

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mueller Charter School

CDS Code: 37680236037980

School Year: 2021-22

LEA contact information:

Dr. Maureen K. DeLuca

Executive Director

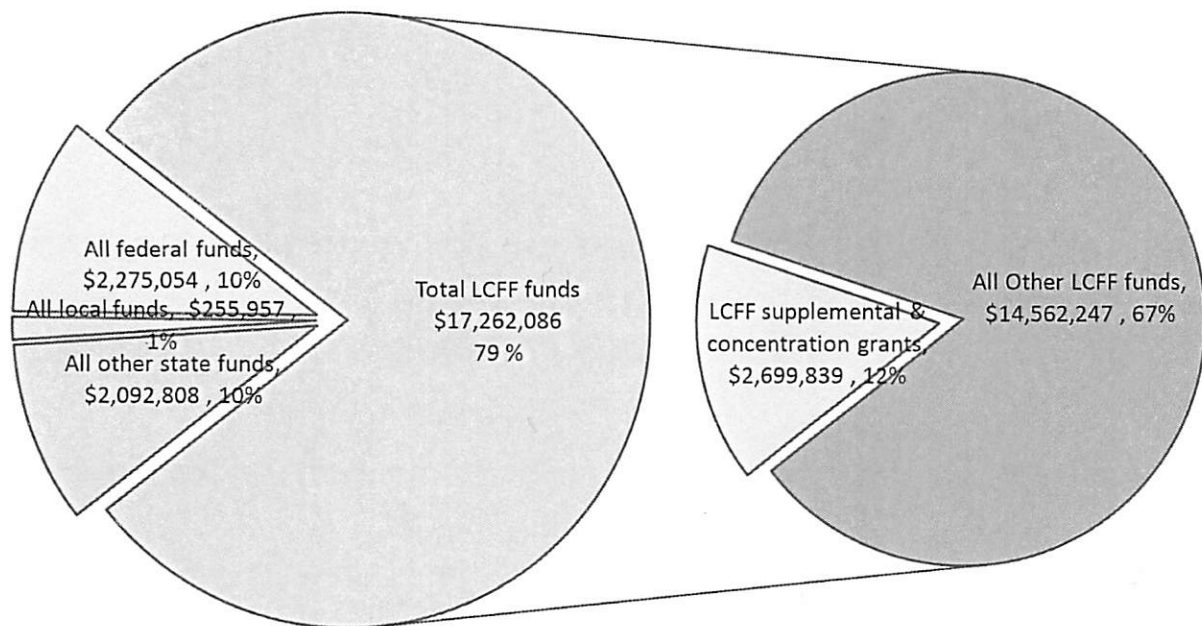
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619-422-6192

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



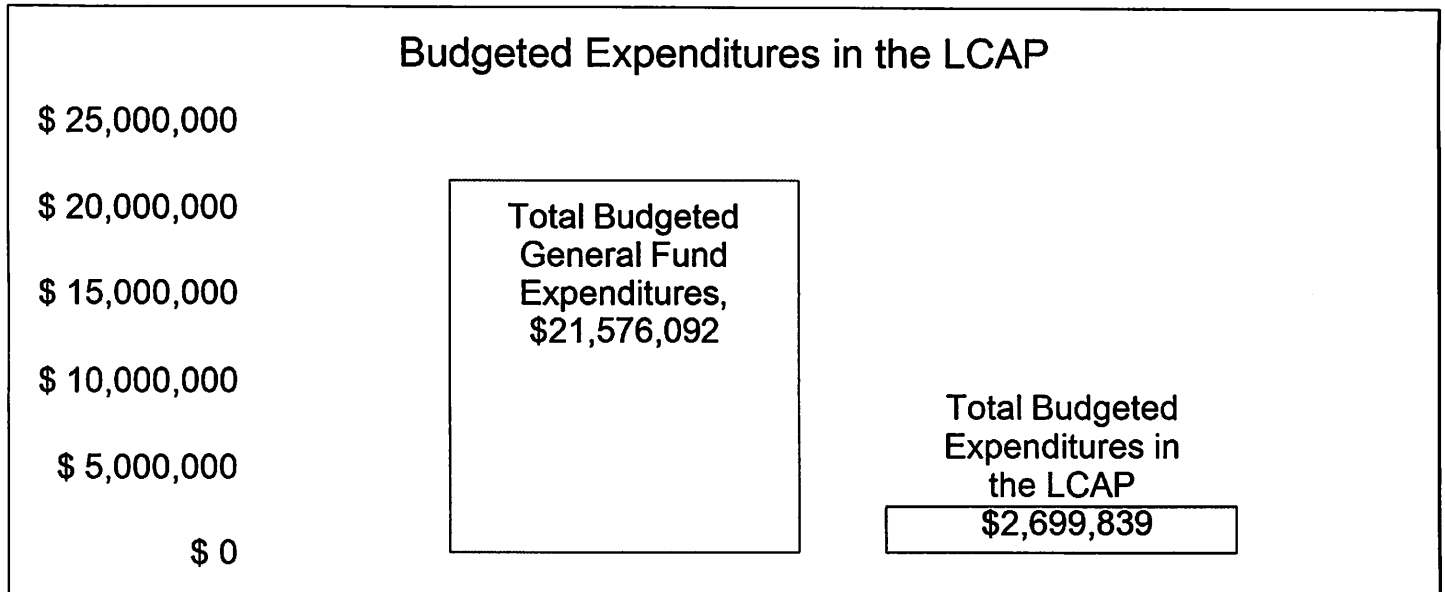
This chart shows the total general purpose revenue Mueller Charter School expects to receive in the coming year from all sources.

The total revenue projected for Mueller Charter School is \$21,885,905, of which \$17,262,086 is Local Control Funding Formula (LCFF), \$2,092,808 is other state funds, \$255,957 is local funds, and

\$2,275,054 is federal funds. Of the \$17,262,086 in LCFF Funds, \$2,699,839 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 Mueller Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Mueller Charter School plans to spend \$21,576,092 for the 2021-22 school year. Of that amount, \$2,699,839 is tied to actions/services in the LCAP and \$18,876,253 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

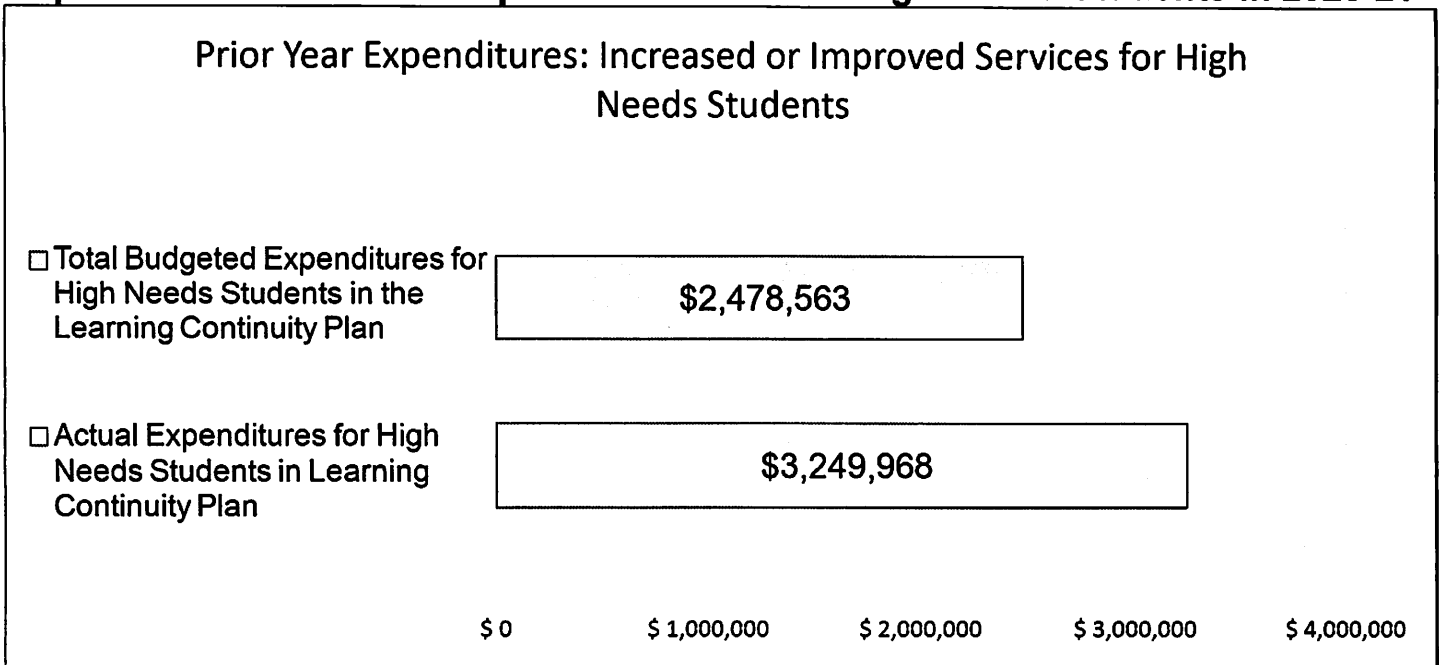
The general budget includes many operating expenditures that are not included in the LCAP such as chargeback fees to the school district, special education encroachment, utilities, rent and/or administrative costs that are fixed in nature.

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

In 2021-22, Mueller Charter School is projecting it will receive \$2,699,839 based on the enrollment of foster youth, English learner, and low-income students. Mueller Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Mueller Charter School plans to spend \$3,350,794 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 Mueller Charter School 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 Mueller Charter School 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, Mueller Charter School's Learning Continuity Plan budgeted \$2,478,563 for planned actions to increase or improve services for high needs students. Mueller Charter School actually spent \$3,249,968 for actions to increase or improve services for high needs students in 2020-21.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Mueller Charter School
CDS Code:	37680236037980
LEA Contact Information:	Name: Dr. Maureen K. DeLuca Position: Executive Director Email: maureen.deluca@cvesd.org Phone: 619-422-6192
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$17,262,086
LCFF Supplemental & Concentration Grants	\$2,699,839
All Other State Funds	\$2,092,808
All Local Funds	\$255,957
All federal funds	\$2,275,054
Total Projected Revenue	\$21,885,905

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$21,576,092
Total Budgeted Expenditures in the LCAP	\$2,699,839
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,350,794
Expenditures not in the LCAP	\$18,876,253

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$2,478,563
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$3,249,968

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$650,955
2020-21 Difference in Budgeted and Actual Expenditures	\$771,405

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The general budget includes many operating expenditures that are not included in the LCAP such as chargeback fees to the school district, special education encroachment, utilities, rent and/or administrative costs that are fixed in nature.



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

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

LEA Name	Contact Name and Title	Email and Phone
Mueller Charter School	Dr. Maureen K. DeLuca Executive Director	maureen.deluca@cvesd.org 619-422-6192

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

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 - Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities: See Below

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC (3-8,11 19-20 Demonstrate growth in proficiency or above in math and reading Baseline ELA- 45% M- 29%</p>	<p>In 2016-2017 59% of ALL students met or exceeded grade level expectations in ELA on SBAC. 44% of ALL students met or exceeded grade level expectations in Math on SBAC.</p> <p>In 2017-2018 62% of ALL students met or exceeded grade level expectations in ELA on SBAC. 49% of ALL students met or exceeded grade level expectations in Math on SBAC.</p> <p>In 2018-19 59% of ALL students met or exceeded grade level expectations in ELA on SBAC. 42% of ALL students met or exceeded grade level expectations in Math on SBAC</p>

Expected

Metric/Indicator

SAT, ACT (HS)

19-20

Demonstrate growth in Bayfront students SAT/ACT Test-taking rates.

Baseline

100% of Bayfront students took the PSAT and PSAT 10.

Metric/Indicator

CELDT

19-20

English Learners demonstrate growth in language proficiency on ELPAC.

Actual

19-2020 Due to COVID-19, SBAC was suspended for the 19-20 school year.

* While, we were not able to conduct the SBAC assessment, 65% of students in grade 2-8 met College and Career Readiness on Achieve 3000, which assesses Lexile growth.

In 2016-2017

100% of students at Bayfront took the PSAT during their junior year.

In 2017-2018

99% of Bayfront students took the PSAT 10 and PSAT. 49% (44 of 89 students) of Bayfront's First Graduating Class (Class of 2018) took the SAT.

In 2018-2019

100% of Bayfront 9th grade students took PSAT 9.
100% of Bayfront 10th grade students took PSAT 10.
94% of Bayfront 11th grade students took PSAT/NMSQT.
97% of Bayfront 11th grade students took SAT.

In 19-20,

52 students took the SAT.

* *The SAT data for 2019-20 reflects seniors taking the SAT for a second time, on their own and not at BCHS. SAT school day is typically given to all juniors in April but was cancelled due to COVID

116 students took the PSAT during the 19-20 school year.

In 2016-2017, 88 English Learners were reclassified with CELDT.

In 2017-2018, 107 English Learners were reclassified with ELPAC.

In 2018-19, 122 English Learners were reclassified with ELPAC.

Expected

Baseline
69.1%

Metric/Indicator
AP (HS)

19-20
Demonstrate growth in percentage of Bayfront students meeting AP passing rate (3+)

Baseline
No baseline as BCHS will not have students taking AP History until 2017-2018.

Metric/Indicator
A-G Courses (HS)

19-20
Demonstrate growth in percentage of Bayfront students meeting A-G Completion Rates

Baseline
No baseline as BCHS will not have seniors until 2018.

Metric/Indicator
MAP (NWEA)

19-20
Demonstrate growth in proficiency or above in math and reading.

Actual

CA Dashboard data (2019) indicated 48.9% made progress towards English language proficiency.

Bayfront graduated its first cohort in the Spring of 2018, therefore Honors or AP class data was not available for the 2016-17 school year.

In 2017-2018, 77% of Bayfront graduating seniors participated in Honors and/or AP classes.

In 2018-2019, 84% of Bayfront graduating seniors participated in Honors and/or AP classes.

In 19-20, 63.7% of Bayfront graduating Seniors that participated in Honors or AP classes.

Bayfront graduated its first cohort in the Spring of 2018, therefore A-G completion rates are not available for the 2016-2017 school year.

In 2017-18, Bayfront had their first graduating class and 72% of graduating seniors met or exceeded A-G requirements.

In 2018-2019, Bayfront had 72% of their graduating seniors met or exceeded A-G requirements.

In 19-20, 60% of Bayfront graduating Seniors met or exceeded A-G requirements.

Fall 2016-2017 MAP Testing Results

Reading: 23%
Language: 28%
Math: 9%

Expected

Baseline

R-16%, L-16%, M-6%

Actual

Fall 2017-2018 MAP Testing Results

Reading: 20%
Language: 19%
Math: 7%

Fall 2018-19 MAP Testing Results

Reading: 20%
Language: 17%
Math: 7%

In 2016-17 and 2017-18, MAP assessment testing results were both above the baseline results. However, there was a slight decline in results from 16-17 to 17-18 data, which we are working to address through structured systematic programs and interventions. The dip in scores can partially be attributed to an increase in the target scores to meet grade level standards.

In 19-20, MAP Data 1 mid-year assessment (January 2020)
Reading 29% of students K-8 met or exceeded standards.
Language 27% of students K-8 met or exceeded standards.
Math 19% of students K-8 met or exceeded standards.
* percentages correspond with cutpoints that align with CAASSP scores.

Actions / Services

**Planned
Actions/Services**

1.1 MAP assessments will be used to analyze student progress and make appropriate adjustments throughout the school year. (Subscription & personnel) For example 40 teachers administer MAP assessment 2x a year in Reading Language and Math. Primary teachers administer the assessment 3x a year and offer support and assistance to primary students .

**Budgeted
Expenditures**

1103 Supplemental & Concentration \$85,000

**Actual
Expenditures**

1103 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$85, 000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 Provide BCHS staff development in AP strategies as well as broadening equity and access to course work.	1103-1323 Supplemental & Concentration \$5,000	1103 1000-1999: Certificated Personnel Salaries Title II \$5000.00
1.3 Teachers will develop and improve their ELD teaching skills by staying current with research based instructional practices through professional development, training sessions, and attending conferences.	4300, 1103 1000, 3000, 5000 Supplemental & Concentration 30000	1103, 4300 1000, 3000, 4000, 5000 Supplemental & Concentration 38157
1.4 MCS and Bayfront Staff will develop grade level appropriate action plan for Professional development to articulate and address top priorities.	1103-1323 Supplemental & Concentration \$5,000	1103 1000, 3000 Supplemental & Concentration 5450
1.5 Middle school teachers will make progress on acquiring authorization for teaching in single subject.	LCAP 1103 N/A	1103 1000-1999: Certificated Personnel Salaries Unrestricted Funds N/A
1.6 Provide extended day and extended year (Intersession) learning opportunities for all students, especially those in targeted groups. (195 days in comparison to district calendar of 180) - salary and benefits for additional days for staff.	1103 and ER 1000, 3000 Supplemental & Concentration 826,595	1103 and ER 1000, 3000 Supplemental & Concentration 851,250
1.7 Update Classroom Libraries with goal of accumulating 1500 books per classroom.	4300 Supplemental & Concentration \$15,000	4300 4000 Supplemental & Concentration 15000

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 were able to implement the actions and services outlined in Goal1, which focused on academic growth and progress. Funds were utilized throughout the school year in making progress towards this goal and supporting student, families, teachers and staff. We continued our work towards supporting all of our students in their academic progress. We also continued with our extended year program. While we shifted to distance learning in the spring, we continued professional learning for teachers via a virtual setting and format.

