



**Responses to LCAP Questions/Feedback from Parent Advisory Committees**

*The following document is a summary of trends and input provided by parent and community input through our educational partner engagement process. Based on feedback, input, and suggestions additional LCAP actions and services, as well as revisions, were shared to the Charter Board during a public hearing on April 13<sup>th</sup> 2023 for First Read followed by another Charter Board Meeting held on May 11th 2023 for final approval. Please review the document below to see the feedback outlined by Dr. DeLuca, Executive Director.*

**Summary of the educational partner process and how educational partner engagement was considered before finalizing the LCAP.**

Mueller and Bayfront believe that gathering input from educational partners can be done in both formal and informal settings and can impact decision-making tremendously. Mueller and Bayfront received input on the LCAP utilizing distinct methods to assure educational partners had opportunities to provide suggestions before finalizing the LCAP. We obtained input from staff utilizing our various leadership groups. We provided staff an opportunity to provide input by way of a survey and also feedback sessions that occurred during the various meetings and committees listed below. As part of the process, student groups for which we were identified for Additional Targeted Improvement Interventions and Support (ATSI) were discussed as a part of these sessions. ( Students with Disabilities, African- American Students- Suspension & Chronic Absenteeism) .

Mueller Charter School/ Bayfront Charter developed the LCAP through our engaging educational partners engagement cycle which included the following:

Certificated and Classified Personnel -input sessions and provided surveys and shared documents (February 22, 2023 - March 2023) Charter Helper Input Sessions

Instructional Leadership Teams- ILT at Mueller/ Bayfront provided input for LCAP actions and services. (February 13, 2023 & 2.27. 23, Mueller - February 21st- BCHS)

Resiliency Monitoring ( Comprehensive Student Monitoring )/Support Staff Meetings - Provided input on tiered interventions for students in need of academic and/or social emotional support as well as organizational trends. This team also looked closely at data for our Homeless/FY, English Learners, Low Income and Students with Disabilities. (January- February 2023)

Parent Council/Bayfront Community Council ( monthly meetings)( Parent Advisory Committees) - (February 16th & February 15th) Mueller and Bayfront continue to emphasize the importance of parent input in school-wide decision making. The Parent Council ( at Mueller) and Community Council ( at Bayfront Charter High School) provided input into the plan and also strategies and actions the school could implement to support all students. General meetings included an overview on the LCAP drafted goals and gathering ideas about specific actions to support student learning. We had parent representatives with children who are multilingual learners and receiving special education services.

Family Community/Surveys- ( February 26, 2023- March 14)We also sent out multiple parent surveys to gather additional input throughout the school year. Parents were provided a link for a parent survey related to LCAP on multiple occasions and provided informal feedback during virtual home visits and parent conferences throughout the year.

District English Language Advisory Committee (meetings occur every trimester February 23, 2023)- School Site personnel reviewed specific supports provided for Multilingual Learners (English Learners) and provided input regarding how we continue to support students and families.

Leadership Council consists of representatives including teachers from different grade levels, support staff and classified staff as well as the administrative team. They meet monthly to provide input on school-wide plans and decision-making. Their goal is to monitor progress towards the school's mission. They also provided input and feedback on the plan as it relates to goals and activities. (February 6th-MCS & February 14th- BCHS)

Leader in Me Lighthouse Team- provided input on actions and services as well as were able to complete staff survey. (March & April 2023)

Charter Board-The Charter Board meets monthly and provides input on our school goals and site specific plans for instructional improvement. The Board is made up of parent representatives, community members, teachers and staff, high school student/s, and administrators. The LCAP was taken to a Public Charter Board Meeting April 13, 2023 for first read and open to public comments. The plan and goals were developed based on input from the Board as well as they will provide final approval of our plan at a Charter Board meeting on May 11, 2023.

Monthly meetings with CVESD Special Education Coordinator to discuss Student with Disabilities and on-going data trends.

