LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Century Communicty Charter

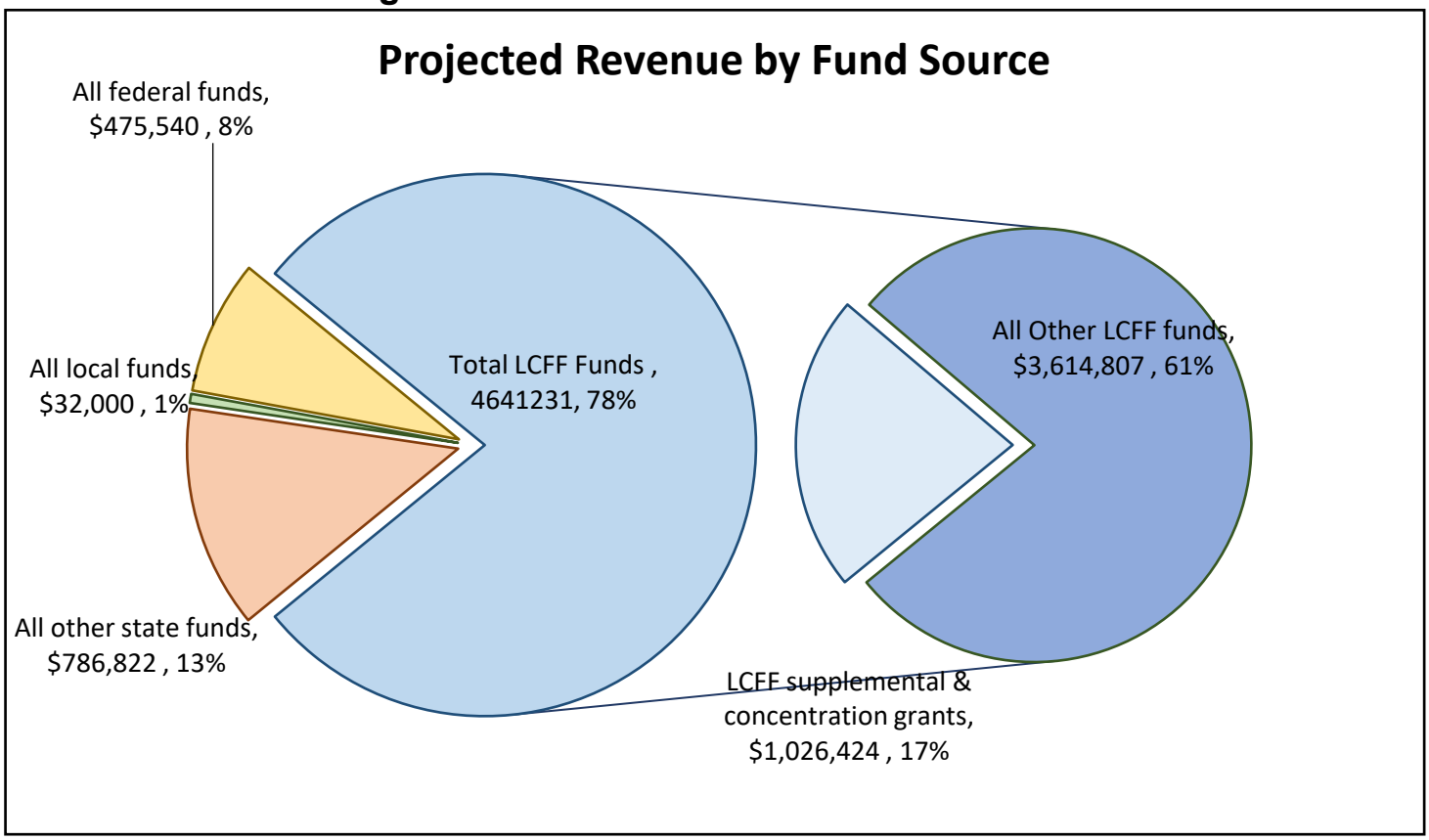
CDS Code: 19 64709 0107508

School Year: 2021 – 22

LEA contact information: Dana Means, Principal; (310) 412-2286; dmeans@centurycharter.org

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

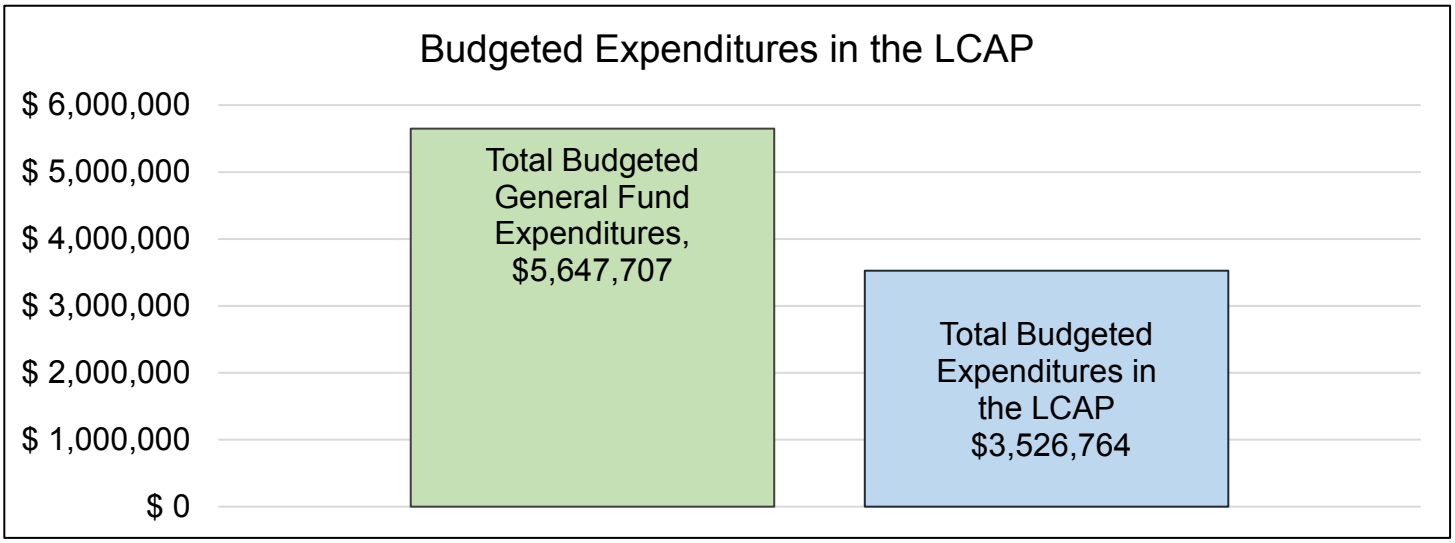


This chart shows the total general purpose revenue Century Communicty Charter expects to receive in the coming year from all sources.

The total revenue projected for Century Communicty Charter is $5,935,593.00, of which $4,641,231.00 is Local Control Funding Formula (LCFF), $786,822.00 is other state funds, $32,000.00 is local funds, and $475,540.00 is federal funds. Of the $4,641,231.00 in LCFF Funds, $1,026,424.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Century Communicty Charter plans to spend $5,647,707.00 for the 2021 – 22 school year. Of that amount, $3,526,764.00 is tied to actions/services in the LCAP and $2,120,943.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