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

Successes:

Mueller adapted and evolved to meet the needs of our students during an unprecedented school year. As an organization, we had a strong year focused on providing the best instruction and supports to see academic progress for all of our students and our critical subgroups. We continued to monitor student academic growth throughout the course of the year while providing meaningful intervention to our students. Our students continued to reap the benefits of an extended school year and an extended school day to continue their learning with 15 additional school days in comparison to district schools. We continued to utilize the extended day to provide meaningful tutoring and intervention time with our students most in need including students from our subgroups (English Learner, Homeless & Foster Youth and Low Income) .

Professional learning for staff was a critical element that continued throughout the school year despite the transition to a distance learning format. Our teachers received a yearly stipend to attend training in specific content areas. We also continued with professional development in line with our academic areas of focus for the school year in the areas of Mathematics, English Language Arts, supporting English Learners, collaborative conversations, social emotional learning and data analysis to drive instruction. At our high school, teachers who taught Advanced Placement courses attended a summer course on strategies to support students during AP classes.

Mueller Charter administers NWEA (MAP) assessments twice per year to students in grades 3-8 and three times per year to students in grades K-2 to monitor growth and determine areas of needed intervention. We also use Edulastic and Illuminate as formative assessment tools. The Achieve LevelSet is given three times per year to measure Lexile growth for students in grades 2-8.. We continued to use on-going summative and formative data to better inform our instructional practices at both sites. In addition, we also continued to develop our knowledge base in supporting our English Language Learners as well as our other critical subgroups through weekly professional learning and individualized work with our grade level teams. In the 19-20 school year, 65% of students 2-8 met College and Career Readiness. In addition, 99.2 % of seniors graduated on time.

While COVID-19 presented big challenges for educators in the spring, we rose to the opportunity and reinvented and responded to the needs of our school community. Bridging the digital divide was a critical component to assuring that students continued their learning during distance learning. We needed to provide access to our students and were able to provide over 1548 devices to students (TK-12) as well as over 68 hot spots to assure that they continued their learning.

Challenges:

Our school year was strong instructionally and we had a lot of momentum in terms of the academic growth of our students. The biggest challenges occurred in the Spring of 2020 with the onset of COVID-19. Like every school in the nation, we had to shift our approach to educating students in a Distance Learning format. Despite it's challenges, we continued to strive to provide our students with a high quality educational experience. We also continued to monitor their academic growth through formative and summative assessments during the period of Distance Learning. We continued to get feedback from families, staff and students on the needs they were experiencing.

The challenges we experienced were related to bridging the technology divide and to provide the necessary resources that students needed to access their education in a distance learning format. Once it was deemed safe to move forward with technology distribution, we were tasked with organizing a plan to reach our students in a timely fashion. We were able to distribute devices and hot spots to students in need from TK-12 as well as providing curriculum distribution. An aspect of difficulty was responding to technology support for devices that were having issues and also providing technology support to over 1600 students and their families. We understood the need for connectivity in assuring that our students continued their learning. The challenge continued to be responding and adjusting to this approach when students were not physically on campus. Conducting assessments via a distance learning format was also an area of growth but teachers continued to use data to analyze their student's growth.

In terms of the area of College and career readiness we saw a decrease in some areas such as the number of students that completed the SAT. Our SAT testing day is offered on campus and was suspended due to COVID-19. In 2018-2019, Bayfront had 72% of their graduating seniors met or exceeded A-G requirements. In 19-20, 60% of Bayfront graduating Seniors met or exceeded A-G requirements. The team attributes this decline to students lower 4 year application rates to a variety of factors. The biggest being that many students and parents have shared the financial impact of college and recognizing that community college in the first two years could save an immense amount of money. With the Promise grant available to students to have their first two years of community college paid for, this was a feasible option for students seeking to attend college after high school.

Due to COVID-19, the SBAC was suspended for the 19-20 school year as was the CA School Dashboard. We continued to use available data to see trends and create strategies for improvements in academic areas including Math and English Language Arts. We continued to look at data trends from local measures and continued to disaggregate available data in the development of new goals in the 2021-24 LCAP and looking specifically at our critical subgroups including: English Learners, Socioeconomically Disadvantaged, Students With Disabilities and Homeless and Foster Youth students.

Goal 2

By 2019, all Mueller and Bayfront students will have access to a comprehensive, K-12 system of services that promote socio-emotional, psychological, and physical health and well-being.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)
- Local Priorities: See Below

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	In 2016-2017 Critical Attendance
Critical Attendance	The percentage of students on the critical attendance list decreased from Quarter 1 to Quarter 3 and Quarter 4.
19-20	2016-2017 Quarter 3 3.23 % Quarter 4 2.40%
Decrease in students appearing on the quarterly CVESD critical attendance list	2017-18 Quarter 4 2017/2018 3.91% Chronic Absence 5.94% Critical attendance data shows that we decreased our critical attendance percentage. While we saw a decrease from 16-17 to 17-18 Quarter 4 school year, overall the 2017-2018 showed a slight increase from our baseline of 5.24% to 5.94%. This will continue to be an area of need and is being addressed through a variety of strategies focused on improving attendance.
Baseline	2018-19 The percentage of students with chronic absenteeism fell .93% from the 2017/18 academic year.
2016/17 Quarter 1: 5.24%	

Expected

Actual

2018 - 2019 Chronic Absence = 5.01%
Chronic Absence 5.94%
2018 - 2019 Chronic Absence = 5.01%

19-20

Data for chronic absenteeism rates were not complete due to COVID-19 and school closures. However, local data indicated a 6.89% rate of students that were chronically absent (TK-12 before school closures. The data points are not comparable since prior chronic absenteeism rates were reported for Quarter 4. We anticipated improvements in this data due to our coordinated efforts. Addressing attendance and any barriers to learning continues to be a focus.

Metric/Indicator

California Healthy Kids Survey

19-20

Maintain in the number of students feeling safe at school, experiencing meaningful participation and reporting there are caring adults in school.

Baseline

2014-2015 CHKS:

5% of students surveyed felt unsafe at school.
100% of students surveyed reported feeling high levels of caring adults in school.
92% of students surveyed reported high meaningful participation at school.

In 2016-2017 CHKS data indicated:

5% of students surveyed in 5th grade reported having felt unsafe at school.
100% of 5th grade students surveyed reported high or moderate levels of high expectations in school.
88% surveyed reported meaningful participation at school.

In 2017- 2018 California Healthy Kids Survey data compiled by 5th grade students that completed the survey reported:

5% students surveyed having felt unsafe at school.
98% of students surveyed reported feeling high levels of caring adults in school.
95% of students surveyed reported high meaningful participation at school including being helpful at school some, most and all of the time.
There was a slight decrease of 2% in students reporting high levels of caring adults in school. Mueller and Bayfront has taken steps to continue to make sure that students feel connected and safe at school.

In 2018-2019

Expected

Actual

82% of high school students reported feeling safe or very safe on campus
Over 95% of students at the high school reported never using e-cigarettes.

91% of 9th graders reported that they do not use alcohol on campus.

94% of high school students reported that they do not use marijuana or drugs on campus.

82% of high school students reported feeling very safe at school.
83% of high school students felt as though they were a part of a culture of high expectations.

63% of students felt that the high school students provided opportunities for parent involvement.

95% of students surveyed reported feeling high or moderate levels of caring adults in school.

90% of students surveyed reported feeling high or moderate levels of high expectations from staff.

88% of students surveyed reported feeling high or moderate levels of school connectedness.

73% of students surveyed reported feeling academically motivated. This was an increase of 20% from the previous year.

38% of the students surveyed felt that their peers are well behaved. This was a 5% decrease from the previous year.

2019-2020

Due to COVID-19, the California Healthy Kids Survey was suspended for the 19-20 school year.

Expected

Metric/Indicator

PE minutes

19-20

Maintain in recorded, Class by Class tracking of Physical Education minutes

Baseline

2015-2016 PE was provided during both collaboration time and outside of collaboration time to meet the required 200 minutes.

Metric/Indicator

Participation Rates

19-20

Increase participation rates in 4-12 athletic programs

Baseline

Volleyball, Flag Football, Basketball, Cross Country, Cheerleading, and Soccer team participation available.

Actual

2017-18:

Class by class PE minutes were tracked monthly by school administrators through an online reporting system used by CVESD. In 2017-2018 and in the current school year, the required 200 minutes were provided by both the classroom teacher and during collaboration time.

2018-19

Class by class PE minutes were tracked monthly by school administrators through an online reporting system used by CVESD. In 2018-2019 and in the current school year, the required 200 minutes were provided by both the classroom teacher and during collaboration time.

41% of students participated in after school sports at Bayfront. Out of the 1,100 students at Mueller, over 200 participate in sports. Multiple athletic teams allowed for participation opportunities among students in grades 4-12. Boxing club, volleyball, flag football, basketball, softball, baseball, cross country, cheer, and soccer team participation were available (middle school softball added and an additional football team added, allowing more participants).

19-20 Physical Education minutes were met or exceeded through March 2020. Physical education continued via a distance learning format.

19-20

Athletic programs continued through the course of the school year. 1/3 of students at the high school participated in an after school sports or activities.

Spring Athletics were suspended due to COVID 19 impacting the athletics participation rates overall.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Expand student and family access to services that support social, emotional, and physical wellness, including on-site CBO's at Bayfront that service all students in TK-12. (Chula Vista Community Collaborative)	5800 Supplemental & Concentration \$2500	5800 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration \$2500
2.2 Develop an effective system for case management of Foster Youth that addresses transportation, supervision, protective factors, counseling services, Graduation Plan, and other services as needed. Train all staff in the system, and in strategies for effectively serving Foster youth. (20% X 2 Counselors)	1200 Supplemental & Concentration 30775	1200 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 35780
2.3 Implement safety improvements: additional security cameras, additional fencing at Bayfront, staff (CH) and parent trainings for disaster response, and purchase disaster preparedness supplies.	2100, 4300, 5600, Supplemental & Concentration \$100,000	2100, 4300, 5600 4000, 5000 Supplemental & Concentration 100,000
2.4 Continue implementing Resiliency Monitoring Process to increase awareness of student needs and develop appropriate interventions and services. (15 FTE 30 days) Spring Resiliency was conducted virtually and required additional time to complete.	1103, 1200, 1323 Supplemental & Concentration \$165000	1103,12100,1323 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 204,525
2.5 BAYFRONT STAFFING: Counselor, Dean of Students, and Attendance Clerk; MCS STAFFING: PE Resource Teacher; COACHING STIPENDS-- All Sports (4-12)	1255,1322,1900,2400 Supplemental & Concentration 446250	1255,1322,1900,2400 1000, 2000, 3000, 5000 Supplemental & Concentration 522,000
2.6 Provide comprehensive staff training in issues and strategies to maintain a positive school climate, including; Restorative Justice, nutrition, mental health, and school wide behavior expectations. (dedicate a minimum of one full day of training)	1103, 1255, 1323 LCFF \$55000	1103, 1255,1323 1000, 3000 LCFF 55,000

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 were able to implement all actions and services as outlined in Goal 2 and continued them in a virtual setting during distance learning.

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

Successes:

Goal 2 focused on continuing to support our students social emotional, physical and overall well-being. The 19-20 school year continued to be dedicated to our approach to supporting students from a holistic approach. All positions continued to be maintained across both campuses at Mueller. Bayfront continued to maintain a full time social worker, 1 Dean of Students and 3 school counselors. At the K-8 site, we maintained our Dean of students position, 1 school social worker and 1 full time school counselor. Both sites continued the Resiliency Monitoring process to support our highest need students as well as our critical subgroups (Homeless, Foster Youth, English Learners, Students with Disabilities and At-Risk students) and to provide meaningful interventions. This continued during distance learning in a virtual setting.

Mueller and Bayfront continued to provide coaching stipends for 12 different sports across both campuses. Prior to the suspension of spring sports due to COVID-19, we had seen amazing student participation at both sites. At the high school, 1/3 of students had participated in sports or an after school activity. We look forward to continuing these opportunities for meaningful participation for all our student body.

In addition, we continue to monitor attendance and behavioral data to continue to support students and provide meaningful interventions. Although our suspension rates were in the green on the California Dashboard (18-19 data), we continued to add layers to our support systems including social emotional training, mental health, suicide prevention, Leader in Me (K-8 site), Human Trafficking education, ongoing restorative practice trainings for staff, and partnerships with substance abuse prevention programs at the high school level. Our expected outcomes are to continue to lower both absenteeism and suspension rates while also providing learning opportunities for students who may need support due to challenges with factors surrounding student social emotional wellbeing. Suspension data though March 2020 suggested positive trends with roughly 1.4 % of students being suspended through March 2020. This was close to our percentage rate from the previous year and was attributed to our implementation of Restorative Practices and PBIS. 19-20 data for chronic absenteeism rates were not complete due to COVID-19 and school closures. However, local data indicated a 6.89%rate of students that were chronically absent (TK-12) before school closures. The data points are not comparable since prior chronic absenteeism rates were reported for Quarter 4. We anticipated improvements in this data due to our coordinated efforts. Addressing attendance and any barriers to learning continues to be a focus.

Mueller continued the investment in the SchoolWide Information System (SWIS) Suite as a way to monitor student behavior trends. This is a web-based information system is used to collect, summarize, and use student behavior data for decision making. The data trends and analysis allows staff to monitor high risk students and behavior patterns as well as look at site specific trends to address (i.e places on campus or times of day when behaviors occur). We utilized Restorative Practices and PBIS to support a positive school climate for all students. As part of this approach, the student, family and our school site team work together to create interventions to help the student improve their behavior. This information has assisted staff with making more effective and efficient decisions regarding student behavior. This positive approach to behavior has greatly contributed to creating a positive climate on campus.

In addition, we continued to invest in creating a safe physical space on both or our campuses. We invested in additional fencing at both sites including replacement and repairs to existing damaged fences. We also installed more security cameras around the perimeter of the schools and purchased additional emergency supplies for each classroom.

While the spring required major shifts to our delivery of services, we continued to provide our students and families with the necessary supports to navigate their new reality. Mental health was an area of focus during distance learning, as we were aware of the impact of the pandemic on social emotional well being. The counseling team continued student check ins, teacher check in's as well as parent training and support workshops. Lastly, our organization continued our work in supporting students during this unprecedented time. We know that moving forward, student mental health and social emotional well-being will continue to be critical. During the Spring of 2020, we continued to collect school climate surveys from our students, families and staff to better respond to the need and develop appropriate approaches and strategies to support students.

Challenges -

The 19-20 school year had strong momentum related to the goals and services in this area. We saw some positive trends in both our suspension and chronic absenteeism trends prior to COVID-19. As an organization, we continued our approach to social emotional well-being for all of our students despite being in a virtual setting. Student engagement and chronic absenteeism was an area of challenge as we sought ways to make sure that students were connected and active in their distance learning program. The biggest areas of challenge continued to be addressing barriers to learning when students were not physically on our campuses.

We know that we will continue to invest in our student and family access to services that support social, emotional, and physical wellness. We typically distribute the California Healthy Kids Survey at the end of the year which provides valuable student insight but it was suspended due to COVID-19. We are committed to continuing our work in this area as it relates to the new structure of education during Distance Learning. We also know that moving forward we will need to create programs and strategies to support our students, staff and families overall wellness.

Goal 3

By 2019, Mueller and Bayfront will collectively develop an integrated, Pre K- TK-12(13) learning continuum that targets technology, the visual and performing arts, and the 21st Century skills; and that fosters a “college and career-going” culture.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Tech use</p> <p>19-20 Maintain in hours students are using technology</p> <p>Baseline When BCHS opened in 2013/14 there were no students taking laptops home. MCS early primary classrooms each had 1 iPad.</p>	<p>2017-2018: Ongoing: New laptops were purchased for the incoming freshmen class (150 laptops). Additional Thinkpads were purchased and iPADS for the primary grades.</p> <p>In 2018-2019: MCS and BCHS technology committee adopted Common Core State Standards K-12 Technology Skills Scope and Sequence from Long Beach Unified School District for tech evaluation of different levels of proficiency for staff and students.</p> <p>MCS and BCHS continue to implement a 1-to-1 ratio of devices. BCHS students continue to be able to take their laptops home to access technology.</p> <p>MCS grades 2 - 8 utilize Google Classroom</p> <p>BCHS - 100% of classrooms use google classroom & approximately 60% of all staff are Google Certified Level 1.</p>

Expected

Actual

Metric/Indicator

Student participation

19-20

Evidence of VAPA via student performances.

Baseline

Prior to 2016/17 MCS had no VAPA teachers. Performances were limited to one time each year at MCS.

MCS STEM Club (Grades 3-6) and Drone Club (Grades 4-8)

MCS converting media projectors to Apple TV

MCS purchasing cameras for recording/ self analyzing classroom teaching.

19-20

During the 19-20 school year, technology use continued throughout the school year. We continued to invest in technology for students as well as supplemental programs. Due to COVID-19, we saw increased demand for technology due to Distance Learning. We distributed devices and hot spots for students in need beginning in March 2020. We were able to provide over 1548 devices to students (TK-12) as well as over 68 hot spots to assure that they continued their learning.

In 2017-2018:

Bayfront added 1 full-time VAPA instructor during the 2018-19 school year. Mueller and Bayfront have maintained 3 VAPA teachers.

In 2018-2019:

Continued with students from both MCS & BCHS participating in visual and performing art-related events including plays, choral groups, musical instrumental performances, and visual art exhibitions.

Bayfront students participated in VAPA-related work-based learning opportunities.

In 2019-2020 MCS Has two music teachers. Students participate in Band, Orchestra, and Chorus. Multiple students performances including at Fiesta Night, Holiday Concert, and Evening of the Arts.

