our families received a week's worth of food (this included breakfast and lunch). Availability was made for parents to pick up meals at the school from 9am – 1pm. Meals were delivered to families who did not have the means to travel to the school. One of the challenges we found was that there was a lot of food being wasted. Approximately 30% of our families were picking up food regularly. When we questioned parents at our monthly meetings as to why there was such a low turn out to pick up meals, many parents responded that since they were home more frequently, they were now cooking daily meals for their students and did not need to get food from the school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------|-------------|----------------------|-------------------------------|--------------|
|---------|-------------|----------------------|-------------------------------|--------------|

| | | | | |
|---|---|----------------------------------|----------|---|
| Mental Health and Social and Emotional Well-Being | Social Emotional Learning Coaches (SELCo) to meet with small groups of students once a week to provide additional support | Represented in Distance Learning | | N |
| Mental Health and Social and Emotional Well-Being | Adolescent Counseling Services (ACS) to provide mental health to students and staff, as needed | \$35,000 | \$35,000 | Y |
| Mental Health and Social and Emotional Well-Being | Student activities | \$25,000 | \$25,000 | Y |
| Pupil Engagement and Family Outreach | Staff to provide bilingual outreach as needed. | \$26,600 | \$26,600 | N |
| School Nutrition | Weekly meal distribution (breakfast & lunch) to families in need | \$14,430 | \$14,430 | N |
| Pupil Engagement and Family Outreach | Office Staff Family Outreach | \$28,000 | \$28,000 | Y |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Each of the actions was implemented as planned.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on Competency-Based Instruction and Harkness and Socratic Seminars, as well as our enrichment offerings, will continue to support students to master rigorous content. Our student support structures, tutorials, and college and career counseling services have been very beneficial and will continue. Our supports for student Social Emotional Learning and mental well being were even more critical than ever, and we are planning to carry forward those increased supports in the new plan. We further developed our English Language Development program in support of our English Learners, and we plan to create a focus goal around these supports in the new plan in order to bring increased focus and accountability to this critical aspect of our program. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue our assessment system and additional distance learning components as needed in the coming years. We will maintain the system of assessment, data analysis and intervention that we implemented during 20-21, including office hours, tutoring, academic tutorials, and use of online learning programs for specialized supports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Travel was not possible this year due to the pandemic. College counseling was provided as planned, but cost less than budgeted. The funds that would have been spent on travel and those that were budgeted and not spent on college counseling were used to support connectivity and purchase software for the distance learning program.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the Oxford Day Academy instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalization, and academic supports.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|---|
| Oxford Day Academy | Latrice Bennett Director of Academics, Equity & Compliance | lbennett@oxforddayacademy.org (650) 450-6633 |

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

Oxford Day Academy (ODA) is a public charter high school in Sequoia Union High School District (SUHSD) that opened in the Fall of 2017. ODA started with only 9th grade students in 2017-18 and added a grade each year until the school serves grades 9 through 12 in 2020-21. The class of 2021 will be our first graduating class. The Mission: Oxford Day Academy (ODA) will engage and develop intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world. Vision: ODA operates on two central guiding beliefs: (1) all students are capable of achieving rigorous college preparatory academics when personalized learning is coupled with comprehensive socio-emotional supports, and (2) social justice-oriented project-based learning helps students to develop the skills required to become engaged, productive members of our 21st century society. Oxford Day Academy students engage in student-led, discussion based learning known as Harkness Tables, in addition to Field Experience where students gain real-world skills and experiences by developing first as responsible, respectful volunteers capable of making meaningful contributions. We then seek partnerships with businesses and nonprofits with the capacity to develop high-value skills within their workforce. The design thinking process utilized in Field Experience allows students to conduct research, develop testable hypotheses and test their hypothesis as they prototype solutions in the real world. Field Experiences are integrated into the Oxford Day Academy curriculum, receiving ongoing time and support from ODA staff to ensure that students and community partners alike are positioned to succeed.

Teachers use Oxford-style tutorials to help students connect our service focus with academic content, bringing student agency and personalization to new levels through five key design elements: Harkness discussions, Tutorials, Small Group Instruction, Personalized learning and Field Experience. The Oxford Tutorial is an inquiry-based method designed to cultivate critical thinking through individualized dialogue between the student and their tutor. The purpose of the tutorial is to develop an individual student's capacity to think in depth about a subject area, and to operate with growing confidence within its techniques and methodologies, with the expectation that the process will promote increased understanding of the discipline for both tutor and student. Primarily taught at Oxford University, ODA is among the very first schools to employ this method at the high school level; thus further preparing our students for success in whatever field they choose after graduation. Oxford Day Academy stude

The school is open to all high school students living within SUHSD—including those from Atherton, Belmont, East Palo Alto, Ladera, San Carlos, Menlo Park, Portola Valley, Redwood City, and Woodside—but for ease of transportation, we target primarily students located in the northeastern portion of the district. In 2019-20, we served 92 students: 67% are Latinx, 6% are African-American, 72% qualify for free and reduced lunch, 10.9% are Special Education, 41.3% are English Language Learners, and 40% are Redesignated English Language Learners. The LCFF Unduplicated percentage is approximately 85.33%.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Oxford Day Academy which is the Schoolwide Program; herein referred to as the LCAP. It is also to serve as the plan for Comprehensive Support and Improvement. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on two broad goals: ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading and writing; ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment. We have also included a focus goal: English Learners will improve English proficiency and academic performance through the development of targeted and coherent systems of support. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Oxford Day Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We maintained a low suspension rate in alignment with our targets and met our goals for parent satisfaction.

In order to maintain and build upon this success, we plan to continue implementing our comprehensive social emotional learning program and restorative practices. In terms of parent satisfaction, we heard from parents that they loved the monthly parent meetings which gave them access to all the staff and aspects of our program. They suggested we continue to have virtual parent meeting options in addition to the in-person opportunities. We feel this will build upon our success in engaging parents.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

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.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. The 2019 CA Dashboard shows Red Level performance on Suspension Rate for the Socioeconomically Disadvantaged student group and Orange Level performance on Suspension rate for the Hispanic student group, with Red level overall and 10.1%. The rate decreased in 19-20 to 1.8% through our implementation of strategic academic intervention, restorative practices and focus on positive school culture. We plan to continue implementing restorative practices, social emotional learning supported by social emotional learning coaches, and community building activities to sustain our progress in maintaining a low suspension rate.

Based on local 2019-20 MAP data indicating that fewer than half of our students are exceeding the RIT National Norm in Reading, Math, or Language Usage, and our annual English Learner Reclassification rate of 0%, we have identified needs in ELA and Math achievement as well as English Learner Progress. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will implement comprehensive English Language Development to ensure that English learners are supported in their learning and will monitor their progress through assessment data.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for improvement and development. We have designed three goals which encompass the breadth of our program and include a new focus goal which aims to further prioritize the work we will do to support our English Learners in English Language Development to ensure that they make rapid progress and are able to reclassify at high rates.

GOAL 1: ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading and writing.