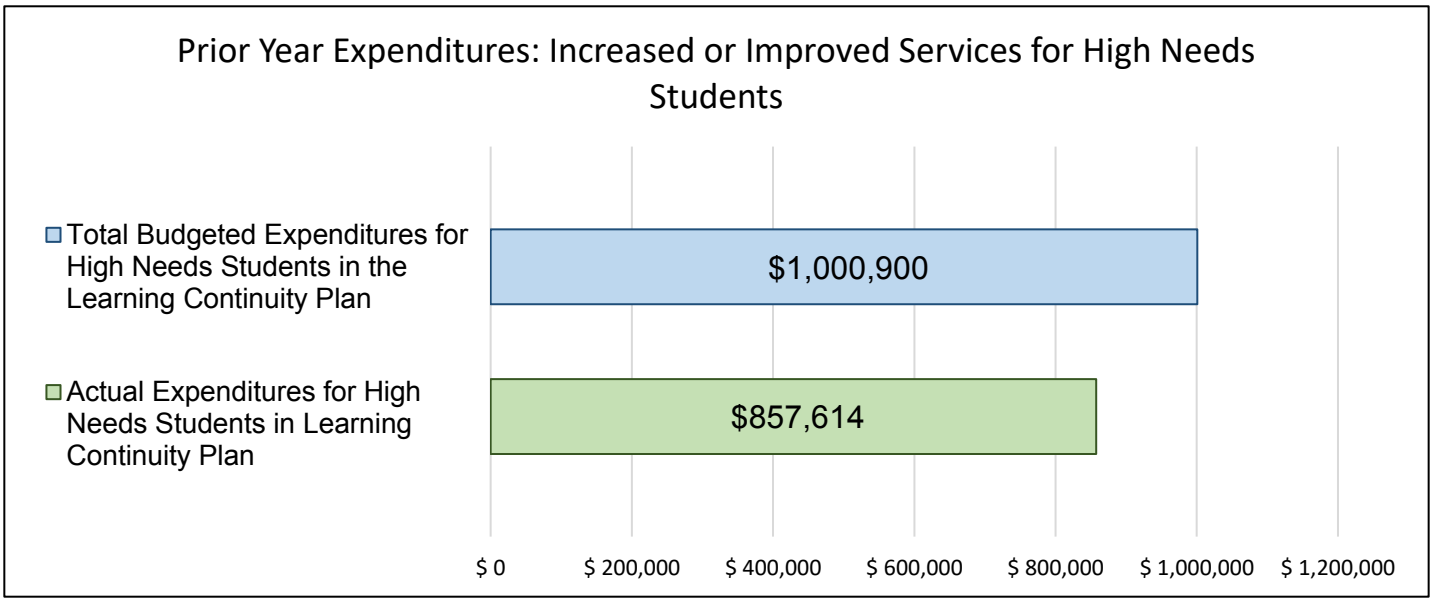
rent, oversight, non instructional consultants, utilities, repairs & maintenance, general insurance, depreciation, debt service, nutrition program

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

In 2021 – 22, Century Communicty Charter is projecting it will receive $1,026,424.00 based on the enrollment of foster youth, English learner, and low-income students. Century Communicty Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Century Communicty Charter plans to spend $1,026,487.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Century Communicty Charter 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 Century Communicty Charter 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, Century Communicty Charter's Learning Continuity Plan budgeted $1,000,900.00 for planned actions to increase or improve services for high needs students. Century Communicty Charter actually spent $857,614.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $143,286.00 had the following impact on Century Communicty Charter's ability to increase or improve services for high needs students:

Some actions initially planned to be paid for out of supplemental/concentration funds were funded by COVID relief funds(additional hardware and software, College Success Services, LMU IDEAL Institute, summer school stipends and math intervention), Special Education funds (SPED speech therapist, and SPED TA support of teachers during distance learning), and Nutrition funding (lunch program costs). Remaining supplemental/concentration funds were used to support staffing of teachers and aides to maintain a low teacher to student ratio, and to provide admin support for family engagement.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Century Community Charter School	Dana Means Principal	dmeans@centurycharter.org (310) 412-2286

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

Our facilities will be in good repair and safe for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of repairs and/or improvements completed	2019-20: 100% of repairs and/or improvements completed

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
The interior walls of 2 offices and one classroom will be painted	$2,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Painting to interior walls $1,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Boys and girls restrooms painted $2,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Tiles added to the bathroom walls in boys bathroom	$0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Painting to interior walls $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Boys and girls restrooms painted $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Tiles added to the bathroom walls in boys bathroom

Replace ceilings in main hallways	$15,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$15,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
New partitions added to the boy's bathroom	$4,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$,2254 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Office desk	$500 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$500 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
General maintenance and repairs to the building (electrical, door locks, oversized dumpster)	$4,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$6,415 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Janitorial supplies and cleaning	$42,869	$43,285

	Base 5000-5999: Services And Other	Base 5000-5999: Services And Other

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 of these actions except the interior painting were implemented as school was beginning and the janitorial supplies continued to be used throughout the year.

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

All of the major work we planned to do, we were able to take care of at the beginning of the school year. There were no challenges in achieving this goal.

Goal 2

Families will have multiple opportunities to learn how to be active participants in their child's education and develop and maintain healthy communication with their child and school's community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Parents will complete a survey. 75% of our parents will report a sense of connectedness with our CCSS community.	2019-20: 97% of parents reported sense of connectedness with CCCS community
75% of our parents will complete volunteer hours.	2019-20: 70% of parents who completed volunteer hours
75% of our parents will participate in school fundraisers.	2019-20: 75% of parents who participated in school wide fundraisers
75% of our parents will participate in at least 3 out of 7 general meetings.	2019-20: 70% of parents who participated in at least 3 out of 7 general meetings
60% of 8th grade parents participate in High School nights.	2019-20: 75% of 8th grade parents participated in High School nights

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
College Success Services will conduct parent workshops (2 each semester), train the trainer parent academy (once a year) and parent leadership institute (one each semester.)	$30,500 Supplemental and Concentration 5000-5999: Services And Other	$30,500 Supplemental and Concentration 5000-5999: Services And Other
Our Special Education Coordinator will conduct Special Education parent workshops throughout the year. Our Special Education Coordinator will arrange these workshops, communicate with parents and translate workshops.	$500 Special Education 5000-5999: Services And Other Operating Expenditures Parent meeting/classes general use $3000 Special Education 1000-1999: Certificated Personnel Salaries Stipend	$3000 Special Education 5000-5999: Services And Other Operating Expenditures Parent meeting/classes general use $3000 Special Education 1000-1999: Certificated Personnel Salaries Stipend

Trained staff will conduct Literacy Classes for parents to promote literacy at home. Parent Coordinator will work with parents to provide information about our school, assist them in areas of need as it relates to their engagement and involvement.	$9,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend $500 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Parent meeting/classes general use $5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend	$9,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Parent meeting/classes general use $5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend
Parents of English Learners will meet regularly to discuss their child's level of proficiency and learn about resources to assist their child with the English Language.	$500 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures $6,000 Supplemental and Concentration	$0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures $6,000 Supplemental and Concentration

	1000-1999: Certificated Personnel Salaries Stipend	1000-1999: Certificated Personnel Salaries Stipend
Parents as Leader (PAL's) will meet twice a month to collaborate in planning school activities. PAL's coordinator will communicate, arrange meetings and assist in planning activities throughout the year.	$500 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures $5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend	$0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures $5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend
Family Nights will give parents the opportunity to actively participate in curricular based activities led by teachers in those specific subject matters.	$500 Base 5000-5999: Services And Other Operating Expenditures	$500 Base 5000-5999: Services And Other Operating Expenditures
Parents will have the opportunity to meet with Ms. Garcia during our morning Cafecitos to discuss important school announcements and upcoming events.	$100 Base 5000-5999: Services And Other Operating Expenditures	$100 Base 5000-5999: Services And Other Operating Expenditures
Mothers will have the amazing opportunity of spending time with their child at the annual Mother, Child Tea as they enjoy the afternoon.	$300 Supplemental and Concentration	$0 Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Wellness Workshops will be provided monthly for parents in order to bring light to the importance of specific topics and strategies to develop and maintain well being in our families. A Wellness newsletter will go out every second Wednesday of the month.	$500 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
Technology Workshops will be provided to parents to assist them in navigating the technological aspects of their child's education. We will teach how to access their child's grades, navigate our website, their teacher's weeblies and email their teachers.		
Den Parent Meetings will be held once each semester to promote Den Pride in all our families.		
CCCS will conduct two High School Nights during semester 1 to allow the opportunity for 7th and 8th grade parents to attend informational sessions presented by various high schools.		
CCCS will conduct a State of the Union Parent Meeting mid year to share the following with parents: • LCAP goals and progress • Budget Information • School Information • Student overall progress		
General Parent Meetings will take place to address topics of interest/concern as they arise through the year.		

New and returning Parent Orientations will be conducted in August to familiarize/ remind parents of our mission, expectations for all, opportunities as we welcome them to a new school year.		
CCCS will conduct our annual fundraisers (Bear Bounce Festivall, Spring Raffle, Legacy Tiies)	$7,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$3,382 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures
CCCS will provide various forms of communication to ensure all families are informed at all times. • ParentSquare • Newsletter • Website • SchoolMint • Parent Handbook	$1,020 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Parent Square $5,100 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures School Mint	duplicate under Goal 4
Parents will be able to sign up to donate and volunteer in various ways throughout the year.		$5,230
In order to better serve our community, translation services will be used to translate all documents that are sent home.	$1,623 5000-5999: Services And Other Operating Expenditures	$11,102 5000-5999: Services And Other Operating Expenditures

Goal Analysis

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

College Success Services will conduct parent workshops- Spring cancelled and funds were applied for Fall 2020. The PALs events, Family Night did not occur, Mothers Tea, spring fundraiser.