Student Advisory Groups including, Kindness Council ( Grades 4-6) MCLA Student Council, (Grades 7-8), Leader in Me Student Ambassadors, Mueller Connect Crew and ASB (9-12)- provided LCAP feedback through engagement sessions facilitated by site staff at both Mueller and Bayfront.. We also looked at available data from our Leader in Me student survey and California Healthy Kids Survey ( CHKS). (March-April 2023)

**Summary of the trends feedback provided by parent/community stakeholder groups.**

**Goals for LCAP 23-24**

**Goal 1 PUPIL OUTCOMES**

Students will demonstrate progress toward mastery of all grade level standards by any academic measure.

**Goal 2 CONDITIONS OF LEARNING**

Students will have access to a comprehensive, K-12 system of services that promote socio-emotional, psychological, and physical health and well-being.

**Goal 3: ENGAGEMENT**

Mueller and Bayfront will collectively develop an integrated, PreK-12 learning continuum targeting technology, VAPA, and 21st Century skills, fostering a “college and career-going” culture.

**Goal 4: Educational Partners will increasingly advocate for the mission of the charter through an equity lens in which we promote student, parent and community voice.**

The following themes outline input provided by educational partner groups:

Student representatives from the elementary, middle and high school provided input related to the LCAP.

Below is the summary of their feedback:

- Continue to improve mental health and social emotional, additional counseling, groups for students that need help, provide counseling resources, sessions on topics and assemblies.
- Provide activities and enrichment after school that promote physical well-being
- Utilizing multiple modes of communication to provide important information including grade messaging such as Jupiter and online communication tools.
- Continue in person college visits and to learn more about various careers
- In regards to attendance- continue assemblies, recognition and provide incentives for good attendance, raffles at the end of the week for good attendance, more fun activities at school to promote good attendance
- In regards to how to support with academics, students shared that access to teachers and tutoring was beneficial
- Peer tutoring opportunities
- More leadership opportunities for students around campus

Parents/ Community Feedback:

- Continue to implement tutoring and extended learning opportunities to support student's academics
- Providing students with more activities based on their interests beyond the school day
- Additional mental health classes, counseling and focus on wellness, and life skills
- Layered communication with updated school calendars with school activities

- In regards to attendance, continuing positive incentives including awards, encouragement from teachers and staff and certificates and also prizes if available
- Additional counseling services
- Support College /Career by providing guidance on the student's career and college education goals as needed. ( i.e strengths based inventories to choose a career path)
- Additional Trainings for parents ( i.e. supporting social emotional, technology, Leader in Me, supporting their students academics)
- In terms of supporting Multilingual Learners, feedback included additional tutoring and small group support

Teacher/ Staff Feedback:

- Need for additional learning spaces for students
- Continue to provide access to technology and technology learning
- Continue social emotional supports - adding additional counseling services, wellness presentations and reoccurring wellness survey checks and initiatives for students and community
- Professional Learning for Teachers and staff ( Supporting Multilingual Learners, SWD with feedback provided, Writing Training, Content Specific PD- Math )
- Extend learning opportunities through continuing extended school year, summer program and tutoring
- Individualizing interventions, collaboration among staff for student specific needs
- Continue CTE development
- College & career ideas ( Junior Achievement, internships, career days)
- Continue to celebrate students and community
- Student Led conferences
- Continued layered communication to students and families including community/ parent meetings
- Continue VAPA opportunities
- Provide opportunities for students to celebrate their culture and being bilingual
- Additional Restorative Practices
- Continue building VAPA opportunities ( Music program development and enhancing opportunities for students)
- Study skills for students ( Add additional courses in the Master Schedule)
- Collaborate with high school for tutoring ( Cross-Age Tutoring Mueller-Bayfront)
- Adopting science curriculum for TK-8
- Math Curriculum pilot TK-8
- Continue Newcomers interventions for Multilingual Learners (English Learners)
- Attendance incentives
- Additional community building for staff and students to improve wellness
- Additional Math Intervention Teacher (9-12)
- Math Instructional Coach ( TK-8)