Goal 1 represents our academic program and instructional model--rigorous competency-based instruction infused with academic discourse and accompanied by numerous enrichment opportunities aligned with college and career readiness. We build in a robust set of student support structures to ensure that students can access and progress in their academic program. We provide a comprehensive Special Education program. The program is supported to be successful by recruitment and retention of excellent staff and continued strategically designed professional development.

GOAL 2: English Learners will improve English proficiency and academic performance of English learners by 2023-24 as measured by EL Reclassification of greater than 5%, 65% students improving on ELPAC, 100% of Core and EL teachers highly qualified and appropriately assigned, and less than 8% Long Term English Learners through the development of targeted and coherent systems of support.

Goal 2 is designed to be a focus goal to align all stakeholders around the critical need of supporting our English Learners to make substantial progress toward proficiency in English acquisition and reclassification. We provide integrated strategies and designated supports, combined with specific additional resources for our newcomer students.

GOAL 3: ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

Goal 3 represents our efforts to strengthen and build upon a positive culture and climate with strong family engagement. We employ a Parent Liaison to facilitate the school-home relationships and promote engagement in our numerous and frequent events and opportunities for family input. In order to promote a positive culture and climate, we implement restorative practices, work in partnership with our families in accomplishing our school wide goals, continue to provide social emotional learning and mental and physical health supports. We also join together as a community for cultural celebrations and other student activities.

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.

Oxford Day Academy

Support for Identified Schools

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

Goal: To address the high suspension rate due to students not completing homework and classwork. Context: The Leadership Team preemptively engaged in reflection and action regarding the student suspensions as a result of students not completing schoolwork. As a

result, the team found that the root cause of the incomplete student schoolwork was a need for more academic student support, particularly in accessing structured, scaffolded, grade-level content. Students felt that they were being asked to complete work that was above their skill level, while also needing specific support to successfully complete and access grade-level content. To further gauge the specific needs for support, the team engaged in various school-level assessments, the findings are below: School Level Needs assessment:

-We held individual meetings with the Student, Teacher, Parent, Community (STPC) to communicate the needs of the students and create a plan of action according to the needs. -We use the MESH school Culture and Climate survey to gather data about students' social and emotional needs. -We met with the full school (teachers and students) in weekly Harambee meetings to discuss school issues and student needs. -We held multiple monthly parent meetings -We held individual one on one meetings with parents and students who were suspended -We administered NWEA measurement of academic support (MAP) assessment to determine student academic levels. - We also surveyed student academic performance within their classes (grades, report cards). Needs Assessment Results: - Students are struggling and needing support in all subjects, especially in reading and math. -Students need support in Social Emotional Learning: organizing their work, turning it in, meeting deadlines, and producing grade-level quality work (executive functioning skills). -Site implementation of IXL for Math and English intervention and enrichment was not being used effectively (based on student feedback). -Urgency around IXL math caused students to ignore work for other subjects, which resulted in detention and eventual suspension. -Students feel that they need extra support/counseling with academic management. -Students feel that they need extra support engaging in grade-level content. -Students feel that they need extra support managing and navigating school responsibilities and home responsibilities. Listed Implementation of Supports: -We increased support for Math by expanding the role of a Math instructor and increasing his work from part to full time. - Adolescent Counselling Services (ACS) worked with students on Restorative Practices. -Adolescent Counselling Services (ACS) lead small group therapy sessions around responsible decision making, self awareness, and self-management for students within the impacted group. -We hired a consultant to provide and support professional development of staff for broadening our ELD program. -We allocated time for the Leadership Team to meet, develop, and implement the CSI plan. -We did outreach with parents to help them support their students while at home. 3 -Implementation of Community Response to Academic Management (CRAM), a peer-led tutoring program and multi-tiered intervention plan to facilitate communication between all stakeholders: students, parents, teachers, and community, to produce outcomes that increase student performance. -If a student did not show enough progress with homework and classwork submission, a meeting was held with student and parent to discuss and determine a plan of action. Resource inequities: -Students need more access to outside tutoring and extra support - 30% of the student population are newcomer students, staff needs training on how to make grade-level content accessible to this student group. -Students need more access to extra academic counseling/social emotional wellbeing support. -Students need more access to academic tutoring. -Students need more access to technology devices and at-home internet connectivity. -Students need more access to mental health resources and individual counseling. Listed Implementation of Supports: - Reallocated resources to provide more targeted support for students (decreased counselor to student ratio to 1:2). - Reallocated resources to provide more access to technology devices and at-home connectivity. - Reallocated resources to provide academic tutoring for students. - Reallocated resources to provide staff PD training on how to effectively implement ELD standards into content planning and instruction. - Reallocated resources to provide newcomer and LTEL students ELD support (contracting with an ELD consultant to provide training to staff). - Reallocated resources to increase student mental wellness and provide individual student therapy (ratio 1:1) - Reallocated resources with staff time to offer Professional Learning Communities (PLC's) to address the schoolwide issue of reading and math literacy (according to results of NWEA assessment).

Monitoring and Evaluating Effectiveness

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

Ongoing Monitoring: - MAP/MESH assessments 3 times a year (Fall, Winter, Spring). - Weekly school-wide assemblies (Harambee) to hold space for students to express concerns and offer feedback regarding school academic programs and student life initiatives. - Weekly meetings with a selected cohort of student representatives to collaborate with the Leadership Team to find solutions to specific issues raised by students and staff. - Monthly meetings with parent stakeholders to examine student data, gather feedback and reflect on how to improve programs for student academic success. - Office hours are offered daily. Students meet with teachers during office hours for ongoing targeted support for all subjects. - Weekly staff meetings to brainstorm ideas and reflect on problems of practice as well as engage in ongoing professional development. - The Leadership Team continues to meet weekly to reflect on data gathered from all stakeholders to determine and communicate next steps for improvement and implementation. Lines of communication remain open between the Leadership Team and all stakeholders to continue ongoing cycles of reflection and action for overall school improvement. Data Analysis and Implementation Plan: Response to Intervention: The data compiled from NWEA's MAP Test and the MESH Survey provides administrators, teachers and all stakeholders with an integrated data set that makes it possible to examine student academic skill assessment alongside social emotional learning (SEL), culture and climate indicators. Data is used to inform curriculum development, support academic and social emotional services, guiding strategic planning and development decisions, and compiling data for accountability reports. Student Competencies measured through MESH: cultural and linguistic competency, student engagement, learning strategies, rigorous expectations, school safety, sense of belonging, teacher-student relationships. Data team triangulates MAP, MESH and classroom data to create a personal plan for success (placing each student on a RTI tier), the assessment cycles and implementation plan is detailed below:

MESH: school culture and climate survey is administered twice a year (Fall, Spring). -Fall Assessment: All students are tested using NWEA Measurement of Academic Performance (MAP) to determine baseline and placement of RTI tiers. - Students are given scheduled RTI time to target specific areas of growth as identified on MAP assessment. - Students learn the goal ranges needed to be met in order to move up a tier or exit RTI entirely (MAP scores must both meet or exceed norm grade level as well as show growth from last MAP score). -Winter Assessment: All students are tested using NWEA Measurement of Academic Performance (MAP) to determine placement of RTI tiers. - Spring Assessment: All students are tested using NWEA Measurement of Academic Performance (MAP) to determine placement of RTI tiers. Assessment cycles: Student assessments take place and intervention levels adjusted on a 8-10 week cycle. -Assessment results are shared with parents at monthly parent meetings. - Leadership team meets weekly to ensure that the correlation between our MAP data and suspension rates is still relevant. As student reading and math levels improve (as identified by MAP data), suspension rates remain low; the increase in overall student achievement indicates that the supports in place are working.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

- Parents: Parent surveys were administered at two prior parent meetings. Information regarding strengths and areas of growth for our academic program was collected.
- Teachers/Other Staff: Teacher/Staff surveys were administered to identify areas of strength and growth for staff culture and opportunities for development.
- Students: Survey was administered to students regarding the culture and climate of the school.
- SSC conducted 3 meetings prior to finalization of LCAP where finances and budget were discussed.
- ELAC conducted 3 meetings prior to finalization of LCAP to discuss goals for EL's for the next three years.
- Public Hearing occurred on May 29, 2021 to solicit input on the plan.
- Board Approval occurred on June 7, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parents

Parents informed us of what school programs and resources are useful and identified specific areas that they would like the school to focus on i.e. ELD progression in proficiency of English, resources for non-English speaking parents to be able to learn English, more community resources for community service for the students, reimplementation of field experience.

Teachers

Teachers indicated desiring more training and development with instructional strategies for teaching and implementing ELD standards. Teachers reported a desire for more general training for providing differentiated instruction, ensuring that we are providing access points into our content for all learners. Teachers also reported a desire for additional special education training.

Students

Students reported that they overall feel safe at the school, and that they have relationships with their teachers. Students report not feeling as engaged in the content and curriculum that they are learning; the team will find a way to address this data point. Students also report that they would like to engage in more school events to boost morale.

Mixed Groups

SSC would like to see funding for school/student activities.

ELAC in agreement that an ELD goal should be reflected in the LCAP so that all stakeholders understand the importance of ensuring that there is some accountability to ensure success of the school's newcomer population.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Parents

Enrichment activities and opportunities to support parent feedback and desire to see a strong academic and community program.

Student travel plans continue as part of enrichment.

English classes for parents considered in the inclusion of school community efforts

Teachers/Staff

ELD training for teachers as a result of survey

Sped PD for teachers as a result of survey

Differentiated instruction pd as a result of survey

Students

Student activities budget to be increased, will be one of the main focuses of fundraising so that students feel connected to school as indicated as a desire in the student survey.

Mixed Groups

ELD goal created as LCAP goal #2.

Funding for school activities should be reflected in the LCAP.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading and writing. |

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #1 Basic Services, #2 Implementation of State Standards, #4 Student Achievement, #7 Course Access, & #8 Other Student Outcomes. We hold our students to high academic standards in order to prepare them to excel in a 21st century global society. We are proud of how much our students have grown, and we have much work to do to continue this growth. While we do not yet have SBAC data due to the pandemic, we can see from our NWEA MAP scores that we have achieved growth overall but do not yet have all students on grade level and must continue our focus in this area, including instruction with high quality resources, individualize student supports, strategically planned professional development, and comprehensive college counseling so that all of our students will have the foundational academic skills and the higher level thinking skills needed to prepare them for success in college and career. Over a four year period, our founding class, who are our current seniors, closed the gap in Math on the NWEA MAP Assessment! Since freshman year (Winter 2017), the Senior class has demonstrated performance gains on the last seven test cycles. The gap in ODA's RIT score versus the national score has decreased from 12 points (Winter 2017) to 1 point (Fall 2020). In fact, this student cohort outperformed the National average by 1 point in the Winter of 2019 prior to the Covid pandemic.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|-----------------------|-----------------------|-----------------------|--|
| NWEA MAP: % meeting or exceeding the Norm Grade Level Mean RIT | 2019-20: Spring test results not available due to school closure Based on Fall and Winter scores, the percentage of students exceeding the RIT National Norm increased: Math: 36% (Fall) to 40% (Winter) | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | Math: 60% Reading: 65% Language Usage: 60% |

| | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|---|
| | Reading: 38% (Fall) to 44% (Winter) Language Usage: 29% (Fall) to 39% (Winter) | | | | |
| % earning passing grades of C or above in math, ELA, history, science, world language, PE/health, and art courses | 2019-20 S1: 23% earning C or above in core course | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | >75% |
| % of students in Special Education meeting 85% of IEP goals in math and reading comprehension | 81% meeting 75% of IEP Goals | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 85% to meet 85% of IEP Goals |
| A-G completion rate | 0 - No baseline data available (2020-21 is baseline year) | | | | 100% of graduates complete A-G coursework |
| % of students meeting/exceeded standard on SBAC ELA and Math for all students and all numerically significant subgroups | 0 - No baseline data available ODA 11th graders have not yet taken the CAASPP due to the pandemic. | | | | ELA 60% Math 30% |
| AP pass rate (3 or higher) | 0 - No baseline data available | | | | 50% |
| % of 11th grade students prepared for college (EAP) | 0 - No baseline data available ODA 11th graders have not yet taken the CAASPP due to the pandemic. | | | | ELA 60% Math 30% |

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|---|---|--|--|--|--|
| College/Career Indicator | Baseline Year | | | | 60% Prepared |
| % of teachers rate curriculum materials as aligned to state/national standards (as measured by annual survey or results of annual materials assessment) | 100% | | | | 100% |
| % of students completing academic/CTE college credit coursework | 2018-19: 40% | | | | 85% |
| % of students completing field experience annually | 100% | | | | 100% |
| % of graduating students completing CTE pathway | 2022 graduates will provide Baseline data | | | | Will be determined after Baseline is established |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 1.1 | Core Curriculum & Assessments | <p>ODA will provide all students up-to-date standards-aligned instructional materials and assessments in all content areas and evaluate annually to ensure alignment.</p> <ul style="list-style-type: none"> Standards-aligned benchmark assessments in all subject areas Personalized instruction during studio time and class time—adaptive online programs (IXL, Khan Academy, ReadWorks, Newsela) small group instruction, etc. NWEA MAP reading and math three times each year to monitor growth Curriculum maps for each course aligned to EAP, ELD standards, AP, ACT, CCSS, NGSS and other standards; include strategies and supports for low income, special education students, ELs, and other struggling students. Rigorous graduation requirements, including UC A-G Competency-Based Instruction Harkness tables and Socratic Seminars Tutorials with Academic Teachers: Miniature oral defenses of student work Standards-based grading | \$158,020 | N |
| 1.2 | Enrichment | <ul style="list-style-type: none"> Professional Workplace Management: Opportunities for students to spend a portion of the school day working in the field (i.e. internships) and training on professional workplace skills to manage workflow on professional projects (i.e. Google Suite & Asana). Multicultural Social Leadership Trips: To help students understand their place in a global world, ODA offers student exchanges with schools around the world as well as trips to develop field experience as part of the cultural anthropology program. Service learning with Design Thinking: Students create a social justice project portfolio Interdisciplinary Learning Studios – multi-grade, interdisciplinary learning for four hours, followed by | \$36,000 | N |