All other events took place, although they transitioned to a virtual format.

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

97% of parents reported a sense of connectedness with the CCCS community on our annual family survey. Considering the challenges faced by a swift school closure and transition to distance learning caused by the pandemic, we are very proud that our families continued to feel connected to the school. We were able to smoothly transition all of our family events to a virtual format. We used Parent Square to communicate how to access these events virtually. Training the parents how to use the virtual tools to participate in meetings and events did take a lot of time, but we all persevered.

Goal 3

Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Students on the GPA Board (3.0 or higher): % of students by grade level 6th grade 60% 7th grade 65% 8th grade 50%	2019-20 Students on GPA Board 6th grade:83 % 7th grade: 76 % 8th grade: 69%
% of students with GPA at or above 2.5 by grade level 6th grade 78% 7th grade 80% 8th grade 80%	2019-20 Students with GPA at or above 2.5 6th grade: 87% 7th grade: 80% 8th grade: 78%
There will not be more than 45 referrals (includes BBP) per month.	2019-20: no data
ADA 98%	2019-20: 97% ADA
Student survey: % of students who report feeling safe, respected, sense of belonging, and have access to resources to aid in social emotional wellness Student survey will report that 80% are connected to the school community.	2019-20: 83% of students report feeling safe, respected, belonging, and access to resources to aid in social emotional wellness
Chronic absence rate	2019-20: no data 2018-19: 4.6%
Suspension Rate	2019-20: 1.9% 2018-19: 7.6%
Expulsion Rate	2019-20: 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Uniforms for students to feel a sense of pride in self and school *full uniform- vest with den patch, white button down shirt, navy blue uniform pants * Wednesday spirit attire- Den polos	$32,640 Supplemental and Concentration	$29,546 Supplemental and Concentration

*Friday- Den T-shirts (earned privilege by selecting any one of the following: participation in after school enrichments, Name on the GPA board, no referrals, no uniform violations, 100% homework completion) *Honors polo with jeans for those with a 3.5 GPA or higher *"Don't B Average t-shirts for 3.5 and above GPA and those demonstrating improvement academically or behaviorally	4000-4999: Books and Supplies Ties, vests, pants, polos, yellow school t-shirts, Don't B Average t-shirts	4000-4999: Books and Supplies Ties, vests, pants, polos, yellow school t-shirts, Don't B Average t-shirts
Den Days (on minimum days) Organized by the Pipeline team (9 teachers receive a stipend) * includes challenges between the different dens * student participation is earned * students unable to participate will go to study hall with grade level teacher providing supplemental work to assist with student achievement *attendance clerk stipend to monitor student attendance and incentives * Extended Days/Wednesdays focus on SEL/character curriculum	$49,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend Pipeline Leadership Team stipends at 7K each $10,000 Supplemental and Concentration 4000-4999: Books And Supplies Den activities $6,000 Supplemental and Concentration	$49,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend Pipeline Leadership Team stipends at 7K each $183 Supplemental and Concentration 4000-4999: Books And Supplies Den activities $6,000 Supplemental and Concentration

	2000-2999: Classified Personnel Salaries Attendance tracking	2000-2999: Classified Personnel Salaries
Positive Behavior Intervention and Support (PBIS) *Includes School-wide intervention System (data tracker of referrals) * stipend for staff inputting data	$3,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures PBIS training at LACOE $5,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries SWIS data entry $300 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures SWIS program for data entry of ODR's	$3,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures PBIS training at LACOE $5,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries SWIS data entry $300 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures SWIS program for data entry of ODR's
Student reward trips- *WOLF Camp- students with a 3.5 GPA along with teacher referral of students with lower GPA's, but demonstrate leadership potential *China trip	$171,360 Supplemental and Concentration	$100,147 Supplemental and Concentration

* Raging Waters *Skyzone *Honduras/ Galapagos scholarship *Knott's Berry farm *8th grade science trip to Astro Camp	5000-5999: Services And Other Operating Expenditures The listed trips	5000-5999: Services And Other Operating Expenditures The listed trips
Sports and enrichments contribute to students overall ability to function during the school day. *Athletic Director stipend *ASES after school program * I AM productions provides music lessons and theatrical performances	$3,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend athletic director stipend $163,800 After School Education and Safety (ASES) N/A BBP program $20,000 ASES 5000-5999: Services And Other Operating Expenditures I AM Productions music program	$3,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend athletic director stipend $163,800 After School Education and Safety (ASES) N/A BBP program $11,000 ASES 5000-5999: Services And Other Operating Expenditures I AM Productions music program
Mental Health Program: * School therapist /PBIS stipend * School therapist for students with IEP's * School counselor focusing solely on day to day discipline *Intervention counselor	$56,000 Base 2000-2999: Classified Personnel salary for the school-wide therapist $9,000	$56,000 Base 2000-2999: Classified Personnel salary for the school-wide therapist $9,209

	Special Education 5000-5999: Services And Other Operating Expenditures School therapist for students with IEPS $5,000 Supplemental and Concentration 2000-2999: Classified Personnel School counselor focusing solely on day to day discipline $5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Intervention counselor stipend	Special Education 5000-5999: Services And Other Operating Expenditures School therapist for students with IEPS $5,000 Supplemental and Concentration 2000-2999: Classified Personnel School counselor focusing solely on day to day discipline $5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Intervention counselor stipend
3 day Staff retreat: * the entire staff will focus on how to highlight strengths and weakness to better serve CCCS students *staff will have a variety of PD's during this time to reaffirm our duties and commitment to the overall culture and climate of CCCS, which contributes to the overall academic success of all students. * Andre Agassi Charter 6-12 School for Admin team to collaborate on best practices as we seek to grow CCCS.	$41,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Staff Retreat $5,000	$46,245 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Staff Retreat $0

	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Trip for 3 to Andre Agassi Charter	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Trip for 3 to Andre Agassi Charter
SEL curriculum development & workshops Friendship Club...promotes inclusion & connects SpEd students with gen. ed. friends.		

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 of the funds budgeted for these actions/services were expended to cultivate a positive school climate to support students, families, and teachers. Teachers, staff, and administrators were able to attend our Staff Retreat in the Fall and all students activities and sports continued up until the school closure in March. Although we were not able to hold DEN days, student reward trips, and the staff trip to Andre Agassi Charter after the school closure, we reallocated that money to incentivize students attendance and engagement during virtual learning by rewarding students with gift cards and doughnut days.

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

Our attempts at building a positive school culture prior to the school closure were overall successful. In 2019-20, 83% of students report feeling safe, respected, belonging, and having access to resources to aid in social emotional wellness. Suspensions were down from 7.6% in 2018-19 to 1.9% in 2019-20. Sports and enrichments contributed to students' overall ability to function during the school day. School pride events and materials contributed to a sense of belonging to a larger community.

After the school closure, maintaining student engagement became much more challenging. We attempted to maintain a lot of what we were doing remotely with regular celebrations. The students who logged in regularly continued to be engaged, but there were a number of students who did not log in regularly and despite numerous outreach efforts, did not reconnect to the school community.

Goal 4

Teachers are credentialed and trained to teach our 21st Century Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
% of teachers credentialed and properly assigned	2019-20: 67% of teachers fully credentialed and properly assigned
Teacher survey: % of teachers who report they have been appropriately trained & are confident teaching the CCSS, inputting data, and scoring assignments using standards-based grading	2019-20: 98% of teachers report they have been appropriately trained and are confident teaching the CCSS, inputting data, and scoring assignments using standards-based grading
Teacher evaluations: % of teachers evaluated once and observed 3x per semester	2019-20: 100% of teachers evaluated once and observed 3x per semester
% of teachers receiving ongoing lesson and unit plan feedback from the Dean of Instruction and Curriculum; % receiving ongoing feedback from department chairs	2019-20: 20% of teachers received ongoing lesson and unit plan feedback from the Dean of Instruction and Curriculum 100% received ongoing feedback from department chairs
% of teachers using accountability sheet as it relates to ELLs	2019-20: 100% of teachers who used accountability sheet as it relates to ELLs

100% of teachers utilizing videotaping, reflections, and Teacher ISPs to self-monitor and reflect on teaching practices	2019-20: 100% of teachers who utilized videotaping, reflections, and Teacher ISPs to self-monitor and reflect on teaching practices