**Description of the aspects of the LCAP that were influenced by specific educational partner input.**

23-24

Below is an outline of specific aspects of the LCAP that were influenced by educational partner input:

- Continue extended year and extended day to provide additional instructional days for students- Goal 1
- Math Pilot ( TK-8 site ) - Goal 1
- Math focused professional learning - Goal 1
- Math Intervention Positions ( Goal 1- 1 full time positions Grades 9-12)
- Math Instructional Coach ( Goal 1- 1 full time position Grades TK-12)
- Utilizing site based training experts for professional learning - Goal 1
- Students with Disabilities Supports and supplemental intervention strategies - Goal 1 ( additional instructional assistants for high school, full time psychologists at each site, additional days for all SPED staff)
- Student Group monitoring for Behavior and Chronic Absenteeism ( Goal 2 SWIS TK-12 implementation)
- Resiliency Monitoring Process (TK-12 for comprehensive monitoring of all student groups) - Goal 1 & Goal 2
- Cross Age Tutoring, peer tutoring - Goal 1
- Promote attendance and student engagement through incentives and positive recognition for students ( need to get back to where we were in terms of attendance reward personal and ) - Goal 2
- Additional social emotional/ Mental Health Supports for students and Staff - investment in training, curriculum and staffing. We added an additional counselor at the TK-8 site, lead counselor position (9-12) and a Coordinator of student support services (Tk-12).- Goal 2
- Community School Grant Position ( Goal 4- Funded by Community School Grant)
- Additional Art Supplies and position ( Goal 2- funded by Art Music Grant)
- Partnership with mental health providers for students ( Nueva Vista and Chula Vista Collaborative) - Goal 2
- 2 PE Positions at Mueller - Goal 2
- Full time school psychologist at both sites- Goal 1 & 2
- Campus beautification and Facilities Improvements ( need for additional space)- Goal 2
- Additional mental health partnerships- Goal 2
- Additional learning spaces on both campuses - Goal 2- - Pursuing a second off site space for middle school science ( Goal 1 - Fleet Science )
- Continue Junior Achievement expand college and career focus to younger students -Goal 3
- Investment of Technology ( 1:1. device ratio) - Goal 3
- IT support and Service - Goal 3 ( increased cost across both sites)
- Funding for ELD classes to attend career and college field trips for job embedded skills - Goal 3
- Continue to invest in identifying and providing supplies and resources for homeless and FY - Goal 2
- Additional counselor at Mueller will focus on Homeless, FY , Low Income and Multilingual Learners (English Learners) - Goal 2
- Additional training opportunities - Goal 4
- Parent engagement ( community events, student led conferences)- Goal 4

- Improved communication via social media- Goal 4 ( public relations )
- Increased communication Goal 2 - Marquee for the high school
- Mentoring Partnership- Goal 2
- We will add additional support positions and summer school opportunities for our highest need students- Goal 1
- Addition of instructional coach and Reading intervention teacher and Math intervention- Goal 1
- Newcomer support and intervention position to support Multilingual Learners (English Learners)-Goal 1
- Continue to provide access to technology through the purchase of devices, technology support and technology learning for students.- Goal 3
- Continue implementation of Multilingual Learners( English Learner Supports), which include resources to support EL's and Professional Development for teachers- Goal 1
- Continued investment in curriculum to support all academic areas ( Math, ELA, Science, ELD ) - Goal 1
- CTE development - Goal 3
- Career focused activities and strategies - Goal 3
- In person college visits- Goal 3
- Continued investment in VAPA teachers across both sites - Goal 3
- Restorative Practices Staff Training -Goal 2
- Continue to gather community voice through our structures and forums to elevate student, parent/community and staff voice.- Goal 4
- Additional Targeted Supports and Improvement Strategies ( embedded across goal areas related to SWD and African-American Students-Chronic Absenteeism /Suspension Rates)