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| | | <p>opportunities to bring those ideas to life through field research, internships, and service project implementation.</p> <ul style="list-style-type: none"> • Off-campus college coursework | | |
| 1.3 | Student Support Structures | <ul style="list-style-type: none"> • Summer Institute- Rising 9th grade students spend two weeks acclimating to ODA academic program—Harkness, Tutorial, small group instruction. • Weekly office hours • Bi-weekly tutoring • Academic tutorials once weekly in each subject • Enrichment and remediation class • Small group instruction • RTI program and Student Support Team: Identification and support for struggling students based on grades and assessment data • Use of online learning programs such as Newsela and IXL for specialized supports | \$118,900 | Y |
| 1.4 | Special Education | <p>Comprehensive Special Education program: Includes push-in and pull-out services to meet the needs of students with IEPs</p> <ul style="list-style-type: none"> • Push-in and pull-out services based on offer of FAPE for each student with an IEP • PD specific to SPED programs based on data. <p>Instructional strategies for English Learners with IEPs:</p> <ol style="list-style-type: none"> i. Modifications & Accommodations for students with special needs. ii. How to modify curriculum and assessments iii. Differentiated learning and content iv. Functions of Behavior v. Student-led IEPs vi. Community Learning Sessions: Understanding My Child's Disability. vii. Instructional strategies for English Learners with IEPs <ul style="list-style-type: none"> • Grades monitoring and grading alternatives for students with IEPs <ul style="list-style-type: none"> – 50-65% = IP (in progress) in replacement of F grade. – 67-70% = Competency-based project will be completed to receive a passing grade. | \$122,200 | N |

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| | | <ul style="list-style-type: none"> – Weekly resource class in schedules for students who need additional instructional support | | |
| 1.5 | Professional Development | <p>Teacher Professional Development *</p> <ul style="list-style-type: none"> • Professional Development sessions through Professional Learning Communities (PLCs) model on: <ol style="list-style-type: none"> Implementing CCSS and NGSS. Content areas engage in a cycle of lesson planning, implementation, and analysis of assessment and student work in order to evaluate efficacy of lesson and determine next steps. <ul style="list-style-type: none"> – Math: focus on the Mathematical practice 3: Construct viable arguments and critique the reasoning of others. – ELA: reading comprehension focus on analyzing a passage. – Science: focus on what constitutes evidence and correcting misconceptions around reasons as evidence Lesson Study focus on developing students as critical thinkers Data-driven instruction: analyzing results of and creating action plans informed by benchmark assessments Community building Classroom management Working with struggling/at risk students: Special Education, ELs, low income, foster youth Social-emotional learning coaches Culturally competent teaching and trauma informed instruction • Collaborative teamwork: grade level teams, department teams and other PLCs • Teachers develop Personalized Educator Plans with individual goals to provide targeted and personalized PD • PLC work centered around implementation of ODA instructional model. • ongoing observation cycles | \$81,375 | Y |

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|-----|-----------------------------|---|-----------|---|
| 1.6 | Hiring & Retention | <p>Hiring and retaining a highly qualified faculty and staff</p> <ul style="list-style-type: none"> • All candidates undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. All teachers will meet ESSA legislation. • Instructional coaching • Induction/new teacher mentoring | \$360,744 | N |
| 1.7 | College & Career Counseling | <p>a) College and Career Counseling*</p> <ul style="list-style-type: none"> • Include actions/services to address: <ul style="list-style-type: none"> i. Develop plan for intervention and credit recovery (for all students, 5th year, and Newcomer group) ii. Development of articulation plan with SUHSD iii. Develop college counseling program to support graduation progress, college applications, and college enrollment <ul style="list-style-type: none"> 1) Develop processes and resources in support of student success to communicate: EL classification, A-G course credit, graduation requirements, transcripts, grading policy, college counseling roles and responsibilities, and expected outcomes for the ODA educational model as compared to those of a traditional education model; 2) Monthly communication to students and parents on student progress and projected graduation and promotion status 3) Staff to conduct regular on-target credit meetings to ensure students who are not making adequate progress are placed into an effective catch-up plan that makes every effort to help students meet credit targets iv. Steps to attain A-G course list and WASC accreditation v. college visits vi. Dual enrollment and CTE pathway (Cañada College) <ul style="list-style-type: none"> 1) Pathway 1-graduation | \$53,000 | Y |

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|--|--|--|--|--|
| | | 2) Pathway 2-graduation with CTE pathway completed 3) Pathway 3- graduation with some college courses completed 4) Pathway 4- graduation with HS diploma and AA degree | | |
|--|--|--|--|--|

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
|--------|-------------|

| | |
|---|--|
| 2 | English Learners will improve English proficiency and academic performance of English learners by 2023-24 as measured by EL Reclassification of greater than 5%, 65% students improving on ELPAC, 100% of Core and EL teachers highly qualified and appropriately assigned, and less than 8% Long Term English Learners through the development of targeted and coherent systems of support. |
|---|--|

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #1 Basic Services, #2 Implementation of Academic Standards, #4 Student Achievement. We have developed a focus goal to highlight and prioritize the needs of our English Learners. We were pleased to note in the 2019 Dashboard that 59.1% (high) of our English Learners made progress toward English Language Proficiency. Our reclassification rate was 0% for 2019-20. We want to make sure that our English Learners are making progress and reclassifying at high rates.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|------------------|-----------------------|-----------------------|-----------------------|-----------------------------|
| English Learner Reclassification Rate | 2019-20: 0.0% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | >5% |
| % of students improving on the ELPAC (CA Dashboard) | 2019: 59.1% High | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 65% Very High |
| % of core and EL teachers who are highly qualified as measured by ESSA Act and an audit of teacher assignments | 100% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 100% |
| Decrease the # of Long Term English Learners | 2019-20: 17.3% | | | | <8% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|-----|--------------------|---|---------------------|---|
| 2.1 | Integrated Support | <p>We will provide all English Learners Integrated ELD instruction within their A-G courses</p> <ul style="list-style-type: none"> • SDAIE strategies to support academic language acquisition. • Explicit EL strategies in all classrooms including: <ul style="list-style-type: none"> ○ SIOP ○ Sheltered instruction ○ Pre-teaching vocabulary ○ Specifically teaching Academic English ○ Reading support groups ○ Increasing production ○ Small group support ○ Accountable Talk structures and sentence starters ○ Intervention strategies ○ Reclassification Process ○ SDAIE Strategies | duplicate from G1A3 | Y |
| 2.2 | Designated Support | <p>English Learners will receive designated ELD instruction within the regular school day*</p> <ul style="list-style-type: none"> • Engage professional consultants to support further development of the instructional designated program that includes personalized and differentiated learning, with regular benchmark assessments aligned to the ELD standards. • ELD course will provide Designated Supports and be differentiated for Newcomers (newcomers will engage in on-site newcomer program as listed in 2.3). • Targeted small group instruction for English Learners • Teacher PD for ELD strategies and instruction, informed by data, supporting academic English, and cultural competency/culturally responsive teaching • Progress monitoring to inform instruction • Grades monitoring and grading alternatives for English Learners <ul style="list-style-type: none"> i. opportunity to re-do assignments ii. providing additional assignments to support competency iii. Supports around group work <ul style="list-style-type: none"> 1) Teachers and Social Emotional Learning coaches (SELCs) will provide small groups | \$7,700 | Y |