Expected

Actual

Metric/Indicator

Strategic Plans

19-20

Continue to work on Strategic Plans for VAPA and Technology.

Baseline

BCHS & MCS did not have strategic plans for VAPA and Technology.

MCLA had a drama elective with semiannual student performances.

In 2017-2018 and ongoing::

The strategic plan continues to be a work in progress. However to guide this process, the Mueller Bayfront Technology Committee has adopted the Common Core State Standards K-12 Technology Skills Scope and Sequence from Long Beach Unified School District.

18-19

Mueller/Bayfront are using a scope and sequence (from LBUSD) is aligned to the Common Core State Standards requirements for Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects as well as skills required for the Smarter Balanced Assessment Consortium Computer Adaptive Testing. This resource will act as a roadmap for each grade level to adequately prepare their students for the current, and following academic year.

In 2019-2020, strategic planning occurred during the duration of the school year. During the transition to Distance Learning, the VAPA program continued virtually. The need for technology also shifted due to the COVID-19 pandemic.

In 2017-18, 72% of graduating seniors met or exceeded A-G requirements.

Over 70% (specifically 72%) of BCHS students are on track to fulfill the A-G requirements at the end of the 2019 school year. Additional breakdown of graduating 12th graders include the following: 94% are on track to meet the BCHS graduation requirements, 6% are on track to meet the CA state minimum graduation requirements, and 100% of 12th graders are on track

Metric/Indicator

A-G Completion (HS)

19-20

Keep BCHS students on track to fulfill A-G requirements at the end of the 2020 school year.

Baseline

No data for baseline, BCHS did not have 12th grade students until 2018.

Expected

Actual

to graduate at the end of the 2019 school year.

In 2018-2019

- 72% of graduating seniors met or exceeded A-G requirements/BCHS requirements
- 91% graduated on BCHS requirements,
- 100% of students graduated from BCHS.

In 2019-2020

63.7% of Bayfront graduating Seniors that participated in Honors or AP classes:

60% of Bayfront graduating Seniors met or exceeded A-G requirements.

59% of students enrolled in one or more dual enrollment course

99.2% graduation rate

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Continue developing a comprehensive educational program for all students encompassing all curriculum areas including Visual and Performing Arts, PE, Health, and Technology	1103, 1255, 1325 Supplemental & Concentration \$25,000	1103, 1255, 1325 1000, 3000, 5000 Supplemental & Concentration 25000
3.2 Create opportunity to analyze the degree to which MCS/BCHS reflect recommendations from Partnership for 21ST Century Skills: staff discussion, walkthroughs, job alike, best practices, student work samples.	1103, 1255, 1325 Supplemental & Concentration \$25,000	1103, 1255, 1325 1000, 3000 Supplemental & Concentration 25000
3.3 Each teacher will be encouraged to establish the following professional goal: "Increase degree to which instruction is engaging, relevant, motivating, and personalized; and that integrates critical thinking, collaboration, communication, creativity, and the use of technology."	1103 Supplemental & Concentration \$25,000	1103, 1255, 1325 1000, 3000 Supplemental & Concentration 25000
3.4 Continue meetings of Technology committee from MCS/BAYFRONT stakeholders to further develop the TK-12	1103, 1325,2200 Supplemental & Concentration \$25,000	1103, 1325,2200 1000, 3000 Supplemental & Concentration 25,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology Strategic Plan to be presented to MCS/BCHS Charter Board for adoption.		
3.5 Continue VAPA opportunities for students across Mueller and Bayfront.	1103 Supplemental & Concentration \$25,000	1103 1000, 3000 Supplemental & Concentration 25,000
3.6 Mueller and Bayfront did not hire a Technology Resource Teacher. Instead, we will continue to invest in Professional learning related to technology.	1103 Title I 0	1103 1000, 2000, 3000, 5000 Title I N/A
3.7 Hire a Computer Technician to service both MCS and BCBS sites.	2200 Title I \$80,000	2200 2000, 3000 Title I 80,000
3.8 Invest in maintaining devices for purpose of implementing 1:1 computer access for all students.	4400 Supplemental & Concentration \$250,000	4400 4000, 5000 Supplemental & Concentration 250,000
3.9 Hire VAPA staff for Bayfront Charter High School and MCS including 2 music teachers	1103 Supplemental & Concentration \$352,770	1103 1000, 3000 Supplemental & Concentration 375849
3.10 Promote College & Career-going Culture through annual trips to universities: 7th grade to San Diego Colleges, 8th Grade to Los Angeles Colleges, 9th Grade to Santa Barbara Colleges, 10th Grade Career Fair, 11th Grade Northern California Colleges/Silicon Valley (Junior Achievement 10th grade trip)	LCAP S&C , CRBG 5700 Supplemental & Concentration \$30,000	5700 5000 Supplemental & Concentration \$15,000
3.11 Provide opportunities for coursework in grades K-12 which integrates academic subjects with relevant, challenging technical and occupational knowledge. Through Career Technical Education (CTE) pathways, students will incorporate applied learning across disciplines preparing them for both college and career.	1255 Supplemental & Concentration NA	1255 1000, 3000 Supplemental & Concentration NA
3.12 Align MCLA elective classes, and MCS course content in general, with career pathways offered through MCLA and Bayfront; especially Environmental Science/Living Coast Discovery Center/Blue Economy & Ocean STEM. (additional classes attend LCDC)	1103 Supplemental & Concentration \$25,000	1103 1000, 3000, 4000, 5000 Supplemental & Concentration \$25,000

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 and services outlined in Goal 3 were completed. The estimated amounts met or exceeded the budgeted amount. Overall, all but technology purchases were at or above budgeted amounts. Technology has been a priority area for the past three years and the 1:1 ratio has been achieved. We continue to need to purchase replacement devices including new devices for our incoming freshmen. In order to maintain the 1:1 laptop ratio, additional technological purchases are anticipated to continue to implement the technology program with fidelity. Some changes occurred in action services based on adjustments that needed to occur during the school year. There were some changes to college visits due to COVID-19 in the spring. We were able to continue the San Diego College Visits for 7th grade and in 9th grade Santa Barbara college visits. However, our 8th and 12th grade students were not able to attend college visits in the spring. School counselors continued to provide college and career supports via a virtual forum with workshops and individual college counseling.

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

Successes:

Mueller and Bayfront will continue to develop an integrated TK-12 learning continuum that targets technology, the visual and performing arts, 21st Century skills; and that fosters a "college and career-going" culture. Mueller and Bayfront continued the implementation for the action and services related to goal 3. We continued to invest in Visual and Performing Arts programs for our students, which continued during distance learning via a virtual format. We maintained 2 full time music teachers at Mueller, 1 full time physical education instructor, two Technology Equipment Technicians shared by both sites, and continued our Theatre/ Drama program at the high school. Students at both MCS and BCHS continue to receive VAPA instruction and have expanded the program to include visual artwork for the BCHS yearbook. We also continued to conduct walkthroughs at both sites to assure that implementation of the 21st century skills.

Investment in technology devices for students continued to be an area of focus for both Mueller and Bayfront. BCHS continued to implement a 1-to-1 laptop device program and purchased additional laptops to provide to the current 9th grade class. This has been effective in providing student access to technology at school and within the home. In order to maintain the 1:1 laptop ratio, additional technological purchases are anticipated to continue to implement the technology program with fidelity. Some changes occurred in action services based on adjustments that needed to occur during the school year. Technology access was a critical component in the Spring due to COVID-19. Both sites were tasked with creating a plan to provide access to devices and hot spots for our students. Technology professional learning was an area of focus for teachers in the spring and was provided for all staff. Throughout the course of the year, some teachers pursued getting Google Certified. In the Spring of 2020 due to COVID-19 we provided 1548 devices to students as well as 68 hotspots.

Mueller and Bayfront intended to hire a Technology Resource Teacher but the position went unfilled. The school had decided not to hire a full time position, at the time and concentrate more of the funding on professional development in educational technology.

Technology supports and resources will continue to be an area of focus for Mueller and Bayfront as we continue to respond and navigate the demands of Distance Learning. We plan to continue to provide access to technology to all of our students as well as provide students with supplemental programs that will enhance their learning experience. We also continued to collaborate on joint professional learning opportunities across both sites from TK-12.

The focus on College and Career readiness activities continued through the course of the 19-20 school year. Mueller and Bayfront continued college visits for students. 7th graders participated in San Diego College Visits where they visited SDSU, USD, Point Loma Nazarene University, Southwestern College and UCSD. BCHS 9th grade students continued to participate in college visits by touring colleges in the Santa Barbara, CA area. High School students with Individual Transition Plans (ITPs) were provided monthly opportunities to visit local community colleges, universities, and trade schools throughout the 2019-2020 school year. Unfortunately due to COVID-19, 8th Grade college visits and 11th grade college visits did not happen in the spring. College and career readiness workshops continued throughout the school year.

CTE pathways (Action11) continue to be an area of continued growth for Bayfront. In regards to Career and Technical Education, various staff members attended CTE training for College and Career Readiness. We implemented the Thrively strength based assessment for students to promote self awareness to their assets and potential career options with those strengths. At the high school, we continued to provide introductory courses/ foundational courses for CTE. CTE aligned courses included: forensic biology, medical biology, public services pathway in English class. We also expanded AP course offerings in the VAPA area including: AP Studio Art, AP 2D, and AP SD. We also had 4 AP courses available to students. We continued our partnership with the Living Coast Discovery Center and contract which allowed for additional classroom space and hand's science learning for the 19-20 school year.

Challenges

Due to COVID-19, 11th and 8th grade college visits did not happen as planned. Technology continued to be an area of challenge as we navigated this unprecedented time. We adjusted and adapted to the changes, and were able to learn a substantial amount to apply to our work in the new school year. We will need to continue to adjust to the change in times in our approaches to supporting teachers with technology implementation, providing access to students and responding to any needs or challenges related to technology. A Technology Strategic Plan was not formally adopted but actions and services related to this area continued to be adapted and modified to meet the changing needs of our students and school community. VAPA programs continued during the shift to distance learning, however, we were unable to hold live performances due to COVID-19.

Goal 4

By 2019, all Mueller and Bayfront stakeholders will increasingly advocate for the mission of the charter and share in developing strategies to achieve it.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Participation Data 19-20 Increase in parent participation in workshops, forums, home visits, volunteer hours, conferences, celebration assemblies, etc. Baseline Parent workshops were offered and 85% of Kindergarten parents attended. Home visits were completed for 90% of students in 2014-2015.</p>	<p>Mueller Charter continued to increase opportunities for parent engagement. We continued with home visits for each of our families (TK-8) at the start of the year. 97% of families participated in home visits during the 18-19 school year.</p> <p>In the 19-20 school year, 98% of families participated in home visits. We continued to have strong parent participation in Chaperone Trainings.</p> <p>Both Mueller and Bayfront continued with Open House nights and community events and assemblies to celebrate our students.</p> <p>Parents continued to have opportunities to volunteer in classrooms, at community events, and field trips.</p> <p>Parent workshops were held, family STEM nights, Family Reading Nights, and Family Math Night.</p>

Expected

Metric/Indicator

Students and Parent Survey Results

19-20

Increase in positive comments regarding school services and culture

Baseline

2014-2015 CHKS

92% of students reported meaningful participation from adults in school.

100% of students reported feeling there were high expectations from adults in school.

Actual

Due to COVID-19, some of our parent engagement activities were suspended beginning March 2020 through the end of the school year. Various workshops, student conferences, parent council/community council meetings and charter board meetings continued in a virtual setting.

18-19

Baseline data from the California Healthy Kids Survey was taken from 5th grade students. In the 18-19 academic year, we had a 67% response rate with 80 respondents. Our survey results represent a sample of 5th grade students. In addition, we had additional data from the secondary level (7th and 11th grade). We also had student results from from our Leader in Me student survey, which also provided insight into school climate.

77% of 5th graders surveyed reported high expectations from adults in school. In looking more closely at the results and specific questions, the data indicated the following findings:

Only 4% of 5th grade students reported "no" to the question, "Do the teachers and other grown ups at school believe that you can do a good job?"

Do the teachers and other grown ups at school want you to do your best?

3% reported never, while 81 % reported yes all of the time and 8% some of the time 9% most of the time.

30% of 5th grade students reported having opportunities for meaningful participation.

Do teachers and grownups give you a chance to solve school problems?

19% responded never, 31% some of the time, 29% most of the time 21% all of the time. This is an area that we have spent time and focus on as an organization to address. We sought to

Expected

Actual

increase meaningful participation and growing student leadership, we were in the first year of implementation of the Leader in Me, based on Coveys 7 principles of highly effective students.

73% of 7th graders indicated parent involvement in school.

At the secondary level, CHKS data indicated the following trends related to school climate and culture, specifically as it relates to High Expectations at the secondary level:

7th grade respondents: 89% reported high expectations (62%high, 34%moderate, 4% low)

9th grade respondents: 76% (42% high, 53% moderate, 27% low)

11th grade respondents 83% (67% high, 27% moderate, 6 % low)

19-20

Due to COVID-19, we were unable to conduct the California Healthy Kids Survey for the 19-20 school year. However, we did conduct surveys to families on how the school could further support them during COVID-19. Teachers, school counselors and social workers conducted phone call wellness checks with students and families to support during this time.

Actions / Services

**Planned
Actions/Services**

4.1 Develop and implement an Organizational Plan to establish alignment, cohesion, collaboration and a unity of purpose between Mueller and Bayfront. (Leadership Kickoff, management meeting to develop plan and vision for Tk-12 Mueller/Bayfront)

4.2 By 2017 90% of MCS/BCHS parents will participate in home visits and quarterly parent conferences. (each teacher and counselor conduct a home visit for each student annually)

**Budgeted
Expenditures**

1103-1325 Supplemental & Concentration \$2000

1103 Supplemental & Concentration \$150000

**Actual
Expenditures**

1300, 2300 1000, 3000, 4000, 5000 Supplemental & Concentration \$6000

1103, 1200 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$150,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Ensure that all MCS parents read, discuss, understand, and sign "Agreements" listed in Parent Compact; BCHS students and parents will read and understand the Bayfront Student Handbook. (this typically occurs during home visits and parent conferences).	1103 Supplemental & Concentration NA	1103, 1200 1000-1999: Certificated Personnel Salaries Supplemental & Concentration NA
4.4 By 2019, the MCS/BCHS Charter Board will adopt a Parent Volunteer Plan that promotes parent participation in volunteer activities, which include field trips, projects, presentations, special events at school, etc. (Family Reading Nights, Community Events, Evening of the Arts, Fiesta Night Olympic Festival)	1103 Supplemental & Concentration NA	1103 Supplemental & Concentration NA
4.5 Develop a plan for parent training Academy in critical areas including technology, cybersafety, restorative circles, college readiness, and Adult English Classes. (college nights, Community Council, Parent Council, Board Meetings, FAFSA workshops and college readiness, Leader In Me workshops, Chaperone trainings, Supporting Students during distance learning; counselors, administrators and other staff as needed conduct parent engagement opportunities)	1103-1325 Supplemental & Concentration \$4,500	1103-1325 1000, 3000, 5000 Supplemental & Concentration \$25,000

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 did not adopt a parent volunteer plan formally but sought to promote parent participation in volunteer activities, which included conferences, workshops, field trips, projects, presentations, and special events at school.

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

Successes-

Mueller continued to increase parent engagement through a variety of opportunities. We recognize that parents engage in their students learning in a variety of ways so we seek to provide ways for them to engage in their child's academic life. Parents at the K-8 site participate in their child's learning through home visits at the start of the year where 98% of parents/families participated. In addition, student-led and parent conferences are held twice a year to discuss student learning and supports. We continue to seek ways to engage our parents in a variety of topics related to their student's educational journey. The K-8 site was in the second year implementation of The Leader and Me and included various resources embedded in our Family Reading nights, student led conferences and assemblies. Our high school continued to engage parents through open house events and community opportunities to participate in their child's learning. At both sites, we continued to engage our parents through our parent council (MCS TK-8) and

community council (BCHS 9-12), parent workshops, Cafecitos with the Principal, Leader in Me Cafes and DELAC meetings. Parent representatives from both councils were also present on our Charter Board to provide insight as it related to our parents TK-12. While we did not formally adopt a parent volunteer plan but, both sites committed to continuing to provide engagement opportunities virtually. Parent council, Community cCouncil, Charter Board and parent conferences continued despite COVID-19.

Mueller and Bayfront continued our work in creating alignment and unity across our TK-12 continuum. At the start of the year, site leadership meets for a "leadership kickoff" for a full day of planning and envisioning related to the schools TK-14 organizational plan. The team looks at data, trends, instructional focuses as well as qualitative data in developing a cohesive plan for both school sites. Part of this day also includes planning for the staff return and professional learning. We continued to engage our staff in joint professional learning opportunities throughout the year to assure that we were working as a collective towards our mission and to strengthen unity of purpose among the TK-12 continuum.

Previous California Healthy Kids Survey data (18-19) indicated the need for more opportunities for meaningful participation among our students surveyed. In response to this need, we implemented a school-wide framework to continue to build leadership to provide student led opportunities. The 19-20 school year was the second year of Leader in Me Implementation, which supports and fosters leadership experiences in the school and community. We are also looking to continue to engage our parent community in our overall implementation of the Leader in Me. Our goal was extend our resources to reach our parents in parent forums for the Leader in Me at the TK-8 site. We were planning to distribute the California Healthy Kids Survey for the spring of 2020 but due to COVID-19, we were unable to.