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
New Teacher induction meeting (insight training) from Dean of Instruction and Curriculum	$5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend	$5,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend
Professional development conferences will enable educators to develop more effective practices, knowledge and skills needed to address students' major learning challenges as well as strengthen their performance levels. (NCTE - ELA conference, NSTA - Science conference, NCTM - Math Conference, CCSC Charter School conference, LACOE, Andre Agassi High School,CUE, CABE)	$44,404 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures ELA Conf. $4,950 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Science Conf. $4,275	$7,913 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures ELA Conf. $2,546 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Science Conf. $0

	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Math Conf. $4,275 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Charter Conf. $7,400 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures LACOE $3,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Andre Agassi CHarter High School $5,000 Supplemental and Concentration	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Math Conf. $4,530 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Charter Conf. $7,400 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures LACOE $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Andre Agassi CHarter High School $1,107 Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures CUE $7,140 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures CABE $7,140 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures CABE Parents $1,224	5000-5999: Services And Other Operating Expenditures CUE $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures CABE $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures CABE Parents $0
Provide essential and accessible teacher/parent communication through SchoolMint, Hero, Blackboard, Parent Squared, SWIS, PowerSchool.	$12,546 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures School Mint $5,100 Supplemental and Concentration	$6,721 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures School Mint $2,381 Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures Hero $2,244 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Parent Square $1,020 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures SWIS $306 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Blackboard $3,876	5000-5999: Services And Other Operating Expenditures Hero $1,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Parent Square $350 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures SWIS $0 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Blackboard 0
Beginning Teacher Support Induction and Administrative Credential Clearance (through LACOE)	$4,000 Supplemental and Concentration	$4,000 Supplemental and Concentration

	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
HR Director Stipend for maintaining the records for teacher programs	$6,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries Stipend	$6,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries Stipend
ELPAC coordinator	$3,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend	$3,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend
Two ELL coordinators to provide on-going support and PD	$8,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend	$8,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend
This action was repeated.		
Teacher Salaries support staff salaries employee benefits	$2,926,679 Base 1000-1999: Certificated Personnel	$933,425 Base 1000-1999: Certificated Personnel

	Salaries Teacher Salaries $1,043,563 After School Education and Safety (ASES) 2000-2999: Classified Personnel Salaries support staff salaries $904,006 Base 3000-3999: Employee Benefits $979,110	Salaries Teacher Salaries $211,563 After School Education and Safety (ASES) 2000-2999: Classified Personnel Salaries support staff salaries $889,587 Base 3000-3999: Employee Benefits n/a
Dean of Curriculum and Instruction will utilize the observation tool "Swivel" which will allow for real time observation without the intrusion of another adult. This allows for video footage to be collected and reviewed to enhance best practices. **Partnership with LMU-IDEAL institute	$59,271 Supplemental and Concentration 4000-4999: Books and Supplies “Swivel” observation tool $5,000 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures	$22,830 Supplemental and Concentration 4000-4999: Books and Supplies “Swivel” observation tool $44,080 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures

	LMU-IDEAL institute $54,271	LMU-IDEAL institute n/a
Newly established Data Team: this team will receive and decipher student data to determine student progress in ELA/Math & Science. The data team consists of 4 staff members who will receive stipends for their work. They will also hold teachers accountable for using data to inform lesson planning.	$20,000 Base 1000-1999: Certificated Personnel Salaries Stipends for data team	$20,000 Base 1000-1999: Certificated Personnel Salaries Stipends for data team

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 of the funds budgeted for these actions and services were implemented, except the only professional conference that occurred prior to the school closure was the National Conference for Teachers of English (NCTE). All of the other conferences were cancelled. The money budgeted for those conferences was reallocated to teacher and aides staffing to maintain low teacher to student ratio.

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

The success of these actions were apparent in how well we were able to transition to virtual learning. The LMU-IDEAL institute partnership was very helpful in the transition because we were already set up for blended learning and our teachers and students were familiar with the various educational technology applications. Of course, it was still a challenge to transition to 100% distance learning in such a short period of time, but it was easier for us than other schools.

Teachers were not able to attend these very valuable professional conferences to further expand their professional knowledge and toolkits.

Goal 5

Our students will demonstrate proficiency in reading and math.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
For the 2019-20 school year students in the 6th, 7th, and 8th grades will demonstrate a 2% growth in ELA in the range of students exceeding or meeting the standard.	2019-20 SBAC Cancelled 2018-19 SBAC % meeting or exceeding ELA standards: 45.2% (an increase of 0.9% from 17-18)
For the 2019-20 school year students in the 6th, 7th, and 8th grades will demonstrate a 2% growth in Math in the range of students exceeding or meeting the standard.	2019-20 SBAC Cancelled 2018-19 SBAC % meeting or exceeding Math standards: 17.4% (a decrease of 6.5% from 17-18)
At the end of the school year out Achieve 3000 Lexile growth will be +40 for all students.	2019-20: Overall student gain of +53 Lexile points
Of the English Learner's tested they will reclassify at 45% in the 6th grade, 45% iin the 7th grade, and 45% in the 8th grade.	2019-20: 12.2% Overall EL Reclassification Rate 2018-19: 0% Overall EL Reclassification Rate ELPAC % scoring 3 or 4 2017-18: 80.9% 2018-19: 73.2%
85% of the 8th graders will participate in the graduation ceremony. Doing so means they finished with at least a 2.0 GPA, no more than 1 D, no F's, and no U's.	2019-20: 100% of 8th grade students participating in graduation ceremony

	(numbers skewed due to COVID-19)
SPED population will demonstrate growth from one year to the next on SBAC. They will also demonstrate progress using additional educational software: Achieve 3000 *Imagine Math	SBAC Achieve 3000 Imagine Math IXL (no data available for 19-20 due to school closures) 2018-19 SPED SBAC % meeting or exceeding ELA standards: 13.9%(a decrease of 3.6% from 17-18) 2018-19 SBAC % meeting or exceeding Math standards: 5.6% (an increase of 0.6% from 17-18)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Physical Education equipment and supplies	$1,000 Supplemental and Concentration 4000-4999: Books and Supplies Equipment and supplies	$4,529 Supplemental and Concentration 4000-4999: Books and Supplies Equipment and supplies
Teachers will have a variety of educational software to supplement the common core curriculum and provide data through assessments. *Achieve 3000 differentiated computer reading curriculum *Illuminate benchmark assessments	$37,740 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Achieve 3000 $30,600	$24,560 Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Achieve 3000 $5,599

	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Illuminate Assessments $7,140	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Illuminate Assessments N/A
Students will have the use of educational software to supplement the common core curriculum and provide a variety of supports and practice. *vocabulary.com *IXL *Imagine math skill practice *Flocabulary *brainpop * Moby max *Vocabulary.com	$19,686 Supplemental and Concentration 4000-4999: Books and Supplies Flocabulary $2,040 Supplemental and Concentration 4000-4999: Books and Supplies Brainpop $1,428 Supplemental and Concentration 4000-4999: Books and Supplies Vocabulary.com $1,224 Supplemental and Concentration 4000-4999: Books and Supplies	$4,500 Supplemental and Concentration 4000-4999: Books and Supplies Flocabulary $1,895 Supplemental and Concentration 4000-4999: Books and Supplies Brainpop $0 Supplemental and Concentration 4000-4999: Books and Supplies Vocabulary.com $2,495 Supplemental and Concentration 4000-4999: Books and Supplies

	MobyMax $2,142 Supplemental and Concentration 4000-4999: Books and Supplies IXL $612 Supplemental and Concentration 4000-4999: Books and Supplies Imagine Math $12,240	MobyMax $699 Supplemental and Concentration 4000-4999: Books and Supplies IXL $12,500 Supplemental and Concentration 4000-4999: Books and Supplies Imagine Math N/A
Practical math classroom provided as an intervention class to our "cusp" students (on the verge of CAASPP proficiency) *Teacher materials (Share from summer boot camp) Imagine math (Shared with boot camp and math program)	$37,440 Supplemental and Concentration 2000-2999: Classified Personnel Salaries Intervention class support staff	$37,440 Supplemental and Concentration 2000-2999: Classified Personnel Salaries Intervention class support staff
Common Core project based math classrooms will have the necessary curriculum and curriculum supports *text books that are aligned to the CCSS	$20,000 Supplemental and Concentration 4000-4999: Books And Supplies Math Text Books	$28,163 Supplemental and Concentration 4000-4999: Books And Supplies Math Text Books