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|-----|-------------------|---|---------|---|
| | | and one-on-one academic counseling as needed. | | |
| 2.3 | Newcomers Support | <p>ODA will provide specific support to meet the unique needs of English Learners who are newcomers to the United States.*</p> <ul style="list-style-type: none"> • Improving Newcomer students' transition to include understanding how to better meet their social and emotional needs by affirming their cultural backgrounds and experiences • Coordinate with Cañada College to place students in the correct ESL course; ELD SELC & academic advisor will partner with Canada college to monitor progress of language acquisition. • On-site English acquisition program for newcomer students and English learners. | \$7,700 | Y |

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment. |

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #1 Basic Services, #3 Parent Engagement, #5 Student Engagement, #6 School Climate. We developed this goal in order to ensure that our parents and students are fully engaged and that we build a school culture and climate that promotes a feeling of safety, social emotional growth, high parent satisfaction, high graduation rate, low suspension and expulsion rates, high attendance, low transfer rates, high teacher satisfaction and safe and clean facilities. We designed actions that address areas where we have not yet reached the 23-24 desired outcome: parent satisfaction, parent engagement, graduation rate, SEL Rubric scores, teacher satisfaction, chronic absenteeism, attendance, and transfer rate and to maintain our progress in areas where outcomes have previously been met. In order to maintain and continue to build a positive culture, these services must continue to be provided, especially for our Low Income students, English Learners, Foster Youth, and students with disabilities.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|-----------------------|-----------------------|-----------------------|-----------------------------|
| % of parents expressing satisfaction with ODA (based on parent survey) | 86% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 93% |
| % of parents who feel engaged in school decision-making (based on parent survey) | 81% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 85% |
| Cohort graduation rate | 92% | [Insert outcome here] | [Insert outcome here] | [Insert outcome here] | 95% |

| | | | | | |
|---|--|--|--|--|------|
| Suspension rate | 1.8% | | | | <5% |
| Expulsion Rate | 0% | | | | 0% |
| Average Daily Attendance | 93.9% | | | | 95% |
| Cohort Dropout Rate | 0% | | | | <5% |
| Chronic Absence Rate | 2018-19 - 9.5% | | | | <10% |
| Transfer Rate | 29% | | | | <10% |
| SEL Rubric: Aggregated scores of 4 out of 5 across SEL categories on MESH survey | 3.5 | | | | 4 |
| School safety Aggregate scores of 4 out of 5 across school safety questions on MESH survey | 4.2 | | | | 4 |
| % of teachers expressing satisfaction with school on annual community survey results | 85% | | | | 90% |
| % Parent & teacher positive feedback on school safety | Baseline (No data due to school closure) | | | | 85% |
| % of staff that leave ODA after 2 years | 0% | | | | <10% |
| School leaders rate the school condition as “adequate” on monthly walkthroughs. | Met | | | | Met |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|--|-------------|--------------|
| 3.1 | Parent Liaison | <ul style="list-style-type: none"> Plans and facilitates extensive community building with parents and families Responds to the needs of the families, including parent education classes Creates and maintains a diverse set of volunteer opportunities for parents/families, including those that can be done remotely or during non-business/school hours Oversees the Oxford Day Academy Student Teacher Parent Community (STPC) | \$82,500 | Y |
| 3.2 | Family Engagement Program | <p>Comprehensive Family Engagement Program *: This program is designed to increase parent and student engagement in school decision-making.</p> <ul style="list-style-type: none"> Board representation: Two parents are elected to the Board to provide feedback from family Saturday meetings and students share feedback from student meetings. Student Teacher Parent Community (STPC, formerly PYCAB): A community-building advisory board that encourages family involvement in Personalized Learning Plans for students with the SELC coaches and provides designated times for parents to give feedback to school leadership. Community Support Fund management, which provides financial support to special student populations in need Informal survey development throughout the year, as needed, to address issues and inform discussions. Regular review of attendance and planning of attendance Initiatives: Identifying students who are in need of attendance interventions and creating action plans with families. | \$46,031 | N |
| 3.3 | EPAACE Parent Center | <p>Partnership with East Palo Alto Association for Continuing Education (EPAACE) Parent Center *</p> <ul style="list-style-type: none"> Monthly parent meetings to go over student data, specialist speakers, Saturday programming | \$24,833 | Y |

| | | | | |
|-----|------------------------|---|----------|---|
| | | <ul style="list-style-type: none"> Provides parenting courses, such as financial literacy, mental or physical health services, and college counseling | | |
| 3.4 | Cultural Celebrations | <p>Cultural celebrations</p> <ul style="list-style-type: none"> Cesar Chavez celebration, Black History Month, International Women's month, Mexican independence day ODA Awards ceremony (end of every semester) Harambee (school assemblies) to gradually be facilitated by students Thanksgiving and Winter potlucks | \$0 | N |
| 3.5 | Attendance Initiatives | <p>We have formed a student engagement and parent outreach team to coordinate and oversee the tiered re-engagement strategies for students absent or disengaged from learning.</p> <p>Tier 1--If a student misses 2 classes in a week, executive assistants will reach out to parents.</p> <p>Tier 2--We will conduct virtual meetings if phone calls are unsuccessful and absences continue. We will send follow-up emails documenting contacts.</p> <p>Tier 3--If possible based on health guidance, social emotional coaches will conduct home visits to re-engage and develop a plan of support.</p> <p>All outreach will be conducted in languages other than English as needed.</p> | \$28,000 | N |
| 3.6 | Restorative Practices | <p>a) Restorative Practices</p> <ul style="list-style-type: none"> - Community gatherings (Harambe) via zoom are used to address infractions or school-wide issues such as chronic tardiness, classroom conduct and any kind of harm that has happened in our community. - Community gatherings (Harambe) via zoom are used to address infractions caused by an individual student or a group of students. - Students will ask questions to the student who has harmed the community by their actions, students will | \$45,375 | N |

| | | | | |
|--|--|---|--|--|
| | | <p>have a chance to explain behavior or actions and make a plan to repair the trust and community.</p> <ul style="list-style-type: none"> • - Student works with the admin to create a recovery plan which the student then communicates to the community. • - Student works with SELC and admin to communicate plans to family. • When there are more behavioral concerns and not necessarily an infraction that has taken place, the following protocol is implemented: <ul style="list-style-type: none"> • - Students are grouped by cohorts and Social Emotional Learning Coaches (SELCs) are assigned to each cohort. • - SELCs serve as the family-student-school liaison, • - If teachers are observing behavioral concerns of a particular student, the student's SELC is contacted and the SELC will arrange a meeting between student and teacher to discuss concerns and make plans accordingly. • - SELCs also communicate with parents when student concerns such as tardiness, and removal from a zoom classroom become an ongoing issue. • -SELCs also communicate with parents when student goals are met and when a teacher would like to send recognition of student's achievements to the parents through the SELC. • -more serious infractions are handled immediately and appropriately by the admin and leadership team. | | |
|--|--|---|--|--|