Due to COVID-19, we conducted multiple surveys in the Spring to gather parent input during the period of Distance Learning. Engaging our parent community continues to be an area of focus for our organization specifically because of the current status due to COVID. However, we adapted to the changing times and were able to engage with our parent community in other ways including weekly meal distribution, curriculum distribution, and organizing celebratory culminating activities for our 6th grade promotion, 8th grade graduation and 12th grade graduation all while maintaining social distancing guidelines and safety measures for our community. We continued to adapt to this new model. We know that this particular area will continue to evolve and grow as we navigate a Distance Learning and Hybrid Learning model for students.

Challenges:

Due to COVID-19, some of our parent engagement activities were suspended beginning March 2020 through the end of the school year. We were not able to continue with our community events that draw amazing parent participation. The California Healthy Kids Survey continued to indicate the need for meaningful participation among our students surveyed in the previous year. We know we will see an increase with our continued implementation of the Leader in Me.

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
Additional charter helper hours will be needed for arrival and dismissal schedules to take temperature checks and ensure safe social distancing of students as they enter and leave the campus.	200,000	200,000	No
The purchasing of all necessary PPE supplies to ensure the health and safety of staff and students while on campus. (Disinfecting solutions, misters, disposable masks, N95 masks, sanitizing wipes, gloves, face shields, hand sanitizer and touch-less dispensers, plexiglass, social distancing signs, no-touch thermometers, etc...)	50,000	99,150	Yes
Durable shade structures, for both Mueller and Bayfront to provide outdoor classroom spaces for learning.	150,000	199,999	Yes

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.

We met or exceeded our budgeted expenditures as it relates to these action items. Because we were committed to providing in person instruction to our highest need students and critical subgroups, we made investments in the necessary PPE to assure that our in-person instruction was able to run safely with the appropriate materials and personnel needed to maintain optimal safety for our students and staff. In the end, we spent about 3 times the amount we had initially allotted for PPE. This was to assure that when we were able to safely implement a hybrid model that we would have the necessary systems, structures and equipment to conduct school operations safely for staff and students. We also invested in the necessary personnel to support and assist in our in person student programs on campus. These staff members were crucial in the implementation of these distance learning support programs for students. Our distance learning support program began in September and continued through the course of the the school year. We expanded the in-person instructional offerings in response to demand from our community as well as to support our highest need students. We started with 24 students and expanded to over 70 students prior to beginning our hybrid instructional model in the Spring. The shade structures we intended on purchasing was slightly different due to fire codes. Instead, we utilized the funds for shade structures that could be moved around as needed.

To support our in person instructional offerings, we utilized CARES funds to purchase the following additional items:

- R0 UV Device- UVC ray disinfection machine
- Thermometers for staff and student check in
- Masks
- Portable furniture for use of outdoor spaces for instruction (lightweight portable furniture)
- Outdoor lighting (stadium lights)
- Touchless water stations at both sites (Mueller & Bayfront)
- Portable hand washing stations both sites (Mueller & Bayfront)
- Replacement devices
- Benches at Mueller for sports field
- Floor cleaning equipment for carpets and hard surfaces
- Plexiglass dividers for desks
- Signage for both campuses highlighting safety protocols (i.e handwashing, maintaining 6 feet distance, wearing a mask).
- Canopies to be utilized for outdoor teaching spaces.
- Additional tables for student use and to further separate students 6 feet apart
- Kore WOBBLE chairs
- Additional cleaning equipment and custodial supplies t for deep cleaning
- We purchased head sets with microphones for teachers to utilize for in classroom instruction (to counter the sound and effects of mask wearing during instruction)
- Air purifiers for every classroom
- Invested in ATHLEAD program for outdoor enrichment programs for students on campus

Analysis of In-Person Instructional Offerings

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

Successes:

We continued to follow state and local public health guidance in our approach to in- person instructional offerings. At the start of the 2020-school year, we began planning for in person instruction for our highest need students. Families were surveyed to ascertain the needs and interest in sending students back to school in person versus continuing in a distance learning setting. We prioritized our highest need students (Socioeconomically Disadvantaged, Homeless, Foster Youth and English Learners as well as our students with disabilities) and children of essential workers. By September, we began with 2 cohorts of 12 students each (total of 24). As of February 2021, we had approximately 75 students on campus attending our distance learning support programs. The challenge for our school sites was navigating stay at home orders with being in the purple tier for most of the year. We prepared and made plans to implement a hybrid model for students once it was deemed safe by state and local public health agencies.

Mueller and Bayfront continued in the purple tier through March of 2021. We were put in red tier during the week of March 15th, 2021. We continued to survey our parent community to assess their feelings and opinions in regards to sending their students to campus physically. Preparations were on-going in preparing students to return to campus in a hybrid model. We set the return to campus with priority on our TK-2nd grade students during the week of April 5, 2021. This also included a timeline for each week to begin to add students to the hybrid model by each respective grade level.

The team at both school sites were committed all year in identifying our highest need students to determine who would benefit from being on campus participating in our Distance Learning Support Programs (implemented in partnership with the YMCA & Mueller), Mueller Community Resource Program (implemented by Mueller with MCS staff) and the BRAC program (Grades 9th-12th). We believe our biggest successes were related to how we adapted and mobilized to adjust to an unprecedented year. The moment we were in red tier, we began to adjust logistical details of our hybrid instructional plan while engaging staff and families via meetings to assure that their questions and concerns were addressed. Throughout the course of the the year, we also invested in additional staffing to support with the in-person instructional offerings. In addition, we invested in the ATHLEAD program for outdoor enrichment programs for students on campus recognizing how important it is to have an outlet for students to engage in outdoor physical activity.

Challenges:

The biggest challenge continued to be our desire to expand in person instructional offerings with the fact that we continued to be in the purple tier for most of the academic year. The teams at both sites were planning and preparing for hybrid instruction all year. As COVID-19 trends showed lack of improvements in our area, we continued to have to push back our start date for hybrid instruction. It also became critical to plan for all the details of re-opening with more students on campus including logistics, safety protocols, scheduling, and staffing. We also sought to communicate every step of the way to our parents and families. It created an opportunity to assure that layered communication was happening every step of the way to staff, students and families. Information was changing constantly and we put our best effort to communicate to all stakeholders as information was coming out.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional technology support. The demands of distance learning through technology has increased the need for additional technology support hours. A part time IT position has been made full time for the 2020/2021 school year to provided needed support to technology updates, repairs, and trouble shooting.	75,000	75000	Yes
School-wide Zoom subscription as well as digital subscriptions to provided enhanced virtual learning	40,000	40000	Yes
Enrichment opportunities for attendance at attractions such as Museum, Aquarium, Aquatic Center, etc.	85,000	85000	Yes
Professional Development for distance learning techniques for both synchronous and a-synchronous learning	50,000	50000	Yes

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.

We exceeded allotted expenditures related to our Distance Learning Program. It was critical to respond to the changing demands and the learning curve required to transition to a Distance Learning. As an organization, we made major investments in professional development for our teachers and staff to continue high quality instruction. We also continued our investment in technology programs that would supplement our distance learning program. Every action outlined in this section was implemented and we exceeded what was intended. Additional technology devices were purchased in response to the demands from our student community. By the Spring, we had distributed close to 1600 devices and close to 70 hotspots to our students so that they would have access to technology and connectivity during Distance Learning.

The additional items listed below were specifically implemented:

- Professional development to support distance learning (i.e Distance Learning Playbook, I-Ready training, Leader in Me, remote ELPAC testing, NWEA Map Testing)
- Professional development on Culturally Responsive Teaching (series, multiple training sessions)
- Additional devices purchased (Thinkpads, Macbooks, IPADs, replacement supplies, headphones)
- Upgraded Zoom Subscription to accommodate distance learning
- Continued our investment in technology platforms such as Imagine Learning, I-Ready, Achieve, NWEA Map Assessment, Edulastic, and Ingenuity.

- Teachers and staff had access to a stipend to support their distance learning program by way of additional digital subscriptions (i.e Pear deck, Edulastic, Seesaw, Nearpod)
- Investment in additional enrichment opportunities for students including Art Bus Express for virtual field trips, household passes to San Diego Zoo (October)
- Technology support was expanded with the addition of a full time IT position to support technology needs across both campuses
- Purchased the Forecast Five analytics tool for use with fiscal/budget, analytics and data
- Stipends for all staff was approved by our Charter board for the partial reimbursement of internet and cell phone costs during the period of distance learning

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.

The Distance Learning Program implemented during the 20-21 school year was a quick learning curve for our entire staff. We continued to evolve and respond to the needs of our students during this new time. Below is a summary of the successes and challenges during this unprecedented year in education. It required resilience on the part of our students, families, teachers and staff. They managed to respond to these challenges with grace and grit. During a year like no other, Mueller was awarded the National Center for Urban School Transformation Award (NCUST) and was able to present at the NCUST Symposium on our school's approach. In addition, we were also recognized as 2019-2020 Honor Roll School which recognizes public elementary, middle and high schools that demonstrate high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. Lastly, Bayfront High School completed the mid-cycle WASC accreditation process with positive feedback.

Continuity of Instruction*

Successes:

At the start of the school year, we did not lengthen the delay of the start of our academic year with Distance Learning. We pushed back our opening date by one week only to allot time to adjust to not being able to be on physically on campus. This required a new approach to notifying parents and students of their incoming teacher for the new year and adapting the registration process that typically happens in person. The school year started with some anticipated challenges, but staff, students and parents adapted quickly. Schedules were created and communicated to parents at the TK-8 site and teachers conducted "virtual home visits" in lieu of our traditional home visits to assure that students and families were setup for success. Teachers utilized this time to ask families what we could do to best support them. All curriculum areas were carried over in a Distance Learning format including VAPA. To assure continuity of instruction, we conducted school-wide curriculum distribution once in the fall and once in the spring. During this distribution, students were provided with textbooks, workbooks, and the school supplies they would need to be successful for the school year. We also planned to implement a summer session to mitigate the learning loss for our highest need students. At our high

~~school, important information related to schedules, school information and orientations were conducted via our multiple communication tools and in a virtual format.~~

Access to devices & Connectivity*

Successes:

We recognized early on the need to respond to the access and connectivity issue for our students. We managed to safely distribute devices for our students TK-12. By March 2021, we had distributed close to 1600 devices and approximately 70 hotspots. Because the organization is large, we begin distribution for technology in phases beginning with our homeless and foster youth and our students with disabilities. We were able to purchase additional devices and invest in wifi hot spots for our highest need students. In addition to responding to the changing demands of distance learning, we needed to invest in additional technology support, which included funding an another IT position full time. As we prepared to return to hybrid instruction, we recognized that additional devices would be necessary for our in person instructional offerings. Additional devices were purchased in anticipation of the need to have additional class sets of devices as well as printers, Mobile Jamboards and Smartboards that were compatible with google classroom were purchased to support with in person instruction (10 were purchased for each site). This technology would support in creating mobile classroom spaces and being able to utilize outdoor spaces for learning. As an organization we were proud of how we coordinated our efforts to provide devices in a timely fashion with the amount of students we had, while maintaining safety protocols.

Pupil Participation and Progress*

Mueller and Bayfront continued to monitor the academic and social emotional growth of all students via a distance learning format. We continued to monitor academic growth through the use of formative assessments. Students TK-12 were administered in the NWEA MAP assessment. The TK-8 administered MAP in the fall, in January and will do another round at the end of the year to provide overall data trends. At our high school, we conducted MAP in November (baseline) and again in April 2021. MAP Data TK-12 drove our strategies for intervention, professional learning as well as helped us identify our highest need students for summer school. Chronic Absentism rate indicated the need for continued intervention with 8.18% of students TK-12 being chronically absent (July 2020-July 2021).

In addition, we utilized our supplemental programs to monitor academic growth which included Achieve 3000 (TK-8 Reading) and IReady (TK-8 Mathematics). We also implemented ELPAC testing to continue to monitor the progress of our English Learners. In middle and high school, grade reports were run to monitor students with D's or F's to prioritize student intervention. College and career indicators continued to be monitored including graduation status, A-G completion, college application, FAFSA, dual enrollment rates and progress towards graduation. Weekly grade level and department meetings focused on students at risk so that appropriate interventions could be implemented. Student led conferences continued in a virtual format to share student progress. Attendance and pupil engagement continued to be an area of focus across Mueller and Bayfront. This was an area we needed to continue to refine to make sure that all students were accounted for. We developed a tiered approach to attendance. Support staff meetings occurred weekly and at risk students were discussed and home visits were conducted for our highest need students. We also implemented our Resiliency Monitoring process via virtual meetings to assure that we monitored all of our students while providing meaningful interventions for our "at risk" students. This included academic, social-emotional, health, attendance and any additional emergency supports that our students and families may need.

We invested in a three year license Forecast Five analytics tool to support with data analysis and budget items. We recognized that utilizing data would continue to be critical in monitoring our students and mitigating learning loss. In addition, we sought to expand enrichment programs for our students. We contracted with Art's Bus Express for Virtual field trips as well as purchased household passes to the San Diego Zoo (in October when kids are free) so that parents could take their children to the zoo as part of their educational experience. We also implemented the ATHLEAD program for outdoor enrichment activities for our students at Mueller. This is an area we plan on expanding in our transition to hybrid instruction as we recognize the need for our students to be moving, active and outdoors. Lastly, once we were placed in red tier, CIF approved the return of spring sports. We were committed to providing these outlets for our students. Safety protocols and guidelines were established and in March 2021 and we had approximately 110 high school students participating in sports including basketball, softball, volleyball, and soccer.

Distance Learning Professional Development *

Successes:

The investment in professional development and growth was a critical component of the academic year. Our teachers and staff were tasked with the challenge of learning a new means of delivering high quality instruction. Throughout the course of the year, professional development focused on ways to support distance learning. We did a needs assessment of our staff to gain insight into what their needs included. We were also able to gain further insights through meeting spaces with our respective Instructional Leadership Teams, Leadership Councils and whole staff meetings. Funding went towards a whole school Zoom subscription, Edugenuity increased subscription and PD opportunities including the Distance Learning Playbook. The Distance Learning Playbook was also purchased for all teachers at the start of the school year. We continued our professional development on existing programs that were being utilized to supplement the distance learning program such as Leader in Me, NWEA Map, Achieve, IReady, culturally responsive teaching and strategies to Support English Learners. Stipends in the amount of \$300.00 were provided to each teacher for use towards differentiated professional learning in addition to digital subscriptions for use in their classroom such as Peardeck, Seesaw, Nearpod to name a few examples.

Staff Roles and Responsibilities *

Successes:

The responsibilities of some classified staff members were adjusted due to COVID-19. Beginning a distance learning model has required staff to shift roles and responsibilities to support in areas of identified need. For example, the school librarian supports in communicating to families, offering translation services, supporting the technology distribution process, and the curriculum and supply distribution process. Communication was critical during the opening of a distance learning school year, requiring support positions to be shifted. Mueller and Bayfront will continue to evaluate the need for specialized classified and certificated roles that needed to be adapted during this academic year. Additional cleaning protocols were put into place requiring additional support. Custodial staff were expanded as outlined in our plan. We enlisted some of our charter employees to help ensure all areas on the school campus were cleaned, sanitized, and disinfected frequently.

Support for Pupils with Unique Needs (EL's SWD, Homeless and Foster Youth)*

We continued our commitment towards supporting students in our critical subgroups including our English Learners, Students With Disabilities, Low Income and Homeless and Foster Youth. We continued to monitor all students via our comprehensive school monitoring program (Resiliency Monitoring). In this way, we were able to create meaningful interventions for our students in need of additional supports whether it be academic, social-emotional, health-related or students in need of emergency assistance or support. Counseling services. Distance Learning Support Programs were implemented on site to support our highest need students and the children of essential workers. Since August 2020, we had over 70 students on campus participating in our distance learning support programs as well as our BRAC program at the high school. This also included students with chronic absences that were in need of additional supports. Home Visits were conducted for our highest need students to ascertain their needs and respond accordingly. These critical subgroups were also considered for summer school opportunities depending on what data showed.

Overall Challenges:

As most educators faced this year, adapting to new systems and finding new ways to monitor pupil participation and progress required new approaches, patience and troubleshooting. Implementing formative testing via a virtual format was challenging because technology issues would arise and teachers would be faced with helping students troubleshoot without being physically present. For our younger students, we depended on parents/ older family members to support them at home in utilizing these programs. Monitoring chronic absenteeism continued to be an area of focus and adaptation. Specifically, staff and students were tasked with adapting to a new system of monitoring and attendance including the use of pupil engagement logs. We needed to continue monitor our students who were not reporting to their classes and providing the necessary supports they needed. Another challenge was in the area of devices and connectivity as we responded technology troubleshooting for students, families and staff. The need in this area increased exponentially as a result of the distance learning format. However, funding an additional IT position supported in this area.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Specific interventions will be developed based on student need. The Resiliency Monitoring Process, our comprehensive monitoring approach will serve as the foundation for developing strategies to address the learning loss. Through this process the support staff team and teachers will identify factors that may be impeding their learning. Intervention plans will be developed in collaboration with the classroom teacher and the support staff to address the factors impeding individual student learning.</p>	120,000	120,000	No

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.

The actions related to pupil learning loss were met. Resiliency Monitoring occurred via a virtual format. In addition, support staff continued to meet weekly to design interventions for our highest need students.

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.

Throughout the course of the 20-21 school year, we sought to address pupil learning loss through intensive monitoring of factors impeding student learning. Local data indicates that our students are growing. However, we are aware of the learning loss that has occurred. Below is a summary of our local measures assessments:

NWEA MAP Data - January 2021 (mid year assessment) (Grades TK-8)
 Reading 45%, Language 41%, Math 41% for all students in comparison to our English Learners: R:21% L:20 Math- 23%.