Every department will have a department chair that will work directly with the Dean of Instruction and curriculum to ensure all departments are teaching the standards based curriculum mandated by CCCS.	$35,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipends	$35,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipends
Every classroom will have the necessary technology to prepare every student for the 21st century. This will assist in activating student's ability to access information and prepare for college and careers.	$10,000 Supplemental and Concentration 4000-4999: Books And Supplies Swivel camera $5,000 Supplemental and Concentration 4000-4999: Books And Supplies Computers less than 5K	$0 Supplemental and Concentration 4000-4999: Books And Supplies Swivel camera $12.606 Supplemental and Concentration 4000-4999: Books And Supplies Computers less than 5K
The Science department continues to transition to the NGSS standards prior to full implementation. The science classes utilize project based, hands on learning opportunities to engage students in the classroom. Each class will be equipped with the necessary supplies.	$10,000 Supplemental and Concentration 4000-4999: Books And Supplies Science Equipment $4,000 Supplemental and Concentration	$0 Supplemental and Concentration 4000-4999: Books And Supplies Science Equipment $2,250 Supplemental and Concentration

	4000-4999: Books And Supplies Legends of Learning $3,000 Supplemental and Concentration 4000-4999: Books And Supplies Summer school Stem and robotics program	4000-4999: Books And Supplies Legends of Learning $3,000 Supplemental and Concentration 4000-4999: Books And Supplies Summer school Stem and robotics program
The ELA classrooms use novels to connect to the common state standards. The curriculum is designed to be interactive and project based.	$34,677 Supplemental and Concentration 4000-4999: Books And Supplies ELA novels $14,277 Supplemental and Concentration 4000-4999: Books And Supplies Textbooks and core curricula materials $20,400	$7,349 Supplemental and Concentration 4000-4999: Books And Supplies ELA novels n/a Supplemental and Concentration 4000-4999: Books And Supplies Textbooks and core curricula materials n/a
All new students will be tested in basic math skills. If proficiency is not met the new students will be required to attend Summer Math Boot camp. Returning students will also be referred to Summer Math boot camp.	$22,500 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries	$22,500 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries

	3 teachers $12,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries 2 teachers assistants $6,000 Supplemental and Concentration 4000-4999: Books And Supplies Ironbox Math Fluency Books $4,500	3 teachers $12,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries 2 teachers assistants $2,269 Supplemental and Concentration 4000-4999: Books And Supplies Ironbox Math Fluency Books n/a
Students having difficulty during the regular school year will receive supplemental educational opportunities during the summer with small class sizes and a shorter day. Support staff to prepare the school for summer use Students will be able to participate in a sports camp during the summer to keep them active and safe during the summer.	$51,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries 11 teachers $33,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries 6 teachers assistants	$51,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries 11 teachers $33,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries 6 teachers assistants

	$18,000 Supplemental and Concentration 4000-4999: Books And Supplies Supplies and equipment $2,000	$220 Supplemental and Concentration 4000-4999: Books And Supplies Supplies and equipment n/a
"Crash Course" for EL students in the summer to aid in reclassification efforts. • Teacher Professional Development of ELD Standards, Classroom strategies to assist in EL's in areas of deficit, and develop necessary skills to demonstrate language proficiency. • Track students overall progress using Illuminate	$15,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $9,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries	$15,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries $9,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries
85% of 8th graders will participate in graduation ceremony: *grade level chairs will prepare students for the expectations for graduation, and conduct meeting with student-led groups *field trips for achievement incentives *8th grade leadership class to lead the "charge" for all 8th graders to get involved in their own success.	$15,260 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend $4,000	$4,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend $8,000

	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Field trips- Knott's, Raging Waters, Dinner Dance $8,060 Supplemental and Concentration 4000-4999: Books And Supplies Incentives - T-shirt's, sweatshirts $3,200	Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Field trips- Knott's, Raging Waters, Dinner Dance $4,693 Supplemental and Concentration 4000-4999: Books And Supplies Incentives - T-shirt's, sweatshirts n/a
Our special education students will demonstrate growth academically, socially and emotionally as evidenced in their IEP goals: *SpEd director stipend to oversee all IEP's, ensure compliance, align goals with general education curriculum, attend trainings and run meetings *2 SpEd instructional aids salary and stipends * RSP teacher salaries *Edlogical for speech and language services *Occupational therapist	$172,743 Special Education 1000-1999: Certificated Personnel Salaries Stipends $15,000 Special Education 5000-5999: Services And Other Operating Expenditures Edlogic- Speech and Language Therapist $40,800 Special Education	$129,096 Special Education 1000-1999: Certificated Personnel Salaries Stipends $15,000 Special Education 5000-5999: Services And Other Operating Expenditures Edlogic- Speech and Language Therapist 0 Special Education

	1000-1999: Certificated Personnel Salaries Occupational Therapist $5,100	1000-1999: Certificated Personnel Salaries Occupational Therapist n/a
SBAC CAASPP testing coordinator IT coordinator Student support	$20,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend CAASPP Coordinator $10,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries IT Coordinator and Student support $10,000	$10,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipend CAASPP Coordinator $10,000 Supplemental and Concentration 2000-2999: Classified Personnel Salaries IT Coordinator and Student support n/a--error
Electives supporting CCSS cross-curriculum connection	$15,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipends	$15,000 Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Stipends
We will not participate in Genius Hour this year.	$0	n/a

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 of these budgeted funds were used to implement the actions/services above, except we did not need the services of the Occupational Therapist this year.

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

Each of our summer academic and sports programs occurred in the summer prior to the 19-20 school year beginning. Because of our partnership with the LMU-IDEAL institute, we already had and were using EdTech. This gave us a head start to easily transition to distance learning. It was still a challenge to implement 100% remotely. Our elective classes and core class project-based learning continued utilizing regular material pick-ups to ensure students had what they needed to participate in class activities. Imagine Math, Achieve 3000, and Illuminate assessment data shows we were able to maintain academic growth for students attending. However for the students who were not attending, we were not able to collect data demonstrating learning/learning losses.

Student engagement was challenging after the school closures. However, 50% of students who were disengaged during the Spring attended our summer school program. (attendance data post-closure?)

We were still able to have 8th grade graduation and spent money on lawn signs and sweatshirts to celebrate our students.

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
Maintaining a safe environment during the COVID-19 pandemic:	33,000	$37,000	Y
Plexiglass desk dividers			
Sanitizing stations			
Traffic pattern stickers			
COVID-19 hygiene posters			
Sanitizing supplies for the classrooms			
Contactless thermometers			
Enhance the wireless infrastructure	8,000	$10,141	Y

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

All of these have been purchased in preparation for in-person for learning. We have had 20 students on campus doing virtual learning since school began in the Fall. This group consisted of our highest needs students: students with disabilities and students with lack of reliable technology (even with provided hot spots). We suspended this during our winter surge from December to the end of January, and have since resumed this support.

Analysis of In-Person Instructional Offerings

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

Due to local health orders, we have not been able to provide in-person instruction. We are taking all of the necessary steps to re-open when it is safe to do so. We have been able to provide support to students with disabilities and students with technology needs to ensure they are able to engage in distance learning successfully and safely on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing computers and connectivity for all students to have equal access to the distance learning program	120,000	$130,000	Y
Educational software to support student remote learning	42,000	$42,000	Y
Technology for staff in order to execute the distance learning program	31,000	$35,364	N
Curriculum supports for student to engage with the state standards:	24,000	$38,092	Y
Special education coordinator to ensure all SpEd protocols are adhered to and students are supported in the gen. Ed setting	81,000	$81,000	N
Special education speech therapist supports	34,000	$34,000	Y
Parent support through College Success Services	31,000	$20,757	N
Partnership with Loyola Marymount University IDEAL institute (LMU-IDEAL) supports Distance learning efforts with on-going PD	53,000	$21,113	Y
On-going PD's and conferences to ensure the staff are utilizing best practices	55,000	$23,209	N
Maintain a climate and culture that promotes student learning	33,000	$33,000	N

Special education Teacher assistant support of the teachers during distance learning	208,000	$120,000	Y
Culture and climate supports	20,000	$20,000	Y

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

All expenses and budgeted expenditures for distance learning have been implemented, except the amount budgeted for ongoing professional development was not necessary. We budgeted in excess because we wanted to ensure our teachers had the support they needed to transition to 100% distance learning, but they did not need the additional professional development resources.

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.

We were able to ensure continuity of instruction for students who have attended virtual classes regularly. Instruction has been delivered through a blended model with the use of the LMS Clever and individualized online and offline instructional materials. Students log into Clever for ongoing instruction or utilize teacher developed offline materials. Students have access to digital materials and participate in virtual activities to remain engaged in learning during distance learning. Teachers communicate regularly and check in with students and parents through Clever, Google classroom, and Parent Square. All families who have requested access to technology through our technology needs survey have received it. We have distributed over 400 Chromebooks to students and parents who indicated they needed a device for distance learning. We have distributed 80 hotspots for families who indicated they lacked ample internet service to participate in virtual learning. Our existing educational technology programs and partnership with LMU-IDEAL for implementation of blended learning have allowed us to maintain student participation and monitor progress through distance learning.