| | | | | |
|------|-----------------------------------|--|-----------|---|
| | | <ul style="list-style-type: none"> For students who offered independent study or home teaching as alternatives to expulsion, the district will offer these options with distance learning. Students and families can safely drop off and pick up materials while meeting COVID-19 safety measures. Students on home teaching may receive instruction through distance learning sessions. After COVID-19 restrictions are lifted, the district will support the student and family with any transition that is to take place. | | |
| 3.7 | School Culture Plan | <ul style="list-style-type: none"> Includes SELC, Personalized Learning Plans, consistent behavior and discipline procedures and expectations, and community building aligned to the school values in studio time, advisory, morning meeting and orientation. Social-Emotional Learning Coaches: Each student is assigned an SEL coach who stays with that student all 4 years to form a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals. Explicit teaching of social-emotional skills daily in studio time, and integration of social-emotional skills throughout the curriculum. Integration of school values throughout school culture and curriculum. Anti-Bullying Initiative Mental Health Support for students and families (linked to Student Support Team—SST from Goal 1) | \$120,000 | Y |
| 3.8 | Student Recruitment Plan | <ul style="list-style-type: none"> Engage all members of the school and local community Continue to Create partnerships within the community for social, health, and educational services for students and families Refine marketing and recruitment plan. | \$1,500 | N |
| 3.9 | Well-Maintained School Facilities | School leaders implement monthly walk-throughs to ensure the facility is clean and safe, maintained and in good repair. | \$260,582 | N |
| 3.10 | Health Protocols & Procedures | We will adopt new health protocols and implement per public health officials recommendations to prevent the spread of Covid-19. | \$15,000 | N |
| 11 | Safety Plan | We will design and implement targeted safety training for all students and staff members. | \$2,000 | N |

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 32% | \$355,682 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

1- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2020-21 NWEA MAP ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are not yet meeting their growth goals at high levels.

Our students have a need for a robust structure of student support to help them achieve their academic goals, and teachers need high quality professional development that supports them in implementing a rigorous academic program with a high degree of academic support. Our low-income students frequently enter 9th grade performing 3 - 4 grades below grade level. The additional student support structures, including summer institute, weekly office hours, bi-weekly tutoring, added enrichment and remediation classes, small group instruction, and added online learning programs all coordinate to help our students learn on grade level while simultaneously filling in gaps in prior learning. Unduplicated students benefit by having multiple additional options for getting support to reach their academic goals. Teacher professional development provides additional staff time and resources in support of providing professional development and coaching tailored to meet the needs of our low income students through practices proven effective in filling academic gaps and providing rigorous instruction. Unduplicated students benefit through their teachers being better equipped to address their unique needs for academic support, for culturally responsive pedagogy, for trauma-informed practices, and for developing students as critical thinkers. Our students, many of whom may be the first in their family to attend college, need college counseling that actively engages and supports them in navigating the process of preparing for college and career. The college and career counseling action provides additional staffing to monitor progress toward graduation, develop plans for intervention and credit recovery where needed, communicate with parents and students about student progress, and to help students navigate college selection and applications aligned to their career interests.

Actions

Student Support Structures

Expected Outcomes

These actions are available to all students in order to promote an integrated program. By implementing the identified actions, we believe these actions will be effective for our Low Income, Foster Youth and English learners because they will help ensure steady growth in our academic outcomes, such as SBAC ELA and Math, high rates of course passing grades. We plan to use interim assessment data to gauge progress throughout the year.

2- English Learner Supports-- Integrated, Designated and Newcomers

Needs, Conditions, Circumstances

We have developed a focus goal to highlight and prioritize the needs of our English Learners. We were pleased to note in the 2019 Dashboard that 59.1% (high) of our English Learners made progress toward English Language Proficiency. Our reclassification rate was 0% for 2019-20. We want to make sure that our English Learners are making progress and reclassifying at high rates. In order to meet these objectives, our students need a comprehensive program of Integrated and Designated ELD, plus additional supports for Newcomers. Our English learners will benefit from this action by having additional staff time devoted to monitoring their progress and providing ELD instruction weekly, including specific time and programming for our Newcomers.

Actions

Integrated ELD

Designated ELD

Newcomers Supports

Expected Outcomes

We believe these actions will be effective in meeting this goal for English learners because they will help them to more quickly progress in their English Language Acquisition. By implementing these actions, we expect our English Learner Progress Indicator to remain high and increase, and our reclassification rate to increase significantly.

3- Engagement, Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Red level. We improved greatly in this area over 2019-20, with an overall rate of 1.8% suspension and zero expulsions. In 19-20, our Social Emotional Learning rubric overall score averaged 3.5, and our goal is 4.0. We also know that a positive climate and culture form a critical foundation for academic success. We find

that our students need additional support in the areas of engagement, climate and culture and benefit from restorative practices and a rich and celebratory school culture in order to thrive.

To support these needs, we are providing additional parent support through our Parent Liaison and our partnership with EPA ACE to provide family outreach, monthly parent meetings and parenting courses to increase the capacity of our parents to partner in support of their students' learning. Our School Culture Plan is designed to include additional support to benefit our Low income students, English learners, and Foster Youth by providing intensive and personalized support. We have added Social Emotional Learning Coaches to provide small group and 1 on 1 check-ins with students on an ongoing basis in order to build strong relationships between the school and the parents and students, to help the students set and achieve short and long-term academic, SEL, and college/career goals. We are also adding mental health support in response to the need we have seen among our Unduplicated students for counseling.

Actions

Parent Liaison

EPA ACE Parent Center

School Culture Plan

Expected Outcomes

These actions are available to all students in order to promote an integrated program. We believe these actions will be effective in meeting this goal because these actions are designed to build strong relationships between students and parents and the school, to help our Unduplicated students to be fully engaged in learning, and to make available additional personalization for these students according to their needs. By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate, high scores on the SEL rubric, and positive indicators that students feel safe and connected to the Oxford Day Academy.

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

1- Academic Growth and Achievement

Actions

Student Support Structures

Teacher Professional Development

College Counseling

Student Support Structures increase the amount of support available to English learners, low income students and foster youth by providing them additional opportunities outside of class time to receive support and tutoring, and by providing them technology that provides the opportunity to practice skills in adaptive online learning platforms.

Teacher Professional Development increases the quality of instruction by developing teachers' ability to provide English learners, low income students, and foster youth a rigorous academic model with high support.

College Counseling increases the support available to our English learners, low income students, and foster youth to learn about and complete the processes required to prepare for and apply to college and prepare for successful careers. They receive additional progress monitoring and hands-on support with credits monitoring, college and career exploration, and college applications.