Bayfront (9-12) conducted the MAP assessment for the first time in this academic year.
 Bayfront NWEA Data (April 2021)
 Reading: 59%
 Language:55%
 Math: 53%

EL's (9-12) Reading 16%, Language 9% , Math 15%.

We recognize the achievement gap between our English Learners and EO's.

Below are some key elements that were implemented to address pupil learning loss. We were also conscious that this critical work would need to carry on more intensively once we began hybrid and in person instruction. Mueller and Bayfront is committed to supporting students and mitigating the learning loss with a specific attention paid to our highest need students in all of our critical subgroups including: English Learners, Low Income and Homeless and Foster Youth. As part of our supplemental instruction and support, we plan on implementing the following actions, services and programs to supplant the work we are already doing in this area:

- At the start of the school year, due to being in the most restrictive tier, purple tier, many schools delayed the start of the school year by weeks. We were committed to minimizing the loss of learning and only delayed our "official start date" by a week to allot sufficient time to teachers to prepare. We recognized the need for our students to start their school year and began in our distance learning model
- Mueller and Bayfront have historically invested in 15 extra instructional days in comparison to district schools with a total of 195 instructional days in comparison to district schools at 180. We maintained these additional instructional days to continue extending the learning time.
- Mueller (TK-6) will continue Intersession week to provide small group support and intervention for students with identified academic need
- Summer School opportunity will be provided for TK-12 with 15 additional days of instruction provided to our highest need students. (Mueller 15 teachers / 15 days) and Bayfront (8 teachers for 15 days
- Our Resiliency Monitoring, school-wide monitoring process was implemented virtually to monitor and provide intervention for students not making making academic progress. In addition, students were identified for additional counseling services, support with attendance, and outside referrals.
- Bayfront continued to contract with Ingenuity to provide credit recovery opportunities for high school students via computerized platform
- We continued with family referrals for Mental Health services to assure that outside counseling was available to our highest need students.
- We continued our investment and partnership with the Chula Vista Collaborative, a nearby agency that supports with referrals and case management for families.
- Mueller and Bayfront implemented in person programs for our highest need students and the students of essential workers beginning in August. We implemented the Distance Learning Support Program through the YMCA. To accommodate more students, we expanded the program to MCS Community Support program (TK-8) and BRAC Program (9-12) so that students in need of additional support could come on site.
- Weekly virtual support staff meetings continued to identify students in need of additional interventions (academic data and attendance) were monitored.
- ATHLEAD, our enrichment after school program, offered additional support to our students on campus.

- Culturally responsive teaching training was implemented throughout the school year to support teachers and staff in their work with students.
- Professional learning for teachers and staff were continued via a virtual format to provide more tools for teachers to monitor and address learning loss in their instruction (NWEA MAP, IReady, ELPAC, English Learner Support)
- On-going formative and summative assessments to monitor student progress.
- Our hybrid model began in April of 2021 once we were placed in the red tier. We were very excited to have be able to provide instruction in person for our students to begin filling in some of the academic gaps.

Challenges-

The lack of being able to control outside variables for our students was a challenge in this area. Our students and staff experienced many of the effects of life circumstances and stressors related to COVID-19. Our older students, were often operating in dual roles in the home serving as primary caregivers for their younger students. This posed some challenges for our students responsible for their own learning. Parents expressed the challenges with working from home, while supporting younger students with logging in to their daily distance learning classes. Conducting assessments in a remote setting was also a challenge but our teaches and students persisted through the process so that formative data could be gathered. Lastly, technology support continued to be a challenge that we addressed through the course of the year. When technology issues would arise for our students, it would disrupt their distance learning for the day.

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.

Supporting mental health and social and emotional well-being has continued to be an area that we are committed to focusing on during this school year. We recognize the impact of the pandemic on our students, staff and community. We know that students and staff are experiencing more anxiety and stress related to being at home for an extended period of time. We understand the impact that COVID-19 has had on individuals and their families. We have seen our students and families impacted by job loss and lack of access to resources. We continued our outreach in supporting our students and their families with the necessary referrals to resources such as food assistance, housing and shelter, and outside counseling. Mueller/ Bayfront serves a TK-12 continuum which involves distinct developmental needs for social and emotional. Our school counselors, social workers and support staff, adapted their services to respond to the needs of our students. The service delivery model was adjusted to maximize the impact for our students in a distance learning format. They utilized multiple modes of communication to reach students and families including: google classroom, google voice, gmail, youtube, Instagram, Jupiter Grades, Remind 101, newsletters and home visits. Attendance was a major area of need in addressing the social emotional factors impacting our students. Our support staff team dedicated many hours of outreach to support students and their families in attendance improvement efforts and conducted home visits in the most intense cases. Support staff at both sites continued to hold weekly support staff meetings to discuss our highest need students, develop interventions and make referrals to outside agencies when necessary. Comprehensive school counseling programs continued providing a tiered system of support for students in TK-12 providing a combination of individual, group and classroom guidance lessons both in distance learning format as well as in the hybrid.

Through the course of the year, we maintained our investment in support services which included maintaining all counseling positions. At our high school, we invest in 3 full time school counselors & 1 school social worker. At the TK-8 site, we have 1 school counselor and 1 social worker. In addition, we maintained both deans of student positions to support students and families providing necessary interventions.

The following outlines some highlights in the area of mental health and social and emotional well-being:

- Assemblies focused on social emotional topics, wellness and character development (TK-8) (over 24 virtual assemblies in TK-8)
- Social emotional youtube videos for students (25 videos created by our school counselor and social worker focused on social emotional well being and mental health)
- Continued community outreach to families
- Monthly counseling center newsletters were sent out to families with links and resources to mental health and social emotional supports
- Allocation of resources and development of partnerships to support our highest need families (i.e bill assistance, holiday support, food assistance)
- Great Kindness Challenge (25 classrooms actively participated in Tk-8)
- TK-2nd guidance lessons were conducted for 6 weeks virtually

- Development of Student Advisory Board at the high school allowed students to working with counselors on a variety of of topics (college-career supports, social emotional college presenters, support with UC/CSU application)
- Utilizing social media instagram and youtube to provide important information to students (over 171 posts with counselor related information and resources)
- 100% of high school seniors received 4 year plan meetings
- Over 200 hours of drop in - responsive services for students in the high school
- Wellness newsletter and links provided by School Social Worker
- School Social worker presented in high school classrooms virtually on topics related to wellness and emotional well-being
- Connecting with students via email and text (google voice to text with students and families)
- School social worker conducted 6 Anxiety Presentations (average of 170 students) 5 Depression Presentations (average of 136 Students) to our high school students
- 100% of seniors received 3 college/financial aid classroom lessons for seniors + schedule, 100% of students received course change, and course selection videos, intro to support staff (100% of freshmen received)

Challenges

The challenges in the area of social emotional well being and mental health varied across the developmental stages of our students. We saw many of our older students supporting their younger siblings while in distance learning and serving a primary caregivers in the home. Our families were impacted by lack of financial resources and often attempting to meet their basic needs. Moreover, many of our students and staff were directly impacted by family members that contracted COVID-19 which in some instances, resulted in severe illness and death. The emotional toll on students and families during this time was very difficult. Support staff and counseling providers were tasked with responding to this need but without the physical proximity of having all of our students on campus. One challenge was accessibility to students via a distance learning setting. It was difficult to not have students present to assure that they received important information as well as having the ability to have full closure to sessions and the follow up we can do when in person. We recognized the advantages of in person contact with assessing how students were doing emotionally simply by seeing their non-verbals. Parent engagement and communication became harder in some instances partially because parents were juggling so much more during this time. This created some obstacles with attendance concerns as well as follow through with outside referrals. Scheduling posed some challenges for social emotional supports with an already impacted distance learning schedule. Although with the implementation of the hybrid model, counselors were able to access students in person to provide additional supports. Overall, there was an immense amount of learning and adjustment that occurred during the 20-21 school year and that will inform our continued work in this critical area for our students, staff and community.

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.

The 2020-2021 academic school year was one of constant adaptation to the drastic changing circumstances for our students and families. We sought to continue to gauge the needs and input of our students and families. At the start of the year, rather than to

conduct our traditional home visits, we did virtual home visits for the sole purpose of creating connection with students and their families. Families were surveyed throughout the year to share their input about distance learning, hybrid instruction and any concerns they had. Conferences continued in a virtual format to assure that parents were provided the opportunity to continue their communication with classroom teachers. Our DELAC meetings continued virtually through the year. In addition, Parent Council and Community Council continued to hold monthly meetings via a virtual setting as well as our monthly Charter Board meetings were shared via youtube livestream for any community member that wanted to attend.

Successes:

- Students continued to demonstrate resilience and displayed engagement in their classes
- Student Participation in Mueller Charter School Distance Learning Support Program (Since August 2020), MCS Community Support Program and BRAC program for grades 9-12 prior to implementation of Hybrid model in April 2021.
- Hybrid Instructional model was implemented in April 2021 once we were placed in the red tier.
- Meal distribution was conducted weekly for students in need of meals
- Curriculum distribution occurred during Fall and Spring to provide students TK-8 with curriculum and school supplies.
- Virtual home visits and virtual parent conferences continued in a virtual format
- Parent workshops conducted on how to support your (pre)-teen's socio-emotional health during the Pandemic and Distance Learning
- Care Packages for students were provided to our high school students (work from home materials)
- Home visits were conducted for our highest need students (100+ home visits conducted Tk-12)
- Parent engagement phone calls and consultations were conducted by support staff for our highest need students (over 200 + to date)
- Over 90 guidance lessons focused on social emotional topics were completed (Tk-8)
- 200+ Posts to date on Counseling Center Instagram which included information on college and wellness
- School Wellness site was updated frequently for students to access mental health resources (Bayfront 9-12)
- Student Wellness Surveys via our counseling center at Bayfront Fall- 349 completed the survey/ Spring- 296 completed the survey
- Family wellness surveys were provided so that families could access additional support if necessary
- School Social Worker (9-12) conducted 6 Anxiety Presentations (average of 170 students) and 5 Depression Presentations (average of 136 Students).
- 100% of seniors received 3 college/ Financial Aid classroom lessons for seniors + schedule, 100% of students received course change, and course selection videos , intro to support staff (100% of freshmen received)
- District speech contest continued in a virtual setting

Challenges:

While, our students and families exhibited major resilience during this academic year, we could negate the challenges that presented themselves during this time. Parents and families were juggling distance learning, working from home and managing technology issues for their students. Connectivity issues occurred at times for our students and families which presented difficulties at times. Moreover, we saw some our younger students in need of support of a parent or family member to access distance learning. On the flip

side, many of our older students were supporting their younger siblings with access distance learning from home. Most importantly, life during the pandemic impacted everyone's life drastically. Our students and families were impacted by COVID-19 diagnoses in their own homes, health needs that surfaced because of it, and the financial stressors that occurred due to the closure of certain business sectors. We saw a rise in stress, anxiety and overall mental health needs for our greater community at large and sought ways to support our students and families in these areas. Our chronic absenteeism rate from (January 2021) was approximately 8.18%, which indicated the need for systemic and coordinated efforts to address pupil engagement. We saw improvements from our efforts in this area but know this will continue to be an area for focused intervention. The biggest challenges were finding ways to support our students in the best possible way when they were not physically present on our campuses. With the transition to our hybrid model in April 2021, we were hopeful to be able to reach our students in a different way since the majority would be attending in-person instruction weekly.

Analysis of School Nutrition

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

Since school's physically closed in the Spring 2020, we continued to provide meal distribution through coordination with Child Nutrition Services and our district. During the start of the school year, we were able to provide meal distribution for our students in TK-12 from our respective sites. We identified one day a week (Tuesday) and a time frame of (12:00pm-2:00p.m.) in which families could pick up breakfast and lunch for five days and for each child. This was twofold: 1) to provide families with food for the week with less disruption to their week and 2) minimize the safety risks of having to pick up meals daily. Students participating in our Distance Learning Support Programs that were physically on campus were able to access meals daily through our cafeteria. We followed safety guidelines and protocols to assure that safety was maintained for both the staff and the students and families. We implemented the Mueller Core 4 in maintaining safety for our students and staff which included 1) Wear a Mask 2) Stay 6 feet apart 3) Wash your hands 4) Stay home when sick. During the 20-21 school year, our meal distribution ranged from approximately 300- 678 meals distributed weekly to students. (each meal contained 5 breakfast and lunch items). School nutrition services continued during hybrid instruction. Students on campus for hybrid instruction get breakfast and lunch while on campus. Students on distance learning can pick up their weekly meals at another nearby district school. A list of schools and times for food pick up were sent out to families.

Initially, the challenge was publicizing the resources available for families so that everyone would get the information in a timely fashion. We made adjustments and continued to publicize so that all of our families in need could access the meals. In addition, it is important to note that our school is located in the Chula Vista area which remained in the purple tier for much of the school year. We continued to provide this service to students and families while maintaining the highest level of safety for all individuals involved.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Charter Helper employee roles have been repurposed to increase daily cleaning and sanitizing of the campus. As we transition from distance learning to staggering student return to campus additional cleaning and sanitizing will be necessary, causing a need to increase the charter helper contribution to custodial support.	200,000	200,000	No
Distance Learning Program (Access to Devices and Connectivity)	Additional technology support. The demands of distance learning through technology has increased the need for additional technology support hours. A part time IT position has been made full time for the 2020/2021 school year to provided needed support to technology updates, repairs, and trouble shooting.	75,000	75,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	80 Macbook Laptops were purchased for teachers to aid in their distance learning instruction.	100,000	100,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	70 Macbook Air Laptop were purchased for students for distance learning.	85,000	85,000	No
Distance Learning Program (Continuity of Instruction)	Zoom and other digital subscriptions for learning and connectivity	40,000	40,000	Yes
In-Person Instructional Offerings	Facility enhancements to provide outdoor learning spaces - awnings, shade structures, umbrellas, outdoor furniture	150,000	150,000	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional online learning programs i.e. Ascend, See Saw, Pear Deck, etc...	10,000	10,000	Yes
In-Person Instructional Offerings	Facility safety and sanitation - signage, PPE, touch-less water stations, sanitation stations, air purification	50,000	50,000	Yes
Stakeholder Engagement	Communication Professional Expert for weekly communications with all stakeholders	50,000	50,000	Yes
Pupil Engagement and Outreach	Enrichment for students and families for virtual or other in person attractions (i.e. museums, parks, aquatic centers,) 50 per pupil	85,000	85,000	Yes
Pupil Engagement and Outreach	Providing childcare on the Mueller campus for the children of essential workers.	52,000	52,000	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional Development for distance learning techniques for both synchronous and a-synchronous learning	50,000	50,000	Yes

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.

We met or exceeded all of the actions and services that we intended to do.

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.

The vast learning that occurred in the Spring of 2020 into the 20-21 school year due to COVID-19 involved a tremendous amount of adapting, adjusting and resilience. We continued with 3 of our goals focusing on the following areas 1) academic growth and progress

for all students 2) social emotional wellness and physical well being 3) college and career readiness, technology skills, VAPA and 21st century skills and lastly we added a goal that would highlight student and community voice utilizing an equity lens. Input from stakeholder groups including student, families, community and staff informed the actions and services portions of 2021-24 LCAP. We continued to listen to our school community and responding to the needs of our students and families. Moreover, teachers and staff continued to need supports in the implementation of distance learning and hybrid learning. Professional development continued to be a critical need in supporting our critical student groups including our English Learners, Homeless and Foster Youth, Low Income and Students with Disabilities.

In regards to mitigating learning loss, we recognized the impact on learning that occurred for students. Actions and services in this area included additional resources to support students academically including the implementation of a summer session for our highest need students as well as additional resource and positions to continue to support student achievement. We understood the need to address any barriers to learning including assuring that student attendance and engagement continued. We learned firsthand the social emotional and mental health impact of the pandemic on every stakeholder group and continued our commitment to improve and expand our social emotional supports and services by adding additional staff to spearhead this initiative. Technology accessibility and connectivity as well as the instructional skills related to technology were highlighted during this time. It will continue to be addressed in our upcoming LCAP cycle. Maintaining high standards for staff and student safety were also a critical element in our next round of goals and actions. We were committed to engaging our community and stakeholders in this process and as we navigate this new normal in education. We sought to continue to amplify everyone's voices while maintaining continuity of instruction and a high quality instructional program for all students.

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

Mueller and Bayfront continued to use multiple modes of assessing student growth and to be able assess pupil learning loss. We gathered formative assessment data utilizing NWEA MAP in TK-12 in the areas of Reading, Language and Math. In addition, teachers in primary grades conducted one on one assessments to assess foundational skills. We continued to utilize data from supplemental programs including Imagine Learning, Achieve 3000 (ELA) and IReady (Mathematics). We disaggregated data to track progress for our pupils with unique needs including English Learners SWD, FY, and Homeless Youth, and Socioeconomically Disadvantaged students. At the secondary level, we utilized grade reports and D and F rates of students to intervene as well as progress towards high school graduation and A-G completion. In addition to academic data, we continued to track pupil engagement and absences. We continued to utilize monitoring systems in place at both sites, to track the progress of our highest need students. These identified students were selected for summer sessions. We continued our extended year program with 15 additional days of instruction recognizing that time with the teacher and high quality instruction was going to be the primary and most powerful intervention. In addition, we were able to restore 2 additional staff days for professional learning. Our 21-24 LCAP continues to provide specific interventions, resources and supports to our students with a specific lens and focus on our pupils with unique needs. We committed to additional positions to further support our students in the academic including additional paraeducator time, reading intervention teacher, instruction coach, and additional counseling support. Technology access and connectivity was also very apparent as an area to support our pupils. We are committed to continuing our work to close the digital divide for our students. Mueller/ Bayfront will also

~~continue to purchase high quality supplemental programs as well as the accompanying training to allow for the ability to monitor student growth and outcomes. Our organization will continue to disaggregate data to ascertain discrepancies and gaps among critical subgroups and ethnic groups.~~

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.

