



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 14th 2022 for First Read followed by another Charter Board Meeting held on May 12th 2022 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 received input on the LCAP utilizing distinct modalities 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.

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 (March-April 2022)

Instructional Leadership Teams- ILT at Mueller/ Bayfront provided input for LCAP actions and services. (March- April 2022)

Resiliency Monitoring (Comprehensive Student Monitoring)/Support Staff Meetings - Provided input on tiered interventions for students in need of academic and/or social emotional supports as well as organizational trends. This team also looked closely at data for our Homeless/FY, English Learners, Low Income and Students with Disabilities. (February- April 2022)

Parent Council/Bayfront Community Council (monthly meetings)(Parent Advisory Committees) - Mueller and Bayfront continues to emphasis 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 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. (February-April 2022)

District English Language Advisory Committee (meetings occur every trimester)- School Site personnel reviewed specific supports provided for English Language Learners and provided input regarding how we continue to support students and families. (February-April 2022)

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 and more if necessary to provide input on school-wide plans and decision-making. Their goal is to monitor progress towards the schools mission. They also provided input and feedback on the plan as it relates to goals and activities. (February-April 2022)

Leader in Me Lighthouse Team- provided input on actions and services as well as were able to complete staff survey. (March- April 2022)

Charter Board - Our Charter Board meets monthly and provides input on our school goals and site specific plans for instructional improvement. The LCAP was taken to a Public Charter Board Meeting April 14, 2022 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 12, 2022.

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) Student Council, (Grades 7-8), Leader in Me Student Ambassadors, and Student Advisory Board (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). (February-April 2022)

**Summary of the trends feedback provided by parent/community stakeholder groups.
Goals for LCAP 21-22**

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.

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
- 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
- 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 (i.e bleachers, sun shades, more outside seating areas)- Goal 2
- Additional mental health partnerships- Goal 2
- Additional learning spaces on both campuses - Goal 2
- Continue Junior Achievement expand college and career focus to younger students -Goal 3
- Investment of Technology (Freshmen laptops at Bayfront and wifi/infrastructure) - Goal 3
- IT support and Service - Goal 3
- 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 English Learners - Goal 2
- Parents- providing more 7 habits and additional training opportunities - Goal 4
- Parent engagement (community events, Bayfront block party)- Goal 4
- Improved communication via social media- Goal 4
- To mitigate learning loss, we will add additional support positions and summer school opportunities for our highest need students

- Addition of instructional coach and Reading intervention teacher and Math intervention- Goal 1
Newcomer support and intervention position to support 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 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 (bring back in person college trips next year)- Goal 3
- Continued investment in VAPA teachers across both sites - Goal 3
- Culturally Responsive Teaching Training - Goal 1/4
- Continue to gather community voice through our structures and forums to elevate student, parent/community and staff voice.- Goal 4
- More experiential opportunities for English Learners as it relates to college and career-(Grades 9-12) Goal 3

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

- Feedback was provided by our various educational partners groups including students, staff and parent/ community based on the goals developed for LCAP listed below: We chose to continue our goals from the previous LCAP cycle.
- Goal 1: Adaptation and response to student and community needs will continue to drive our approach to attaining equitable outcomes for all students. We seek to continue to see academic growth and progress for all students.
- Goal 2: Access and expansion of services to comprehensive K-12 systems of services including social emotional, psychological, physical health and well- being.
- Goal 3: A continued focus on the development of 21st century skills, technology skills and VAPA with a continued focus on preparing students for college / career and beyond.
- Goal 4: Advocating for the mission of the charter with an equity lens, which promotes student, parent, and community voice

The following themes outline input provided by our educational partner groups:

- Student representatives from our 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 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.
- Return to in person assemblies were also listed as way of getting more important information to students
- Continue college visits and to learn more about various careers (paused due to COVID)
- 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
- Provide students with movement breaks, it is hard to be in front of a computer screen all day
- 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
- Continue to implement tutoring and extended learning opportunities to support student's academics
- Parents shared they were happy to have students return to campus in person 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 English Learners, feedback included additional tutoring and small group support.
- 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 (including supporting English Learners, At Risk Students, SWD with feedback provided, Writing Training, Content Specific PD)

- 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, professional career coaches to helps students)
- Continue to celebrate our students and community
- Student Led conferences
- Continued layered communication to students and families including community/ parent meetings