We will monitor progress for our Unduplicated students in NWEA MAP three times annually and grades data quarterly to ensure the actions are bringing the expected progress for these students. The school leadership team will review the annual academic outcomes such as SBAC, AP, IEP goal completion, and survey data to ensure that our students make steady progress toward the measurable outcomes.

2- English Learner Supports

Actions

Integrated ELD

Designated ELD

Newcomers Supports

English Learner supports, including Integrated ELD, Designated ELD, and Newcomers Supports increase the amount of targeted support our English Learners receive in order to successfully progress in English Language proficiency and to reclassify.

The school leadership team will monitor progress for our English learners to determine the effectiveness of the integrated and designated ELD support. We will also increase support of Newcomer students' transition to include understanding how to better meet their social and emotional needs by affirming their cultural backgrounds and experiences. We will review the annual academic outcomes of Reclassification rates and ELPAC scores to ensure that our students make steady progress toward the measurable outcomes.

3- Engagement, Climate and Culture

Actions

EPA ACE Parent Center

Restorative Practices

School Culture Plan

Our partnership with EPA ACE Parent Center increases the amount of opportunities our parents and guardians of English learners, low income, and foster youth students have to access training and support through parenting courses and monthly parent meetings on topics that increase their ability to support their students in learning.

Our School Culture Plan increases the one-on-one and small group personalized support our English learners, low income, and foster youth students receive in order to succeed through Social Emotional Learning Coaches and SEL instruction, plus mental health support. These actions contribute to a positive climate and foster students' social emotional learning. A positive climate, differentiated supports, and social emotional learning have all been shown effective in reducing suspensions.

We will monitor progress for our Unduplicated students annually in parent engagement and satisfaction, student engagement (attendance, chronic absenteeism, graduation, transfer and dropout rates), climate (suspension and expulsion, SEL Rubric, climate survey) The school leadership team will review the data on these indicators to ensure that our students make steady progress toward the measurable outcomes.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

| Totals by Type | | Total LCFF Funds | Total Funds |
|-------------------|--|------------------|-------------|
| Total: | | \$ 356,213 | \$ 356,213 |
| LEA-wide Total: | | \$ 340,813 | \$ 340,813 |
| Limited Total: | | \$ 15,400 | \$ 15,400 |
| Schoolwide Total: | | \$ - | \$ - |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|-------------------------------------|----------|-------------------------------|----------|------------|-------------|
| 1 | 1 | Core Curriculum and Assessments | LEA-wide | | | \$ 6,000 | \$ 6,000 |
| 1 | 1 | | LEA-wide | | | \$ 4,120 | \$ 4,120 |
| 1 | 1 | | LEA-wide | | | | \$ - |
| 1 | 1 | | LEA-wide | | | | \$ - |
| 1 | 1 | | LEA-wide | | | \$ 20,000 | \$ 20,000 |
| 1 | 1 | Enrichment | | | | \$ 9,000 | \$ 9,000 |
| 1 | 1 | | | | | \$ 118,900 | \$ 118,900 |
| 1 | 1 | | | | | \$ 4,000 | \$ 4,000 |
| 1 | 2 | | LEA-wide | | | \$ 30,000 | \$ 30,000 |
| 1 | 2 | | | | | \$ 2,000 | \$ 2,000 |
| 1 | 2 | Student Support Structures | | | | | \$ - |
| 1 | 2 | | | | | | \$ - |
| 1 | 2 | | | | | | \$ - |
| 1 | 2 | | | | | | \$ - |
| 1 | 2 | | | | | | \$ - |
| 1 | 3 | Special Education | | | | | \$ - |
| 1 | 3 | | LEA-wide | EL, Low Income, Foster | | \$ 7,160 | \$ 7,160 |
| 1 | 3 | | LEA-wide | EL, Low Income, Foster | | \$ 89,320 | \$ 89,320 |
| 1 | 3 | | LEA-wide | | | | \$ 14,420 |
| 1 | 3 | | LEA-wide | EL, Low Income, Foster | | \$ 2,000 | \$ 2,000 |
| 1 | 3 | Teacher Professional Development | LEA-wide | EL, Low Income, Foster | | \$ 6,000 | \$ 6,000 |
| 1 | 3 | | | | | | \$ - |
| 1 | 4 | | Limited | | | | \$ 112,200 |
| 1 | 4 | | Limited | | | | \$ 10,000 |
| 1 | 4 | | | | | | \$ - |
| 1 | 4 | Highly Qualified Staff and Teachers | | | | | \$ - |
| 1 | 4 | | | | | | \$ - |
| 1 | 4 | | | | | | \$ - |
| 1 | 4 | | | | | | \$ - |
| 1 | 4 | | | | | | \$ - |
| 1 | 5 | Student Support Structures | LEA-wide | EL, Low Income, Foster | | \$ 25,000 | \$ 25,000 |
| 1 | 5 | | LEA-wide | | | | \$ 45,375 |
| 1 | 5 | | LEA-wide | | | | \$ 5,000 |
| 1 | 5 | | LEA-wide | EL, Low Income, Foster | | \$ 6,000 | \$ 6,000 |
| 1 | 5 | | | | | | \$ - |
| 1 | 5 | Teacher Professional Development | | | | | \$ - |
| 1 | 5 | | | | | | \$ - |
| 1 | 5 | | | | | | \$ - |
| 1 | 5 | | | | | | \$ - |
| 1 | 5 | | | | | | \$ - |
| 1 | 6 | Highly Qualified Staff and Teachers | LEA-wide | | | \$ 357,280 | \$ 357,280 |
| 1 | 6 | | | | | | \$ - |
| 1 | 6 | | | | | | \$ - |
| 1 | 6 | | | | | | \$ - |
| 1 | 6 | | | | | | \$ - |