We have met or exceeded all of the actions and services that we intended to do.

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.

As a collective staff, we saw our resilience tested as we sought to embark on a new educational trajectory with the implementation of distance learning and a hybrid instructional model. We were excited when we reached the red tier that allowed us to expand our in person instruction for students via a hybrid model. Our accelerated learning from the Spring of 19-20 allowed our staff to adapt with more ease into the distance learning format we began in the 20-21 school year. The technology integration and professional learning that occurred from our staff and teachers and students was remarkable. Staff and students showed incredible resilience in adjusting to a new mode of learning via a distance learning model. Our momentum in professional learning for teachers in various areas including English Language Arts, Math, English Language Development, Writing and social emotional learning continued both years and we were able to transition this learning to a distance learning format. The data we gathered from our local measures and alternative metrics provided insight into areas of success and areas of growth that informed the development of our LCAP 21-24 cycle. We continued our formative assessments utilizing our local measures NWEA MAP (TK-12) and Achieve (2nd-8th), College and Career Indicator Data, Chronic Absentism rates as well as local climate surveys. Input from all stakeholders provided meaningful insights into the development of LCAP for the 21-24 cycle recognizing the impact of the COVID-19 on our school community as a whole. Within the new LCAP (21-24), we sought to expand our programs, actions, services and resources that support the work we have been doing as an organization to support the whole child. Our vision and mission to attain equitable outcomes for our students continues to be a core component. Lastly, it exemplifies our commitment to fostering resilience in our students as well as the collective team of Mueller and Bayfront.

The major themes in this year's LCAP are outlined below:

- 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.
- Access and expansion of services to comprehensive K-12 systems of services including social emotional, psychological, physical health and well- being.
- 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.
- Advocating for the mission of the charter from an equity lens, which promotes student, parent, and community voice.

Within the LCAP (21-24) we have addressed identified areas of need including:

- Intentional supports for our critical subgroups including English Learners, SWD, SED, Foster youth and homeless students
- Implementation of strategies and supports that mitigate the learning loss for students
- Expanding supports for student's academic, social emotional and mental health needs
- Implementation of on-going monitoring of academic growth to drive instruction and intervention strategies

- ~~On-going systems to address chronic absenteeism and student engagement~~
- ~~Continue to provide technology access and connectivity for students and staff~~
- The need for increased social emotional supports for students, families and staff.
- Continued professional learning opportunities for teachers and staff
- Additional resources and positions to support students (including staff to support academic and social emotional).
- Continued focus on CTE development pathways and college and career focused activities and VAPA
- On-going opportunities for students, staff and community to promote their voice and input.

Mueller and Bayfront recognize that we will be tasked with restoring the instructional gains that occurred prior to COVID. We are committed to supporting our school community in the transitional years that follow. We know that our students, families and staff will continue to demonstrate the same resilience we saw during the end of the 19-20 school year into the 20-21 school year.

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.

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.

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.
- 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.
- 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.
- 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.

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

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,785,390.00	2,886,511.00
LCFF	55,000.00	55,000.00
Supplemental & Concentration	2,650,390.00	2,746,511.00
Title I	80,000.00	80,000.00
Title II	0.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,785,390.00	2,886,511.00
	1,928,795.00	0.00
1000, 2000, 3000, 5000	0.00	522,000.00
1000, 3000	826,595.00	1,387,549.00
1000, 3000, 4000, 5000	0.00	69,157.00
1000, 3000, 5000	30,000.00	50,000.00
1000-1999: Certificated Personnel Salaries	0.00	395,305.00
2000, 3000	0.00	80,000.00
4000	0.00	15,000.00
4000, 5000	0.00	350,000.00
5000	0.00	15,000.00
5000-5999: Services And Other Operating Expenditures	0.00	2,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,785,390.00	2,886,511.00
	LCFF	55,000.00	0.00
	Supplemental & Concentration	1,793,795.00	0.00
	Title I	80,000.00	0.00
1000, 2000, 3000, 5000	Supplemental & Concentration	0.00	522,000.00
1000, 3000	LCFF	0.00	55,000.00
1000, 3000	Supplemental & Concentration	826,595.00	1,332,549.00
1000, 3000, 4000, 5000	Supplemental & Concentration	0.00	69,157.00
1000, 3000, 5000	Supplemental & Concentration	30,000.00	50,000.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	0.00	390,305.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	5,000.00
2000, 3000	Title I	0.00	80,000.00
4000	Supplemental & Concentration	0.00	15,000.00
4000, 5000	Supplemental & Concentration	0.00	350,000.00
5000	Supplemental & Concentration	0.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	2,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	966,595.00	914,857.00
Goal 2	799,525.00	919,805.00
Goal 3	862,770.00	870,849.00
Goal 4	156,500.00	181,000.00

* Totals based on expenditure amounts in goal and annual update sections.

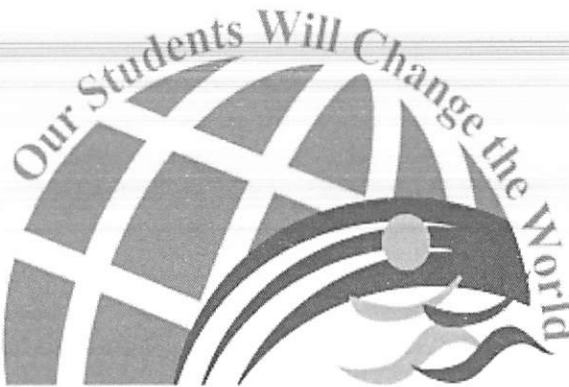
Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$400,000.00	\$499,149.00
Distance Learning Program	\$250,000.00	\$250,000.00
Pupil Learning Loss	\$120,000.00	\$120,000.00
Additional Actions and Plan Requirements	\$947,000.00	\$947,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,717,000.00	\$1,816,149.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$200,000.00	\$200,000.00
Distance Learning Program		
Pupil Learning Loss	\$120,000.00	\$120,000.00
Additional Actions and Plan Requirements	\$285,000.00	\$285,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$605,000.00	\$605,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$200,000.00	\$299,149.00
Distance Learning Program	\$250,000.00	\$250,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$662,000.00	\$662,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,112,000.00	\$1,211,149.00

MUELLER
CHARTER SCHOOL
 715 I Street, Chula Vista CA 91910



BAYFRONT
CHARTER HIGH SCHOOL
 830 Bay Blvd., Chula Vista CA 91911

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mueller Charter School	Dr. Maureen K. DeLuca Executive Director	maureen.deluca@cvesd.org 619-422-6192

Plan Summary [2021-22]

General Information

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

Mueller Charter School is a TK-12th grade school system that includes Mueller Elementary (TK-6th grade), Mueller Charter Leadership Academy-MCLA (7th and 8th grades), and Bayfront Charter High School (9th-12th grades). We currently serve close to 1700 students in TK-12. Bayfront Charter High School is housed on a separate campus, located half a mile from the Mueller TK-8th grade campus. At Bayfront, students enter our school from as many as 16 different middle schools, representing a broad cross section of South Bay neighborhoods. The mission of our charter clearly states, that in spite of any circumstances, socio-economic or otherwise, our charter is structured to overcome the effects of poverty on learning. We believe in creating systems and foundations that support achieving equitable outcomes for all students despite their circumstances. This has been our commitment as a Charter and continues to be our guiding motivation to provide a high quality educational experience for students in which we focus on the tenets of resiliency. We seek to foster high expectations, caring and meaningful relationships and opportunities for meaningful participation. We serve a diverse group of students with 92.5% being students of color, 87.4% are of Hispanic or Latinx descent, 35.7% of students are English Learners, 9.6% are students with disabilities and 76.1% are socioeconomically disadvantaged (CA Dashboard 2020). Some changes occurred in the recent year that have impacted some of our overall percentages. Mueller/Bayfront Charter School was recognized as a 2019 California Distinguished School, 2020 National Council for Urban

School Transformation Award Recipient, received Honor Roll in 2021 and participated in the WASC accreditation mid-cycle visit (Spring 2021) receiving positive feedback on the continued work at Bayfront Charter High School.

Reflections: Successes

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

Due to the impacts of COVID-19 some standardized measures were affected and adapted. We continued to look at CA dashboard data for trends as well as looking specifically at our local data and measures to ascertain our areas of need and growth for the 21-24 LCAP cycle. On the 2019 California School Dashboard, Mueller Charter remained “green” for English Language Arts. Overall, 60% of our students met or exceeded state standards for CAASPP in the area of English Language Arts. Our ELPI indicated that 43.1% had progressed at least one ELPI level. Our reclassified English learners scored 45.8 points above standard. Our focused efforts on development of English Learners including professional learning for our teachers on the implementation of strategies to promote english development lead to our improvements for English Learners on our CA Dashboard. In 2019, 48.9% of English Learners were making progress towards English language proficiency They outperformed our English Only students who scored 17.1 points above standard. Furthermore, our suspension rate was also “green.” The standard was met for state priorities including: Basic (Teachers), Instructional Materials and Facilities as well as Implementation of Academic Standards, Parent Engagement, Local Climate Survey and Access to a Broad Course of Study.

As an organization, we were proud of our response to education in a new distance learning paradigm. We sought to provide continuity of instruction during the transition to Distance Learning and our hybrid instructional model. Our commitment to serving the diverse needs of our low income students, foster youth and English Learners continued to be a priority for our organization. We sought stakeholder input throughout the year to assure that we were responding to student need. Access to meals and technology and connectivity were major areas of focus during the spring of 2020 and into the start of the 20-21 school year. As a school community, we continued to demonstrate resilience to rise to the challenges during an unprecedented school year. We were able to take our learning from the spring of 2020 and adjust to a distance learning format adapting and evolving to meet the changing needs of our students and families. Our Distance Learning Support Program (partnership with YMCA, TK-8), Mueller Community Support Program (TK-8) and BRAC (9th-12th) provided in person support for our highest need students since September 2020. As soon as we were out of the red tier, we were able to transition fully to our hybrid model in April 2021 bringing our students back for in person instruction via a hybrid model.

Below are some highlights from the 20-21 school year gathered from local data and metrics:

- Mueller/ Bayfront provided access to technology and connectivity for our students providing over 70 hotspot and 1548+ devices to students in need.
- We continued a strategic effort to provide access to meals for students during the period of distance learning. We ranged from 300-678 meals weekly distributed to students each week (each meal had 5 breakfasts/lunches).

We continued to use alternative metrics and local data to assess areas of need and growth. We utilized local measures to assess academic performance including NWEA MAP data for TK-12.

MAP Data in TK-8 indicated the following growth at the January mid-year assessment: Reading 45%, Language 41%, Math 41%

NWEA MAP was implemented for grades (9-12) for the first time. Data from April 2021 indicated the following results: Reading 59% Language 55% Math 53%.

Achieve Data (Grades 2-8) which tracks progress in Lexile Level growth indicated that 49% of students were college and career in April 2021.

At Bayfront, (9-12) indicators showed strong percentage rates in regards to the college and career indicators.

- 62.70% % of students participated in Honors or AP courses at the high school.
- 64% of high school students were dually enrolled in a community college course.
- We continued to partner with Southwestern college and offer three fall and three spring community college courses at Bayfront.
- School Counselors continued a focus on college preparatory activities, which included 21 virtual college visits available to all students at the high school.
- 100% of seniors received 4 year planning meetings with school counselors.
- In 19-20 , our graduation rates was 99.2%.

Social/Emotional & Mental Health Focus:

- Mueller/ Bayfront conducted Close to 100+ home visits to our highest need students
- The student support team across both sites utilize multiple modes of communication including google classroom/ google voice, Instagram, Jupiter Grades, Remind 101, gmail and home visits to reach students and families and providing the necessary resources to them.
- 10 parent workshops were completed for the TK-8 site via virtual format and translated for our Spanish Speaking parents.
- Year 3 of Leader in Me Implementation occurred at the TK-8 site.
- 90 classroom guidance lessons were provided to Tk-2nd classrooms, (for 6 weeks via virtual format) by school counselors.

Through an unprecedented academic year, the Mueller/ Bayfront community celebrated the work of our students, staff and school community. We were recognized by the National Center for Urban School Transformation as one of America's Best Urban Schools (2020). In addition, we received Honor Roll recognition in (2021). Lastly, we completed another successful year of WASC Accreditation with our mid-cycle visit for Bayfront Charter High School.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Mueller and Bayfront reviewed academic trends and historical data from our 2019 CA Dashboard. Below is a summary of areas of identified need. Some of these areas of need were apparent prior to COVID-19 and will continue to be areas of focus as indicated by local measures. Our students declined from "green" to "orange" in Mathematics. Our English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities were also "orange." Our chronic absenteeism dropped from "green" to "orange." Our dashboard indicates "yellow" in the indicator for College and Career Readiness. Although it is not a decline, and in order to ensure the highest achievement of our college and career readiness, we are also closely monitoring the documentation of indicators pertinent to this area.

Mueller and Bayfront understand that we are tasked with restoring the academic progress that was made prior to COVID-19 with the learning loss that occurred for our students during this academic year. We recognize the impact on academic progress for our English Learners during this year. Our EL's need opportunities for immersion and English exposure in the development of language. We understand that those opportunities do not equally lend themselves during a Distance Learning model. Our students also missed out on the socialization aspect of language development that occurs in school to support English Language Development. We continue to pay close attention and monitoring of our critical subgroups including English Learners, Low Income, Foster Youth & Homeless and Students with Disabilities.

- English Learners

MAP data shows continued need to support our English Learners

MAP Data in TK-8 indicated the following growth at the January mid-year assessment: Reading 45%, Language 41%, Math 41% for all students in comparison to our English Learners: R:21% L:20 Math- 23%.

NWEA MAP was implemented for grades (9-12) for the first time. Data from April 2021 indicated Reading 59% Language 55% Math 53% (MAP English Learner Data R: 16% L:9% Math 15%)

- Mathematics - Our MAP math indicates the need we saw in Mathematics with a lower percentage in comparison to Reading and Language scores.
- Chronic Absentism Rate (TK-12) was 8.18% (January 2021).We saw improvements but still need to address absenteeism and keeping students engaged. Our goal will be decrease the number of students on the chronically absent list by addressing any barriers to learning.

Students with Disabilities:

- The academic progress of our students with disabilities were closely monitored through a team from Mueller/ Bayfront.
- Social/Emotional/ Mental Health Resources
- Local data from stakeholder input including students, parents, staff and teachers highlighted the continued need to support our students social emotional growth and mental health and wellness. Mueller/Bayfront will build and expand on our existing structures of support by adding additional counselors, Coordinator of Student Support Services and partnerships with mental health resources.

Steps to remedy the decline among the target groups include targeted professional learning, alignment of content and curriculum, department meetings, grade level meetings, individualized coaching for teachers, and monitoring of interventions via our student monitoring systems and protocols. We will continue providing access to technology and connectivity for our students to close the digital divide. To continue to mitigate learning loss and address student academic need, Mueller and Bayfront will continue the use of formative and summative assessments to drive instruction and intervention for our students.

LCAP Highlights

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

This year's LCAP is a culmination of our approach to responding to student needs during an unprecedented time for the world due to COVID-19. It demonstrates our commitment to a student-centered approach to education as we continue to adapt to the needs of our students during a changing time while rising to the challenge as a Mueller /Bayfront community. You will see the expansion and evolution of programs, actions, services and resources that support the work we have been doing as an organization to support the whole child. This document memorializes our continued vision and mission to attain equitable outcomes for our students. Lastly, it exemplifies our commitment to fostering resilience in our students as well as the collective team of Mueller and Bayfront.

The major themes in this year's LCAP are outlined below:

- 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.
- Access and expansion of services to comprehensive K-12 systems of services including social emotional, psychological, physical health and well-being.
- 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.
- Advocating for the mission of the charter from an equity lens, which promotes student, parent, and community voice.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Mueller and Bayfront received input on the LCAP utilizing distinct modalities to assure stakeholders had opportunities to provide suggestions before finalizing the LCAP. We obtained input from staff utilizing our distinct leadership groups. We provided staff an opportunity to provide input during their professional learning times. Parents were provided a link for a parent survey related to LCAP. School closures made it difficult to continue collecting input using in person strategies but we continued to collect input using digital methods including electronic surveys and shared documents.

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

Certificated and Classified Personnel -input sessions provided surveys and shared documents.

Instructional Leadership Teams- ILT at Mueller/ Bayfront provided input for LCAP actions and services.

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.

Parent Council/Bayfront Community Council (monthly meetings)(Parent Advisory Committees) - Mueller and Bayfront continues 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 also sent out multiple parent surveys to gather additional input throughout the school year.

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.

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.

Charter Board - Our Charter Board meets monthly and provides input on our school goals and site specific plans for instructional improvement. The plan and goals were developed based on input from the Board as well as they will provide final approval of our plan.

Student Advisory Groups including, Student Council, (Grades 7-8) and Student Advisory Board (9-12)- completed LCAP input student survey. We also looked at available data from our Leader in Me student survey and California Healthy Kids Survey (CHKS).

A summary of the feedback provided by specific stakeholder groups.