Teachers monitor and document student engagement and progress on assignments and provide feedback to students based on both formative and summative assessment. Documentation and recording of student progress are accomplished using the teacher's learning management system, in addition to their grade books, in danger of failure notices, and report cards. Teachers work collaboratively to ensure that both the asynchronous and synchronous portions of the day provide students with a balanced school year. Student attendance is taken daily via Powerschool and assignments are submitted and graded via the Google Classroom LMS.

Our teachers are doing a great job navigating this new teaching and learning landscape. All teachers have been provided a variety of virtual professional development workshops, a computer and/or iPad. Some have been provided document cameras, microphones, monitors, computer stands, green screen, white boards and markers, as needed. They continue to meet the academic and social emotional needs of their students. The teacher assistants, special education teacher assistants, and school therapist have been instrumental in ensuring students receive the additional academic or social-emotional support they need during this challenging time through break-out room small group support and classroom/student observations followed by individualized support.

Our English Learners have continued to receive designated ELD and students with disabilities have received all accommodations or modifications required by the IEP's. IEP meetings have continued in a virtual format to report on student progress and update student goals. We have instituted a Friday small group intervention class where we frontload material that will be taught the following week to give students a head start at understanding the concepts.

We have successfully communicated with our parents and other stakeholders about how we are adapting as circumstances require, and parents have told us they appreciate the work we are doing to communicate and support the student body as a whole, and the needs of specific groups. Monthly meetings have continued in a virtual format and parents know that if they want to connect, they will be able to.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational software	8,000	$7,866	Y
Stipends for teachers and tutors offering acceleration and intervention	50,000	$50,000	Y
Summer school stipends to offer intervention and enrichments	144,000	$159,333	Y

Math intervention instructors	80,000	$80,000	Y
Inclusion coordinator stipend	10,000	$10,000	Y

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.

All actions implemented.

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.

The biggest challenge in addressing pupil learning loss has been the lack of adequate, reliable data on student growth or learning loss. We do not have data for the students who are not attending regularly. We purchased the NWEA MAP assessments for Reading and Math to monitor growth/learning loss, but implementation in a virtual format has been challenging. We are not sure if a child is not doing well on the assessment because they are disengaged while taking an unfamiliar assessment or if they are truly struggling. The same is true for monitoring progress with Imagine Math or Achieve 3000. Since they are not sitting in front of us, we cannot be sure they are truly attempting to do their best.

Students who are participating in Friday interventions (primarily previewing content for the following week) show an increase in classroom grades and in Illuminate assessment data. The challenge is getting the students to attend the available intervention.

Analysis of Mental Health and Social and Emotional Well-Being

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

We have been successful at monitoring and supporting mental health and social and emotional well-being of pupils and staff during the school year with regular student, family, and staff surveys, monthly staff tool kits, wellness Parent meetings and newsletters, wellness

resources for students, families, and staff provided based on survey responses, and social emotional learning lessons for students through the Technology Enhanced Arts Learning(TEAL) and PQ in your PJ's curriculum. Our staff has had access to the Holman group for mental health support during this difficult time.

Analysis of Pupil and Family Engagement and Outreach

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

We have been successful at maintaining communication and engagement with the majority of our families and students during the 20-21 school year. We use Parent Square and Schoolmint to send out regular communications in Spanish and English. We have continued to have monthly family meetings on a variety of topics and our weekly Cafecitos, where parents can raise questions or concerns.

Out of 460 students, there are about 400 students attending regularly. We are very concerned about those students who are not attending regularly. After 3 days of absence, our office staff will phone/email/text and then attempt a home visit to re-engage the family. These efforts have not been successful with these 60 chronically absent students so far. We will continue our outreach efforts until we are successful at providing the necessary supports to get these students back in school regularly.

Analysis of School Nutrition

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

CCCS has a contract with Revolution Foods to provide nutritious meals to our students. During distance learning families have the opportunity to pick up pre-packaged meals for the entire week. This method cuts down on the amount of times a family member has to leave the house to pick up meals. The meals are available for pick up from our yard. Student names and lunch ID are scanned and recorded to determine eligibility. All families in need are able to receive a school lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health	School therapist provides on-going counseling for students and families needing mental health supports	60,000	$60,000	Y
School Nutrition	Lunch program to provide a nutrition lunch to our student population	102,000	$36,568	Y
Family outreach and engagement	The use of our communication tools to consistently keep our community involved and knowledgeable as to what is going on school-wide and in specific classes	13,000	$1,500	Y

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

All actions implemented. School nutrition programs had fewer unreimbursed expenses than initially anticipated.

Overall Analysis

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

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on blended learning, academic Intervention, teacher development and PBIS, Social Emotional Learning, and mental health support have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

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

We will continue our assessment system and additional distance learning components as needed in the coming years. We will maintain the system of assessment, data analysis and intervention that we implemented during 20-21. We have also incorporated plans for summer school offerings into our plan as an additional support.

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.

Some actions initially planned to be paid for out of supplemental/concentration funds were funded by COVID relief funds(additional hardware and software, College Success Services, LMU IDEAL Institute, summer school stipends and math intervention), Special Education funds (SPED speech therapist, and SPED TA support of teachers during distance learning), and Nutrition funding (lunch program costs). Remaining supplemental/concentration funds were used to support staffing of teachers and aides to maintain a low teacher to student ratio, and to provide admin support for family engagement.

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Century Community Charter School	Dana Means, Principal	dmeans@centurycharter.org 310-412-2286

Plan Summary 2021-2022

General Information

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

Century Community Charter School (CCCS) is an independent charter school serving 6th through 8th grade students, chartered by Lennox School District. We are the home of the Bears. CCCS is located in Inglewood, California. Now home of the Los Angeles Rams and Chargers. Inglewood is an urban city in the county of Los Angeles. Its residents are 44.6% African American and 49.2% Hispanic.

CCCS is a common core standards driven project based learning community. All of our teachers design their own curriculum based on the standards addressed. We are a Positive Behavior Intervention and Support (PBIS) school. Our Mission is to provide middle school-aged students a safe, secure, and positive learning environment that facilitates the growth and development of urban students beginning with the sixth grade. Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society. Century Community Charter School (CCCS) enables students to become self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which the targeted students will be held to high academic and behavioral standards. CCCS is driven to operate a school that will significantly outperform other public schools in the surrounding areas in preparing our students to succeed in secondary and post-secondary education.

In 2019-20, CCCS is serving 448 students with diverse needs and backgrounds: approximately 381 (87.3%) students qualify for Free or Reduced Lunch; 102 (21.9%) students are English Learners; and 189 (42%) students are Re-designated Fluent English Proficient. In addition, about 34 (7.6%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 75%. Approximately 87% of CCSC's students identify as being Hispanic or Latino, 3% as African American.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Century Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP

address these requirements compliant to include focusing on three goals:Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society; Century Charter School's teachers will provide standards-based instruction that keeps students engaged through data driven, differentiated lessons; Families will be active participants in their child's education and develop and maintain healthy communication with their child and school's community; Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

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

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

Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We maintained high attendance and low suspensions prior to the school closure, in alignment with our targets. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the

past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

Reflections: Identified Need

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

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data from Achieve 3000, Imagine Math, and Illuminate assessments we have identified needs in ELA and Math achievement, especially for our students with disabilities, as well as English Learner Progress. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We will implement comprehensive English Language Development to ensure that English learners are supported in their learning and will monitor their progress through assessment data.

We also have about 20 students at each grade level who have been chronically absent since school closed in March, 2020 despite numerous phone, text, email, and in-person outreach attempts. We will continue to provide outreach to these families to determine how we can provide necessary supports to ensure their child's regular school attendance.

LCAP Highlights

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

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs.

GOAL 2: Century Charter School's teachers will provide standards-based instruction that keeps students engaged through data driven, differentiated lessons. Teachers will be supported (Goal 2) through professional development to implement our curriculum and instructional model, including specific support for new teachers, external conferences, and a comprehensive system of teacher observation and coaching.

GOAL 3: Families will be active participants in their child's education and develop and maintain healthy communication with their child and school's community. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, trainings, and opportunities for input. These opportunities include College workshops, Parent Leadership Institute, Literacy classes, specific supports for parents of English Learners and students participating in Special Education, Family Nights, Cafecitos, Technology training, High School Nights, and Wellness Workshops. We will use multiple methods of communication to keep parents informed, including ParentSquare, our website, newsletters, a Parent Handbook, and School Mint.