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|---|---|-----------------------------|----------|------------------------|----|-------|-----------|-------|--------|--------|
| 1 | 6 | | LEA-wide | | \$ | 3,464 | \$ | 3,464 | \$ | 3,464 |
| 1 | 6 | | | | | | \$ | | \$ | - |
| 1 | 6 | | | | | | \$ | | \$ | - |
| 1 | 6 | | | | | | \$ | | \$ | - |
| 1 | 6 | | | | | | \$ | | \$ | - |
| 1 | 6 | | | | | | \$ | | \$ | - |
| 1 | 6 | | | | | | \$ | | \$ | - |
| 1 | 7 | College & Career Counseling | LEA-wide | EL, Low Income, Foster | | \$ | 44,000 | \$ | 44,000 | 44,000 |
| 1 | 7 | | | | | | \$ | | \$ | - |
| 1 | 7 | | LEA-wide | EL, Low Income, Foster | | \$ | 9,000 | \$ | 9,000 | 9,000 |
| 1 | 7 | | | | | | \$ | | \$ | - |
| 1 | 7 | | | | | | \$ | | \$ | - |
| 1 | 7 | | | | | | \$ | | \$ | - |
| 1 | 7 | | | | | | \$ | | \$ | - |
| 2 | 1 | Integrated Support | LEA-wide | EL | | | | \$ | | - |
| 2 | 1 | | | | | | \$ | | \$ | - |
| 2 | 1 | | | | | | \$ | | \$ | - |
| 2 | 1 | | | | | | \$ | | \$ | - |
| 2 | 2 | Designated Support | Limited | EL | | \$ | 7,700.00 | \$ | 7,700 | 7,700 |
| 2 | 2 | | | | | | \$ | | \$ | - |
| 2 | 2 | | | | | | \$ | | \$ | - |
| 2 | 2 | | | | | | \$ | | \$ | - |
| 2 | 2 | | | | | | \$ | | \$ | - |
| 2 | 2 | | | | | | \$ | | \$ | - |
| 2 | 3 | Newcomers Supports | Limited | EL | | \$ | 7,700.00 | \$ | 7,700 | 7,700 |
| 2 | 3 | | | | | | \$ | | \$ | - |
| 2 | 3 | | | | | | \$ | | \$ | - |
| 2 | 3 | | | | | | \$ | | \$ | - |
| 2 | 3 | | | | | | \$ | | \$ | - |
| 2 | 3 | | | | | | \$ | | \$ | - |
| 3 | 1 | Parent Liaison | LEA-wide | EL, Low Income, Foster | | \$ | 82,500.00 | \$ | 82,500 | 82,500 |
| 3 | 1 | | | | | | \$ | | \$ | - |
| 3 | 1 | | | | | | \$ | | \$ | - |
| 3 | 1 | | | | | | \$ | | \$ | - |
| 3 | 1 | | | | | | \$ | | \$ | - |
| 3 | 1 | | | | | | \$ | | \$ | - |
| 3 | 1 | | | | | | \$ | | \$ | - |
| 3 | 2 | Family Engagement Program | | | | | | \$ | | - |
| 3 | 2 | | | | | | | \$ | | - |
| 3 | 2 | | | | | \$ | 45,375.00 | \$ | 45,375 | 45,375 |

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[illegible]

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[illegible]

Total Expenditures Table

| Totals | | LCFF Funds | Other State Funds | Local Funds |
|--------|--|--------------|-------------------|-------------|
| Totals | | \$ 1,279,465 | \$ 112,200 | \$ - |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds |
|--------|----------|---------------------------------|------------------|------------|-------------------|
| 1 | 1 | Core Curriculum and Assessments | | \$ 6,000 | |
| 1 | 1 | | | \$ 4,120 | |
| 1 | 1 | | | | |
| 1 | 1 | | | | |
| 1 | 1 | | | \$ 20,000 | |
| 1 | 1 | | | \$ 9,000 | |
| 1 | 1 | | | \$ 118,900 | |
| 1 | 1 | | | \$ 4,000 | |
| 1 | 2 | Enrichment | | | |
| 1 | 2 | | | \$ 2,000 | |
| 1 | 2 | | | | |
| 1 | 2 | | | | |
| 1 | 2 | | | | |
| 1 | 2 | | | | |
| 1 | 2 | | | | |
| 1 | 2 | | | | |
| 1 | 3 | Student Support Structures | | | |
| 1 | 3 | | | \$ 7,160 | |
| 1 | 3 | | | \$ 89,320 | |
| 1 | 3 | | | | |
| 1 | 3 | | | \$ 2,000 | |
| 1 | 3 | | | \$ 6,000 | |
| 1 | 3 | | | | |
| 1 | 3 | | | | |
| 1 | 4 | Special Education | | | \$ 112,200 |
| 1 | 4 | | | | |

| | | | | |
|---|---|-------------------------------------|----|---------|
| 1 | 4 | | | |
| 1 | 4 | | | |
| 1 | 4 | | | |
| 1 | 4 | | | |
| 1 | 4 | | | |
| 1 | 5 | Teacher Professional Development | \$ | 25,000 |
| 1 | 5 | | | |
| 1 | 5 | | | |
| 1 | 5 | | \$ | 6,000 |
| 1 | 5 | | | |
| 1 | 5 | | | |
| 1 | 5 | | | |
| 1 | 6 | Highly Qualified Staff and Teachers | \$ | 357,280 |
| 1 | 6 | | \$ | 3,464 |
| 1 | 6 | | | |
| 1 | 6 | | | |
| 1 | 6 | | | |
| 1 | 6 | | | |
| 1 | 7 | College & Career Counseling | \$ | 44,000 |
| 1 | 7 | | | |
| 1 | 7 | | \$ | 9,000 |
| 1 | 7 | | | |
| 1 | 7 | | | |
| 1 | 7 | | | |
| 2 | 1 | Integrated Support | | |
| 2 | 1 | | | |
| 2 | 1 | | | |
| 2 | 1 | | | |
| 2 | 1 | | | |

[illegible]

| Activity | Frequency | Duration | Cost |
|-----------------------------------|-----------|----------|-----------|
| EPA ACE Parent Center Partnership | 2 | 3 | \$ 515 |
| | 2 | 3 | \$ 24,318 |
| | 3 | 3 | |
| | 3 | 3 | |
| | 3 | 3 | |
| | 3 | 3 | |
| | 3 | 3 | |
| | 3 | 3 | |
| | 3 | 3 | |
| | 3 | 3 | |
| Cultural Celebrations | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| | 4 | 3 | |
| Attendance Initiatives | 5 | 3 | \$ 28,000 |
| | 5 | 3 | |
| | 5 | 3 | |
| | 5 | 3 | |
| | 5 | 3 | |
| | 5 | 3 | |
| | 5 | 3 | |
| | 5 | 3 | |
| | 5 | 3 | |
| | 5 | 3 | |
| Restorative Practices | 6 | 3 | \$ 45,375 |
| | 6 | 3 | |
| | 6 | 3 | |
| | 6 | 3 | |
| | 6 | 3 | |
| | 6 | 3 | |

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|---|----|-----------------------------------|----|---------|
| 3 | 6 | | | |
| 3 | 6 | | | |
| 3 | 6 | | | |
| 3 | 6 | School Culture Plan | | |
| 3 | 7 | | \$ | 45,000 |
| 3 | 7 | | | |
| 3 | 7 | | | |
| 3 | 7 | | | |
| 3 | 7 | | | |
| 3 | 7 | | | |
| 3 | 7 | | | |
| 3 | 7 | | | |
| 3 | 8 | Student Recruitment Plan | \$ | 1,500 |
| 3 | 8 | | | |
| 3 | 8 | | | |
| 3 | 8 | | | |
| 3 | 8 | | | |
| 3 | 8 | | | |
| 3 | 8 | | | |
| 3 | 8 | | | |
| 3 | 8 | Well-maintained School Facilities | \$ | 3,000 |
| 3 | 9 | | \$ | 3,882 |
| 3 | 9 | | \$ | 21,500 |
| 3 | 9 | | \$ | 15,000 |
| 3 | 9 | | \$ | 217,200 |
| 3 | 9 | | | |
| 3 | 9 | | | |
| 3 | 9 | | | |
| 3 | 10 | Health Protocols and Procedures | \$ | 5,000 |
| 3 | 10 | | \$ | 10,000 |
| 3 | 10 | | | |

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3

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Safety Plan

11

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\$

2,000