Feedback was provided by our various stakeholder groups including students, staff and parent/ community based on the goals developed for LCAP listed below:

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 stakeholder groups:

Student representatives from our elementary, middle and high school provided input related to the LCAP. Below is the summary of their feedback:

- Improve mental health and social emotional, additional counseling, groups for students that need help, provide counseling resources, sessions on topics, 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. Assemblies were also listed as way of getting more important information to them.
- Continue college visits and to learn more about various careers
- 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
- Needing 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 most beneficial.

Parents/ Community Feedback:

- Implementing tutoring and extended learning opportunities to support student's academics
- Desire to have students return to campus
- Providing students with more activities based on their interests beyond the school day .
- More class time or one on one time with teachers
- Additional mental health classes, counseling and focus on wellness, and life skills.
- Continue providing music and variety of instruments to learn guitar/ drums singing
- Personalized newsletters that are site specific to include (extra curricular, sports)
- Layered communication with updated school calendars with school activities

- Attendance Improvement ideas include 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)
- Ensure students are connected to school
- Student and teacher mentors
- Trainings for parents (i.e. supporting social emotional, technology)

Teacher/ Staff Feedback:

- Continue to provide access to technology and technology learning
- Additional 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)
- Extend learning opportunities through continuing extended school year, summer program and tutoring .
- Individualizing interventions, collaboration among staff for student specific needs
- Integration of social issues in courses
- Full time school nurse
- 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
- 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
- Collaborate with high school for tutoring
- Increase teacher connections and share frequent updates from various committee group meetings
- Adopting science curriculum for TK-8

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

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

- Continue our extended year and extended day to provide additional instructional days for students
- Promote attendance and student engagement through incentives and positive recognition for students

- **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).**
- **Partnership with mental health providers for students**
- **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**
- **Continue to provide access to technology through the purchase of devices, technology support and technology learning for students.**
- **Continue implementation of English Learner Supports, which include resources to support EL's and Professional Development for teachers**
- **Restoring 2 professional development days**
- **Continued investment in curriculum to support all academic areas (Math, ELA, Science, ELD)**
- **CTE development**
- **Career focused activities and strategies**
- **Continued investment in VAPA teachers across both sites**
- **Culturally Responsive Teaching Training**
- **Continue to gather community voice through our structures and forums to elevate student, parent/community and staff voice.**

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Mueller and Bayfront developed this goal to support all students in their academic growth and progress. We understand the impact of COVID-19 and seek to continue to mitigate the learning loss of our students. We have been intentional in our approach to ensure equitable outcomes for all of our students but also specifically looking at our critical subgroups to assure that approaches are meeting the diverse needs of our students. Our approach to closing the achievement gap is looking at each student holistically to providing the academic interventions and support that they need to reach and progress towards proficiency in both English Language Arts and Math. In regards to our English Learners, Mueller looked at pre-covid historical NWEA MAP data from 2019-20 to inform our goals in this area. Our goal is to restore previous achievement levels and make significant growth moving forward from that point. Bayfront implemented NWEA MAP for the first time in the 20-21 school year. We looked at national normative data and growth to inform our targets. The actions and metrics created in collaboration with all stakeholder groups will seek to provide intentional supports, interventions and resources towards academic achievement and growth for all student groups.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2, Priority 4 Student Achievement- Academic progress (EL progress), Priority 5, Priority 7 Access to Broad Course of Study and Priority 8- Other Pupil Outcomes - College / Career Indicator will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress, and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	18-19 Data Overall 3-11 ELA 60% met or exceeded EL ELA 31% met or exceeded				ALL ELA-66% meet or exceed EL ELA-37% meet or exceed ALL Math-48% meet or exceed

Metric	Baseline	Year-1 Outcome	Year-2 Outcome	Year-3 Outcome	Desired Outcome for 2023-24
	<p>(ELA 13.2 points above standard. EL'S /ELA 1.9 points above standard)</p> <p>Math 42% met or exceeded EL Math 30%</p> <p>(Math 26.8 points below standard, EL Math 26.9 points below standard)</p>				EL MATH-36% meet or exceed
NWEA MAP (TK-8) Reading Language Math	<p>January 2021 (mid-year assessment)</p> <p>Reading - 45% Language- 43 % Math- 41%</p>				<p>(mid-year assessment)</p> <p>Reading- 59% Language- 58% Math - 56%</p>
Achieve 3000 (Grade 2-8)	<p>April 2021</p> <p>49% met college and career readiness.</p>				<p>(April 2024)</p> <p>68% meet or exceed college & career readiness</p>
NWEA MAP English Learners (TK-8) Reading Language Math	<p>January 2021 (mid-year assessment)</p> <p>Reading (EL's)-21% Language(EL's)- 20% Math (EL's)- 23%</p>				<p>(mid-year assessment)</p> <p>Reading (EL's) - 31 % Language (EL's) - 31% Math (EL's)-35%</p>
AP exams	19-20 Data				We plan to maintain or exceed 71.4% of students scoring 3 or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	71.4 % of students who took an AP exam scored 3 or higher.				higher on the AP exam.
NWEA MAP (9-12) Reading Language Math	April 2021 Reading - 59% Language - 55% Math - 53%				(mid year assessment) Reading - 62% Language - 58% Math - 56%
NWEA MAP English Learners (9-12) Reading Language Math	April 2021 Reading (EL's) - 16% Language (EL's) - 9% Math (EL's) - 15%				EL's Reading - 22% Language - 15% Math - 21%
Graduation Rates	19-20 99.2% graduation rate				Maintain 95% or higher graduation rate.
Dual Enrollment	20-21 64% of high school students are dually enrolled in a community college course.				70% of high school students are dually enrolled in a community college course.
A-G Course Completion	19-20 60% of Bayfront graduating Seniors met or exceeded A-G requirements.				66% of Bayfront graduating Seniors met or exceeded A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation Honors & AP Courses	20-21 62.7% participation rates in honors and AP courses.				69% participation rates in honors and AP courses.
ELPAC Data	18-19 (CA Dashboard) 48.9% making progress towards English language proficiency				53% making progress towards English Language Proficiency.
English Learner Progress Indicator (ELPI)	CA Dashboard (2019) 43.1% who progressed at least one ELPI level.				50% of English Learners will progress at least one ELPI level.
English Learner Reclassification Rates	20-21 22 English Learners were reclassified.				We will seek to maintain or increase English Learners progress towards reclassification.
Teacher Assignments	20-21 100 % of teachers are fully credentialed and appropriately assigned.				We will maintain 100% of teachers fully credentialed and appropriately assigned.
Standards Aligned Materials	100% students have access to standards-aligned materials.				100% students will continue to have access to standards-aligned materials.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Extended School Year	Mueller/Bayfront Charter School provides 14 additional days of instruction to extend the school year for students and impact academic progress and growth for students in need. The additional 14 days of instruction are provided by their classroom teachers.(Based on need, Low Income, Foster Youth, English Learners & SWD may receive additional instructional support during Intersession weeks)	\$1,100,000.00	Yes
2	Extended School Day	Mueller Charter School/ Bayfront offers after school program support for additional tutoring for students. Teachers can provide more intensive, targeted, small group instruction to students that need it in specific curriculum areas.(Based on need, Low Income, Foster Youth, English Learners & SWD may receive additional instructional support during this time)	\$190,000.00	Yes
3	Provide professional learning for teachers and staff.	Professional learning opportunities are provided weekly to staff to support in various areas of instruction. In addition, staff members are encouraged to attend professional learning specific to their areas of focus or areas they would like to continue to grow in.	\$35,000.00	No
4	Staff collaboration time (Professional Learning Communities Time)	Teachers are provided release time to meet in professional learning communities and plan with their grade levels contributing to increased learning outcomes for students. Collaboration teachers release teachers to provide additional instruction and enrichment to students during those blocks of time including physical education, music and social emotional learning.	\$375,000.00	No
5	Ongoing formative assessment for core content areas	Mueller/ Bayfront utilize on-going formative assessments to monitor student growth using computerized platforms in the areas of English Language Arts and Mathematics. This data serves as a tool to drive instruction, additional professional learning focuses and student-driven decision making. (Data is disaggregated for EL's SWD, Low Income and FY)	\$92,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Professional Development English Learner Support	Teachers will acquire the training to improve their implementation of ELD teaching skills in line with research based instructional practices through professional learning, training and attending conferences resulting in increased student outcomes for our English Learners.	\$33,000.00	Yes
7	Access to designated and integrated ELD	Teachers will provide designated and integrated English Language Development to assist English learners in developing English language skills necessary for academic content learning in English. This includes providing necessary professional learning for teachers to implement these strategies.	\$25,000.00	Yes
8	Supplemental programs for English Learners	Mueller will continue to invest in supplemental programs to support our English Learners resulting in additional student data progress and resulting in improved student outcomes for English Learners.	\$65,000.00	Yes
9	Reading Intervention Teacher	Mueller (TK-8) will invest in a reading intervention teacher who will support students and help mitigate the learning loss in the area of English Language Arts resulting in improved learning outcomes for students in reading. (Based on need and academic monitoring, Low Income, Foster Youth, English Learners & SWD may receive additional instructional support).	\$100,000.00	No
10	Instructional Coach for Bayfront Charter (9-12)	An instructional coach position will be added at Bayfront (9-12) to support instructional improvement efforts including providing support to teachers resulting in improved student outcomes (coaching, modeling, professional learning, data analysis). Mueller will maintain the instructional coach position.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
11	Special Education (Supplemental Supports)	Mueller/Bayfront will augment additional extra days to our special education resource teachers, school psychologists and SLP to align with our extended year calendar to provide additional instructional time and supports for Students With Disabilities. In addition, we will maintain the Coordinator of Special Education Position.	\$200,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

An explanation of why the LEA has developed this goal.

Mueller and Bayfront are committed to continuing our focus on promoting systems and services that promote social emotional, psychological and physical well-being. We have seen firsthand the impact of the COVID-19 on the wellness of our students and community. As we enter this next phase of our LCAP cycle, we are committed to continuing the work we have done over the years. We also want to strengthen and add to the systems of support we already have in place to support our school community. This includes expanding opportunities for students social emotional and mental health support as well as programs that increase physical health and well-being. Our actions and services reflect input from stakeholders in how we can serve our students in this critical area.

Input received from stakeholders through the LCAP process indicated a need to support students mental health and wellness with additional supports that improve student wellness and connectedness to school. Baseline data and parent/self reports have shown that some students and staff need additional support with their social-emotional well-being and mental health. We will use a variety of metrics to ensure that all aspects of well-being are identified, supported, and monitored. We will continue to utilize our Leader in Me Survey data to monitor indicators related to this goal area as well as California Healthy Kids Survey (CHKS). Because our data points were pre-covid, our targets are to maintain or exceed baseline levels. We recognize that the changing context and experiences for stakeholder groups will impact perceptions and feelings of our students and staff. For example, we have always measured student's perceived safety on campus. Now since the onset of COVID, we understand that individual's perceived safety will be impacted by what has transpired in the last year and a half. Meal distribution was noted as alternative metric because it was a crucial need for our students and families and required a systemic effort on the part of our organization to make sure that weekly meals were provided during the period of distance learning. Suspension and expulsion data from the CA dashboard (2019) indicated positive trends with 1.1% of students being suspended and 0 expulsions. Actions and services seek to continue this work and continue to strengthen our school climate. Our chronic absenteeism rate was another area of focus that will be addressed through the next cycle of LCAP.

The metrics and actions described below will be implemented to ensure that the progress is made is in line with Priority 1: Basic services and conditions, Priority 3: Parent Engagement, Priority 5: Student Engagement, and Priority 6: School Climate. Our goal is show progress over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress, and metrics and actions will be reevaluated as necessary.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meal Distribution	<p>20-21 approximately 300-678 meals were distributed weekly to students. (each meal contained 5 breakfast and lunch items)</p>				Continue to provide meals for students in need.
LIM MRA Student Survey	<p>(2019) ACADEMIC GOAL ACHIEVEMENT Students are able to set their own academic goals and deadlines and are also capable of tracking their own progress and identifying steps they need to take to reach those goals. They regularly share their progress with an adult and reflect on their accomplishments. 57/100</p> <p>CONFIDENCE Students like themselves and feel proud of who they are. 65/100</p>				<p>Maintain or exceed or baseline levels according to LIM indicators. ACADEMIC GOAL ACHIEVEMENT 57/100 CONFIDENCE 65 /100</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
LIM MRA Staff Survey	(2019) SOCIAL & EMOTIONAL LEARNING SUPPORT Teachers feel they have the knowledge and consistent training they need to effectively teach and model social and emotional concepts to their students. 83/100				Maintain or exceed or baseline levels according to LIM indicators. SOCIAL & EMOTIONAL LEARNING SUPPORT 83 /100
California Healthy Kids Survey (CHKS)	2019 Data High School 82% of high school students surveyed reported feeling safe on campus 90% of students surveyed reported feeling high or moderate levels of high expectations from staff.				Maintain or exceed or baseline levels. 82% of high school students surveyed reported feeling safe on campus 90% of students surveyed reported feeling high or moderate levels of high expectations from staff.
Chronic Absentism (Power BI)	20-21 (TK-12) 7/30/2020-1/01/2021 8.18 % students were chronically absent				6% chronic absentism rate or better.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student participation in athletics (9-12)	19-20 Athletic programs continued through the course of the school year. 1/3 of students at the high school participated in an after school sports and activities. (Pre-COVID)				Maintain or exceed our participation rates in after school sports and activities.
PE Instructional Minutes (TK-8)	20-21 We met or exceeded the required 200 minutes of physical education instruction every ten school days (TK-8)				Continue to meet and or exceed Physical Education instructional minutes.
Suspension Rates CA Dashboard	2019 1.1% suspended at least once				Maintain or improve our Suspension rate of 1.1 %.
Student / Family Wellness Checks (TK-12)	20-21 Bayfront conducted a fall and spring wellness check for families to assess need.				Mueller/Bayfront will conduct fall and spring wellness check for families to assess need.
Staff Wellness Checks	20-21				Mueller/Bayfront will implement quarterly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mueller/Bayfront conducted surveys and informal check-ins to gather staff input. We plan to implement quarterly staff wellness surveys to assess student wellness.				staff wellness check-in surveys as well as informal check-ins.
Student Wellness Presentation	20-21 School counselors and social workers provided student wellness presentations.				School counselors will reach ALL students with wellness presentations.
Expulsion Rates	20-21 0% of students were expelled.				We will maintain or 0% expulsion rate.
School Facilities (FIT Report)	20-21 (Baseline) School rating of "good" on the Facilities Inspection Tool (FIT Report)"				Maintain our schools with rating of "good" or better - Facility Inspection Tool (FIT Report)
Dropout Rates	19-20 Middle School Dropout Rate 0% High School Dropout Rate .8%				Maintain our dropout rates at the middle and high school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Resiliency Monitoring Process	Continue implementing Resiliency Monitoring Process to increase awareness of student needs and develop appropriate interventions and services to improve student outcomes. (15 FTE 30 days).	\$225,000.00	No
2	Case Management for Homeless and Foster Youth, Low Income and English Learners	Support services which include school counselors and social workers will develop a system of support for our highest need student groups. This includes access to supports including transportation, counseling services and academic intervention and monitoring. This will include training all staff on the implementation strategies to support our critical subgroups.	\$1,000.00	Yes
3	Professional Learning & Training (Social Emotional & Wellness)	Professional training will be provided in the the areas of social emotional learning, trauma informed care, restorative practices, youth mental health, suicide prevention and overall wellness to improve social emotional progress for students and also to provide staff with necessary supports to work with their students effectively. (Embedded in professional development Goal 1).		No
4	Physical Education Collaboration Position (Full Time TK-8)	Mueller will continue to invest in a full time physical education position TK-8 to provide additional PE support for students resulting in improvement in overall wellness. This position is a part of our collaboration schedule, which provides release time for our classroom teachers to plan.	\$75,000.00	No
5	Additional School Counselor (TK-8) and Coordinator of Student Support Services Position (TK-12)	Mueller and Bayfront will add two additional positions to support social/ emotional and wellness for students, which complements our existing counseling departments resulting in improved social emotional growth and overall wellness for our students, staff and community. An additional school counselor will be added to the TK-8 site. We will also add a Coordinator of Student Support Services who will oversee	\$260,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the implementation of social emotional supports, PBIS, MTSS, Restorative Practices and Resiliency Monitoring Programs (TK-12).		
6	Maintaining our existing support positions (7 Full time positions)	Mueller/ Bayfront will maintain our support services positions to support student social emotional growth and overall wellness. This includes the following full time positions: 4 school counselors, 2 social workers, 2 dean of students. (TK-8, 1 school counselor, 1 school social worker, 1 Dean of students: Grades 9-12: 3 school counselors, 1 school social worker, and 1 Dean of Students). These positions provide supports to our highest need students including Low Income, FY and English Learners.	\$500,000.00	Yes
7	Additional Full Time Nurse	Mueller/ Bayfront invested in an additional full time nurse adding to the 1 full time nurse position we already have in place.This additional position will provide health support to students and families and will allow for us to have 1 nurse at each site full time.	\$100,000.00	No
8	Campus Safety and Beautification	Mueller and Bayfront will invest in continued efforts to improve overall campus safety and beautification and improving student's, staff and communities feelings of safety on campus. This includes but is not limited to (fence improvements, cameras, alarms, shade structures, murals, emergency kits and supplies).	\$106,000.00	No
9	Coaching Stipends Mueller/Bayfront	Mueller and Bayfront is committed to improving and expanding our existing sports programs to support student wellness, provide opportunities for meaningful participation and connection to school. This includes facilities rentals, sports equipment, coaching stipends, referee fees, and robust athletic programs for students at Mueller and Bayfront.	\$150,000.00	No
10	Full time Bus Driver	Mueller and Bayfront will invest in a full time bus driver to provide transportation to students to outside learning venues such as the	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Living Coast Discovery Center, Southwestern College and other experiential learning opportunities resulting in improved student opportunities and learning.		
11	Additional Counseling/ Mental Health Services	Mueller and Bayfront will invest in additional counseling and therapeutic services for targeted counseling for students with social emotional and mental health needs by partnering with an outside agency.	\$50,000.00	No
12	Additional Portable Classroom Spaces	Bayfront will install up to 3 additional portables of additional classroom space to accommodate students at the high school.	\$400,000.00	No
13	Student and Family Support Services	Expand student and family access to services that support social, emotional, and physical wellness, including on-site CBO's at Bayfront that service all students in TK-12. (Chula Vista Community Collaborative)	\$2,500.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
3	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.