GOAL 4: Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement. In terms of our work to maintain a positive culture and climate (Goal 4), students are supported in Social Emotional Learning as well as supportive practices in behavior, attendance, and student activities as well as a clean and safe environment. We implement school spirit traditions and student activities, as well as a comprehensive Positive Behavior Supports and Intervention program schoolwide. We incorporate mental health supports into our program.

Stakeholder Engagement

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

- The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met monthly throughout the year to reflect on data and provide input on plan development. Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through emails, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.
- Parents provided feedback during the above opportunities as well as Mental Health, Special Education, and general parent meetings, as well as through Parent Square and responses to notifications and surveys we provided.
- Teachers, administrators, and other school personnel provided feedback during regular staff meetings, surveys, and groupme app discussions.
- Students surveyed regarding their experience, perspectives, and needs.

A summary of the feedback provided by specific stakeholder groups.

Parents

Parents appreciate the open communication and the variety of ways they are kept informed. They love the small school atmosphere, as they feel their children are safe and the staff cares about the students, although they feel there are too many rules.

Teachers/School Staff/Administrators

They feel supported and appreciate the family atmosphere and opportunities for leadership.

Students

They feel they are cared for by the staff and appreciate the fun activities, but feel there are too many rules.

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

Parents

Parent involvement ideas for new opportunities, additional student activities, and student support services added.

Teachers/Other Staff

Ensure we have up to date curriculum and instructional materials and continue to provide a positive school culture and a safe school climate.

Students

Continue to provide a positive school culture and a safe school climate. Continue to refine intervention models to best meet the needs of our students.

Goals and Actions

Goal 1

Goal #	Description
1	Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society.

An explanation of why the LEA has developed this goal.

We hold our students to high academic standards in order to prepare them to excel in a 21st century global society. We are proud of how much our students have grown, and we have much work to do to continue this growth. In 2018-19 2018-19 SBAC 45.2% of our students met or exceeded ELA standards on the SBAC, and 17.4% of our students met or exceeded Math standards on the SBAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students on the GPA Board (3.0 or higher): % of students by grade level	2019-20 Students on GPA Board 6th grade:83 % 7th grade: 76 % 8th grade: 69%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	>80% All grades
% of students with GPA at or above 2.5 by grade level	2019-20 Students with GPA at or above 2.5 6th grade: 87% 7th grade: 80% 8th grade: 78%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	>90% All grades
SBAC ELA: % of students meeting/exceeding standard on SBAC for all students and each	2018-19 CAASPP % Meeting/Exceeding ELA Standards:	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	% Meeting/Exceeding ELA Standards: All students: 65

statistically significant subgroup	All students: 45.2 SED: 44 EL: 25.3 SWD: 13.9 Black or African American: 43.5 Hispanic/Latino: 46.5				SED: 64 EL: 45 SWD: 33 Black or African American: 63 Hispanic/Latino: 66
SBAC Math: % students meeting/exceeding standard on SBAC for all students and each statistically significant subgroup	2018-19 CAASPP % Meeting/Exceeding Math Standards: All students: 17.4 SED: 16.2 EL: 4.1 SWD: 5.6 Black or African American: 17.4 Hispanic/Latino: 17.6				% Meeting/Exceeding Math Standards: All students: 37 SED: 36.2 EL: 24 SWD: 25 Black or African American: 37 Hispanic/Latino: 37
NWEA MAP Reading, Math and Language assessment to track growth- % meeting growth targets	**Math** 6th grade: 212.8 (43% met projection) 7th grade: 221.5 (60% met projection) 8th grade: 223.2 (51% met projection) **Reading** 6th grade: 207.8 (42% met projection) 7th grade: 211.3 (45% met projection) 8th grade: 215.2 (45% met projection)				2% projection growth per year

	Language 6th grade: 207.8 (38% met projection) 7th grade: 211.2 (44% met projection) 8th grade: 214.2 (38% met projection)				
Achieve 3000 Lexile growth: growth of Lexile of students by end of year	2019-20: Overall student gain of +53 Lexile points				+100 Lexile
EL reclassification rate	2019-20: 12.2%				15%
% of ELs improving on ELPAC (ELPI)	2019 Dashboard: 47.4% improved				70%
% of 8th graders participating in graduation ceremony (completed with 2.0 GPA and no more than 1 D, no F's, and no U's)	2019-20: 100% of 8th grade students participating in graduation ceremony (numbers skewed due to COVID-19)				95%
SPED growth in ELA and Math as measured by NWEA MAP	**Math** 6th grade: 193.8 (0% met projection) 7th grade: 202.5 (73% met projection) 8th grade: 216.1 (55% met projection) **Reading** 6th grade: 199.3 (33% met projection) 7th grade: 195.1 (46% met projection)				2% projection growth per year

	8th grade: 202.5 (25% met projection) **Language** 6th grade: 193.0 (67% met projection) 7th grade: 199.4 (42% met projection) 8th grade: 208.5 (33% met projection)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Blended Learning	CCCS will utilize a blended learning model that integrates technology with sound teaching that keeps all students engaged through data driven, differentiated instruction such as Achieve 3000, Imagine Math, and IXL. Teachers will utilize additional education technology platforms and resources to maximize instructional time such as Google Classroom, Brain Pop, Desmos, Ed Puzzle, Flipgrid, Flocabulary, Illuminate, Pear Deck, Legends of Learning, Mangahigh, Moby Max, Nearpod, Newsela, and Padlet.	$787,071	N
2	Academic Intervention	Two math intervention classes are provided for 6th and 7th graders on the verge of CAASPP proficiency during the school day in place of an elective using MAP Accelerator and Imagine Math to both review previous math content and preview upcoming content. Our CAASPP coordinator manages CAASPP testing and uses the results to place students in math intervention as needed.	$205,496	Y
3	Curriculum & Instruction	CCCS will provide all students high quality standards-aligned curriculum materials. • Eureka Math • History Alive	$39,012	Y

		• NGSS standards-based, project-based, hands on learning opportunities to engage students. • Novels for each student to keep for interactive project-based, standards-aligned ELA units.		
4	Technology	Every classroom will have the necessary technology and technological support (IT Coordinator) to prepare every student for the 21st century. This will assist in activating students' ability to access information and prepare for college and careers. *This includes Chromebooks and internet hotspots during distance learning.*	$83,016	N
5	Summer Enrichment Program	CCCS offers summer programs to provide enrichment offerings for all students and academic support for those who are struggling in ELA and/or Math. • One week Bridge Program for new and returning students i. New students attend 3 hours daily ii. Returning students attend 1 hour daily • The 4-week summer program is offered to all students at CCCS, offers small class sizes and a shorter day. Students choose up to 3 classes. Students who qualify for intervention have one academic class and two enrichment. Summer stipend for current staff. The following courses were offered: i. SEL/Skills Development ii. SEL/Social Justice iii. Art iv. Photography v. Readers Theater vi. Math Everyday Math Everywhere (MEME) vii. 7th & 8th Math Prep viii. Book Club ix. Leadership/Wellness	$248,500	N
6	English Language Development	CCSS will ensure all English Learners receive high quality English Language Development so that they can progress on the ELPAC and reclassify as fluent English Proficient. • All teachers implement Integrated ELD and a specific time in the school day allocated for teachers to provide Designated ELD. • "Crash Course" for EL students in the summer to aid in reclassification efforts	$28,000	Y

		• Teacher PD about ELD standards, including classroom strategies to assist students with areas of deficit and develop necessary skills to demonstrate language proficiency • EL Coordinator tracks EL progress in Illuminate, provides PD for teachers on ELD strategies, and coordinates assistant to administer ELPAC		
7	Graduation	• Graduation ceremony for 8th grade students who meet expectations • Grade level chairs will prepare students for the expectations for graduation and conduct meetings with student-led groups • 8th grade leadership class to lead the "charge" for all 8th graders to get involved in their own success • 8th grade ELA class embeds college and career readiness and life skills in curriculum near the end of the school year.	$22,404	N
8	Special Education	• SPED Coordinator (RSP teacher) will oversee all IEPs, ensure compliance, align goals with general education curriculum, attend trainings, and run meetings • 5 Teacher assistants assigned to the SPED cohort and they follow each of those students to ensure support in general ed classes , 2 SPED instructional aides in Special education classroom, RSP teacher, Edlogical for speech and language services and occupation therapy as needed.	$317,340	N
9	Broad Course of Study	CCCS provides all students a broad course of study: • 6th Choral music • 7th musical theater • 8th Art or Leadership • Health and Physical Education class: Block schedule 40 minutes focus health with nutrition/bullying/sex education and the remaining 60 minutes for physical education.	$125,400	Y

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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

Goal 2

Goal #	Description
2	Century Charter School's teachers will provide standards-based instruction that keeps students engaged through data driven, differentiated lessons.