An explanation of why the LEA has developed this goal.

Mueller and Bayfront chose to continue our work on this goal as it is very relevant in preparing our students for college, career and beyond. We are committed to developing student skills as it relates to the areas of technology, VAPA, and 21st century skills. In effect, we seek to continue to strengthen our college and career going culture to better prepare our students to pursue their collegial goals but also in their career aspirations. Technology access and education was a major necessity during COVID-19. Not only, did we commit to closing the digital divide for our students: students, staff and family were plunged into an era where technology learning was critical during the period of distance learning. We seek to continue to grow in this area to assure that our students are prepared with the necessary skills in a changing world.

Stakeholder input outlined the continued need to promote college and career activities and strategies that focus on career pathway exposure and preparation for college through enrollment in Honors/ AP courses, dual enrollment courses, A-G requirements and college visits. The actions and services outlined will provide students with a broad course of study while providing them opportunities and the supports necessary to see an increase student outcomes.

The metrics and actions described below will be implemented to ensure that the progress is made in line with Priority 1- Basic Services and Conditions at Schools, Priority 5- Student Engagement , Priority 6- School Climate, Priority 7: broad course of study and Priority 8- College / Career Indicators. Our goal is show progress over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress, and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Devices	20-21				Continue 1:1 devices for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Technology Distribution - 950 (MCS)+ 598 (BCHS)				
Access to Hot Spots	20-21 (70 hotspots)				Continue to provide wifi hotspots for students as needed.
Graduation Rates	19-20 99.2% graduation rate				95% or greater Graduation Rate
Dual Enrollment	20-21 64% students at Bayfront are dually enrolled in a community college class.				70% Dual Enrollment
Honors or AP courses	20-21 62.7% students are participating in Honors or AP courses.				69% students are participating in Honors or AP courses.
A-G Requirements	19-20 60% of Bayfront graduating Seniors met or exceeded A-G requirements				66% Bayfront graduating Seniors met or exceeded A-G requirements
Individual 4 year planning with school counselors (Seniors)	20-21 100% of seniors met with school counselor to discuss their 4 year plan				100% of seniors met with school counselor to discuss their 4 year plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation in VAPA (TK-12)	20-21 100% of students had access and/or participated in VAPA or music programs.				100% of students had access and/or participated in VAPA or music programs.
College Visits - Virtual	20-21 21 Virtual College Visits across all (Grades 9-12)				Bayfront will meet or exceed 21 (Virtual or in person) College Visits across all (Grades 9-12)
College Visits- Virtual (Grade 7-8)	20-21 All 7th graders received virtual college visits.				All 7th/8th Grade students will have access to (Virtual or in person) college visits.
College/ Career Presentation (9-12)	20-21 High school juniors and seniors participated in college/ career presentations.				Every Grade level will receive a college/career focused presentation (Grades 9-12)
Career Inventory- Strengths Assessment	20-21 7th /8th graders piloted a career-strengths inventory.				All students in grade 7-12 will take a career strengths based inventory for career exploration.

Actions

Action #	Title	Description	Total Funds	Contributing
3	Lead Counselor Stipend (Grade 9-12)	Position change to include additional days for a Lead School counselor (Grades 9-12) to support with College and Career readiness and CTE to improve outcomes in these areas for students.	\$6,000.00	No
4	College Preparatory Activities	Mueller and Bayfront will continue to invest in college preparatory activities to support students in their planning for college, career and beyond. This will include College visits, which will be determined by status of COVID in the upcoming years.	\$40,000.00	No
5	Visual and Performing Arts (VAPA)	Mueller/Bayfront will continue to invest in 2 full time music teachers at Mueller and 2 full time VAPA teachers at Bayfront to provide visual and performing arts opportunities for all students.	\$395,000.00	No
6	Full time collaboration teachers (2)	Mueller will invest in two full time collaboration teachers to provide enriching learning opportunities for all students in areas related to 21st century skills, technology and college and career.	\$175,000.00	No
7	Technology student and staff devices/ updates	Mueller/ Bayfront will continue to invest in technology for students and staff as well as necessary technology updates so that we can maintain a 1:1 device ratio resulting in improved student outcomes for students to access their educational program.	\$250,000.00	No
8	IT Positions (Technology Support)	We will maintain the one 1 Full Time IT position and add an additional Full time IT Position to support students, families and staff with technology needs.	\$175,000.00	No
9	Student Career/ Strength Assessments	Mueller and Bayfront will invest in a student career/ strength assessments to support career and college exploration.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	CTE Pathway Development	Bayfront will continue in the development of CTE and interest based pathways. This may include investment in curriculum, professional development, collaboration with the county and outside agencies.	\$50,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

An explanation of why the LEA has developed this goal.

This goal was adapted to focus specifically on highlighting an equity lens as we strive towards the mission of our charter. We recognize the necessity to give voice to our students, parents and community as it relates to their education and the program we provide. We want to continue to adapt and evolve to meet the needs of all of our students assuring equitable outcomes for our students. Mueller and Bayfront understand the need to assure that we gather input from our students, parents and community in efforts to respond to the changing needs and demands of students during this time. We will continue to focus attention on maintaining or improving our participation rates for parent conferences at over 90%. All conferences were held via a virtual setting during the 20-21 school year which involved some challenges at times. We want to continue to work on improving parent participation and engagement through the implementation of the actions and services outlined in this goal.

Stakeholder input indicated the need to continue to promote community voice. We want to continue to promote this by providing the spaces for our parents to access resources, provide input and communicate directly with staff members on site but continuing our existing structures to communicate with our school community. This year has highlighted the necessity to continue to respond to the community's needs and truly understand the depth of what our school community is going through. This will allow us create meaningful supports that will improve outcomes for our stakeholders. We also seek to further build the home school connection.

The metrics and actions described below will be implemented to ensure that the progress is made in line with Priority 3- Parent Engagement , Priority 5- Pupil Engagement and Priority 6- School Climate. Our goal is show progress over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress, and metrics and actions will be reevaluated as necessary.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conference Attendance Log	20-21 92% participated in virtual spring conferences.				Participation rate of 90% or greater on parent conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Home Visit Attendance Log (Virtual Home Visits)	19-20 98% participated in home visits. (Pre-COVID)				We will maintain or exceed our percentage for (virtual) home visits. 98% Participation Home Visits (virtual due to COVID)
Parent Workshops (TK-8)	20-21 Parent workshops were provided on 5 topics during the course of the school year. (translation provided)				We will meet or exceed parent workshops focused on topics requested by parents.
LIM MRA (Staff Survey)	2019 STAFF EMPOWERMENT Staff members feel their opinions are valued and respected and that they are encouraged to take the lead on school-improvement efforts by taking risks and proposing new ideas. 81/100				We will maintain or exceed our baseline related to LIM indicator. STAFF EMPOWERMENT 81 /100
Kindness Council (4-6)	20-21 We began student advisory board this				Continue the implementation of our respective student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Council (MCLA) Student Advisory Board (9-12)	year and will grow the board and include student wellness.				advisory boards to promote student voice.
Student Representatives on Charter Board (2)	20-21 Mueller/Bayfront currently have 2 students serving as members of our Charter Board.				Maintain student representatives on Charter board.
Parent Council/ Community Council Meetings	20-21 Parent Council (TK-8) & Community Council (9-12) occurred monthly.				Parent Council (TK-8) & Community Council (9-12) will continue monthly.
Counseling Updates (via communication tools)	20-21 Counseling Updates were sent weekly and monthly via communication tools. (mental health, social-emotional supports, resources, college and career topics)				Continue weekly counseling updates with resources for students and families.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home Visits (Virtual Home Visits due to COVID)	Parents and staff will participate in home visits in August and parent/teacher/student conferences in both the fall and spring. Teachers and Support Staff are provided release time through 18 minimum days throughout the school year to meet with families. Additional staff are released as needed to accommodate families that need language translation.	\$75,000.00	No
2	Culturally Responsive Teaching Professional Learning	Mueller/ Bayfront will continue invest in professional learning opportunities for teachers and staff focusing on culturally responsive teaching and supporting all students from an equity lens. (Embedded in Goal 1 Title 2 Funds)		No
3	Parent Engagement Activities/ Community Events (when deemed safe due to COVID-19)	Mueller/ Bayfront will continue to engage the community with events and hands on learning experience events for families to continue to build the home-school connection (when deemed safe due to COVID-19).	\$5,000.00	No
4	Update Classroom Libraries	Mueller/ Bayfront will provide funds to update classroom libraries that include inclusive literature that represent all students backgrounds.	\$15,000.00	No
5	Parent / Community Meetings	Mueller/ Bayfront will continue the implementation of parent meetings and forums to improve parent engagement and gather input. This includes (Parent Council, Community Council, DELAC).		No
6	Parent Education/ Workshop Presenters	Mueller and Bayfront will continue to provide parent education and workshops to better improve connection to the schools as well as providing tools to support their child's education and well-being. (See Goal 4 action 3)		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

~~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.~~

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.54%	\$2, 699,839

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.

Our data monitoring school-wide is disaggregated by our critical subgroups including : Foster Youth, English Learners and Low Income Students. We will continue to use formative and summative data to inform our implemented actions for these critical subgroups. We plan to intensively monitor these student groups through our existing systems and structures. Priority will be given to our highest need students to attend summer school within these aforementioned groups.

- Foster Youth students are identified and provided case management by our support staff.
- English Learners make up about 35.7% of our students make (greater EL population at TK-8 site) We have intentionally planned and implemented programs that support our English Learners over the scope of many years with the implementation of GLAD and ELD approaches to writing and supplemental programs. All teachers are trained in the ELPAC assessment to inform student needs and areas of growth.
- We function as as a school-wide program with over 76.1% of our student population qualifying for free and reduced lunch. We recognize the need to address any barriers to learning by way of our comprehensive monitoring process, Resiliency Monitoring process and weekly support staff meetings. Our DELAC committee serves as an advisory to continue to support English Learners across both school sites.

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

Mueller and Bayfront is classified as a school-wide program where over 76.1% of student population qualify for free and reduced lunch and 35.7% are classified as English Learners. We continue to develop and improve strategies and programs that serve our English Learners and

our socio economically disadvantaged students. Our strategies and supports each year are adapted to meet the needs of diverse learners. To support our homeless and foster youth, we continue to focus on case management and social emotional support. We have expanded our services and resources in the areas of social emotional well-being. We maintained and added additional counseling positions as well as mental health services. To mitigate the learning loss experienced by all students (but specific to our critical subgroups) due to COVID-19, we will provide extended learning opportunities for students through our summer school program and opportunities beyond the traditional school calendar. We will also be adding additional positions to such as a reading intervention teacher and an Instructional coach (Grades9-12). In addition, because we are committed to addressing any barriers to learning, we are committed to continuing our investment in existing support staff positions including 3 school counselors, 1 school social worker, 1 Dean of students, Instructional assistants in grades (9-12). At our TK-8 site, we will continue with 1 school counselor, 1 school social worker, 1 Dean of students, instructional assistants. A Coordinator of Student support Services will oversee TK-12 services for students related to the social emotional and mental health and wellness.. We will also be added a third counselor to our TK-8 site.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,973,000.00	\$567,500.00		\$930,000.00	\$5,470,500.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,826,000.00	\$1,644,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Extended School Year	\$1,100,000.00				\$1,100,000.00
1	2	English Learners Foster Youth Low Income	Extended School Day	\$190,000.00				\$190,000.00
1	3	All	Provide professional learning for teachers and staff.				\$35,000.00	\$35,000.00
1	4	All	Staff collaboration time (Professional Learning Communities Time)	\$100,000.00	\$275,000.00			\$375,000.00
1	5	All	Ongoing formative assessment for core content areas	\$22,000.00	\$15,000.00		\$55,000.00	\$92,000.00
1	6	English Learners	Professional Development English Learner Support				\$33,000.00	\$33,000.00
1	7	English Learners	Access to designated and integrated ELD	\$25,000.00				\$25,000.00
1	8	English Learners	Supplemental programs for English Learners	\$25,000.00			\$40,000.00	\$65,000.00
1	9	All	Reading Intervention Teacher				\$100,000.00	\$100,000.00
1	10	All	Instructional Coach for Bayfront Charter (9-12)				\$100,000.00	\$100,000.00
1	11	All Students with Disabilities	Special Education (Supplemental Supports)	\$200,000.00				\$200,000.00
2	1	All	Resiliency Monitoring Process	\$225,000.00				\$225,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Case Management for Homeless and Foster Youth, Low Income and English Learners				\$1,000.00	\$1,000.00
2	3	All	Professional Learning & Training (Social Emotional & Wellness)					
2	4	All	Physical Education Collaboration Position (Full Time TK-8)	\$75,000.00				\$75,000.00
2	5	All	Additional School Counselor (TK-8) and Coordinator of Student Support Services Position (TK-12)	\$260,000.00				\$260,000.00
2	6	English Learners Foster Youth Low Income	Maintaining our existing support positions (7 Full time positions)	\$500,000.00				\$500,000.00
2	7	All	Additional Full Time Nurse				\$100,000.00	\$100,000.00
2	8	All	Campus Safety and Beautification	\$70,000.00			\$36,000.00	\$106,000.00
2	9	All	Coaching Stipends Mueller/Bayfront	\$150,000.00				\$150,000.00
2	10	All	Full time Bus Driver				\$75,000.00	\$75,000.00
2	11	All	Additional Counseling/ Mental Health Services				\$50,000.00	\$50,000.00
2	12	All	Additional Portable Classroom Spaces	\$200,000.00	\$200,000.00			\$400,000.00
2	13	English Learners Foster Youth Low Income	Student and Family Support Services		\$2,500.00			\$2,500.00
3	3	All	Lead Counselor Stipend (Grade 9-12)	\$6,000.00				\$6,000.00
3	4	All	College Preparatory Activities	\$40,000.00				\$40,000.00
3	5	All	Visual and Performing Arts (VAPA)	\$395,000.00				\$395,000.00
3	6	All	Full time collaboration teachers (2)				\$175,000.00	\$175,000.00
3	7	All	Technology student and staff devices/ updates	\$250,000.00				\$250,000.00
3	8	All	IT Positions (Technology Support)	\$50,000.00			\$125,000.00	\$175,000.00
3	9	All	Student Career/ Strength Assessments		\$25,000.00			\$25,000.00
3	10	All	CTE Pathway Development		\$50,000.00			\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	All	Home Visits (Virtual Home Visits due to COVID)	\$75,000.00				\$75,000.00
4	2	All	Culturally Responsive Teaching Professional Learning					
4	3	All	Parent Engagement Activities/ Community Events (when deemed safe due to COVID-19)				\$5,000.00	\$5,000.00
4	4	All	Update Classroom Libraries	\$15,000.00				\$15,000.00
4	5	All	Parent / Community Meetings					
4	6	All	Parent Education/ Workshop Presenters					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,840,000.00	\$1,916,500.00
LEA-wide Total:	\$1,840,000.00	\$1,916,500.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Extended School Year	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100,000.00	\$1,100,000.00
1	2	Extended School Day	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,000.00	\$190,000.00
1	6	Professional Development English Learner Support	LEA-wide	English Learners	All Schools		\$33,000.00
1	7	Access to designated and integrated ELD	LEA-wide	English Learners	All Schools	\$25,000.00	\$25,000.00
1	8	Supplemental programs for English Learners	LEA-wide	English Learners	All Schools	\$25,000.00	\$65,000.00
2	2	Case Management for Homeless and Foster Youth, Low Income and English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,000.00
2	6	Maintaining our existing support positions (7 Full time positions)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	\$500,000.00
2	13	Student and Family Support Services	LEA-wide	English Learners Foster Youth	All Schools		\$2,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- 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.

**LCAP Percentage to Increase or Improve Services:
Summary Supplemental & Concentration Grant**

	2013-14	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		2,505,337	2,643,395	2,699,839	2,741,876	2,825,473	2,825,473
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils							
3. Difference [1] less [2]							
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate							
<i>GAP funding rate</i>							
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] <i>(unless [3]<0 then [1]) (for LCAP entry)</i>		2,505,337	2,643,395	2,699,839	2,741,876	2,825,473	2,825,473
6. Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation</i>		13,521,888	13,946,372	14,562,247	14,996,043	15,453,252	15,453,252
<i>LCFF Phase-In Entitlement</i>		16,027,225	16,589,767	17,262,086	17,737,919	18,278,725	18,278,725
7/8. Percentage to Increase or Improve Services* [5] / [6] <i>(for LCAP entry)</i>		18.53%	18.95%	18.54%	18.28%	18.28%	18.28%

*percentage by which services for unduplicated students must be increased or improved over services provided for
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration

SUE SERVICES

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 2,505,337	\$ 2,643,395	\$ 2,699,839	\$ 2,741,876	\$ 2,825,473	\$ 2,825,473
Current year Percentage to Increase or Improve Services	18.53%	18.95%	18.54%	18.28%	18.28%	18.28%