An explanation of why the LEA has developed this goal.

Teacher development is a crucial component of providing a high quality standards-based instructional program. Since Century's teachers develop much of their own curriculum, it is important they are provided appropriate support to ensure standards alignment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers credentialed & properly assigned	2019-20: Fully credentialed 67%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
% of students with access to their own copies of standards-aligned instructional materials	100%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%

Teacher survey: % of teachers who report they have been appropriately trained & are confident teaching the CCSS, inputting data, scoring assignments using standards-based grading	2019-20: 98%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100%
Teacher evaluations: % of teachers evaluated once and observed 3x per semester	2020-21: 100%				100%
% of teachers receiving ongoing monthly lesson and unit plan feedback from the Dean of Instruction and Curriculum to ensure that all CCSS, NGSS, state, and ELD standards are implemented.	2020-21: 100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Support and Credentialing	New Teacher Support and Credentialing ● New Teacher induction meeting (Insight training) from Dean of Instruction and Curriculum (stipend) ● Beginning Teacher Support Induction and Administrative Credential Clearance (through LACOE) (BTSA Coordinator stipend) ● Maintaining records for teacher programs	$27,000	N
2	Professional Development	Professional Development ● External Conferences will enable educators to develop more effective practices, knowledge and skills needs to address students' major learning challenges as well as strengthen their performance levels	$61,539	Y

		• Dean of C&I designs scope and sequence based on areas of need from MAP data. Workshops to support project-based learning, collaboration, strong classroom culture, etc. (Dean of C&I), PLC's, Grade and department level collaboration		
3	Teacher Observation and Coaching	• Dean of Curriculum and Instruction will utilize the observation tool "Swivel" for real-time observation without the intrusion of another adult. This allows for video footage to be collected and reviewed to enhance best practices. (partnership with LMU-IDEAL Institute) *iDeal team at LMU will continue to support and focus on blended learning through distance learning. (Budgeted)* • Department chairs will provide feedback to teachers to ensure all departments are teaching the standards-based curriculum. (Stipends)	$144,624	Y
4	Data Team	• Team to receive and decipher student data to determine student progress in ELA/Math and Science • 4 staff members who hold teachers accountable for using data to inform lesson planning (stipends)	$20,000	Y

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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

Goal 3

Goal #	Description
3	Families will be active participants in their child's education and develop and maintain healthy communication with their child and school's community.

An explanation of why the LEA has developed this goal.

Research shows family involvement impacts children's academic achievement. We are proud of the high percentages of parents who are currently demonstrating involvement by participating in school events and plan to increase the level of participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey (2x year): 75% will report a sense of connectedness with CCCS community	2019-20: 97%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95%
Parent survey: % of parents reporting awareness of opportunities for parental input into decision making	Baseline	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	75%
Parent volunteer hours: % completed	2019-20: 70%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80%
School-wide fundraisers: % of parents participating	2019-20: 75%				85%
General Meetings: % of parents who attend at	2019-20: 70%				80%

least 3 out of 7 meetings					
High School nights: % of 8th grade parents participating	2019-20: 75%				85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Success Services	• Conduct parent workshops (2 per semester) • Train the trainer parent academy (once a year) • Parent Leadership Institute (once per semester)	$31,000	Y
2	Parent Training	• Staff conducts Literacy Classes for parents to promote literacy at home. • Parent Coordinator works with parents to provide information about our school and assist them in areas of need as it relates to engagement and involvement.	$21,120	Y
3	Supports for Parents of English Learners	Parents of English learners meet regularly to discuss their child's level of proficiency and learn about resources to assist their child with the English language.	$5,000	Y
4	Parents as Leaders (PALs)	PALs meet twice a month to collaborate in planning school activities. PALs coordinator will manage communication, arrange meetings, and assist in planning activities throughout the year.	$5,000	Y
5	Parent/Family Events	• Family Nights: Family Nights give parents the opportunity to actively participate in curricular-based activities led by teachers in those specific subject areas. • Mother, Child Tea: Mothers have the amazing opportunity of spending time with their child at the annual Mother, Child Tea as they enjoy the afternoon • Annual fundraisers: Bear Bounce Festival, Spring Raffle, Legacy Tiles	$31,673	Y
6	Parent Meetings	• Cafecitos: Parents have the opportunity to meet with the Principal during morning Cafecitos to discuss important school announcements and upcoming events. • Den Parent Meetings: Meetings are held once each semester to promote Den Pride in all our families. • State of the Union Parent Meeting: CCCS conducts a mid-year parent meeting to share the following with parents:	$102,000	Y

		i. LCAP goals and progress ii. Budget information iii. School information iv. Student overall progress ● General Parent Meetings to address topics of interest/concern as they arise throughout the year ● The Special Education coordinator plans and conducts workshops for parents of students with disabilities, communicates with parents, & translates workshops. ● Parent Orientations conducted in August to familiarize/remind new and returning parents of our mission, expectations for all, and opportunities as we welcome them to a new school year.		
7	Mental Health Team Outreach	● Wellness Workshops and Parent Meetings: Mental Health Team provided monthly workshops for parents to bring to light the importance of specific tops and strategies to develop and maintain well-being in our families. ● Wellness Parent Newsletters: A Wellness newsletter will go out every second Wednesday of the month. ● Wellness Resources for students/families, and staff on website and distributed via ParentSquare ● Outreach and follow-up with individual families as needed or requested ● Access to Holman Group for staff support	$2,000	Y
8	Technology Workshops	Workshops provided to parents to assist them in navigating the technological aspects of their child's education. We teach parents how to access their child's grades, navigate our website, their teacher's Weeblies, and email their teachers.	duplicate of goal 3 action 6	Y
9	High School Nights	CCCS conducts two High School Nights during semester 1 to allow 7th & 8th grade parents to attend informational sessions presented by various high schools.	duplicate of goal 3 action 6	Y
10	Communication	CCCS provides various forms of communication, including translations, to ensure all families are informed at all times i. ParentSquare ii. Newsletter iii. Website, including instructional videos for parents to support their students iv. SchoolMint v. Parent Handbook	$11,000	Y

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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

Goal 4

Goal #	Description
4	Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement.

An explanation of why the LEA has developed this goal.

We have maintained high attendance and low chronic absenteeism, while decreasing our suspension rate through our positive school culture and climate actions and services. In order to maintain this positive culture, these services must continue to be provided, especially for our Low Income students, English Learners, Foster Youth, and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of referrals (including BBP) per month	N/A for 2021 due to school closure due to the pandemic	Baseline	[Insert outcome here]	[Insert outcome here]	<30
Student survey: % of students who report feeling safe, respected, sense of belonging, and have access to resources to aid in social emotional wellness	Safety: N/A for 2021 due to school closure due to the pandemic Connectedness: Families: 97% Students: 83%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90%
Teacher survey: % feel safe and connected to the school community	Safety: N/A for 2021 due to school closure due to the pandemic Connectedness: Staff: 96%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90%
Parent survey: % feel school is safe	Safety: N/A for 2021 due to school closure due to the pandemic				>85%
ADA	2019-20: 97%				97%
Chronic absence rate	2018-19: 4.6%				
Suspension rate	2019-20: 1.9%				<1%

Expulsion Rate	0%				0%
Facilities in good repair	2020 FIT Report: Overall Good				Overall Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	Uniform and Spirit Wear	CCCS has a uniform and spirit wear policy for students to feel a sense of pride in self and school ● Full Uniform: vest with den patch, white button-down shirt, navy blue uniform pants ● Wednesday spirit attire: Den polos ● Friday Den T-shirts: earned privilege by selecting any one of the following: participation in after school enrichments, Name on the GPA board, no referrals, no uniform violations, 100% homework completion ● Honors: Honors polo with jeans for those with a 3.5 GPA or higher ● "Don't B Average" t-shirts for 3.5 and above GPA and those demonstrating improvement academically or behaviorally.	$34,000	Y
2	Den Days	Den Days (on minimum days) organized by the Pipeline Team (9 teachers stipend) ● Challenges between the different dens ● Student participation is earned ● Students unable to participate will go to study hall with grade level teacher providing supplemental work to assist with student achievement ● Monitoring student attendance and incentives ● Extended Days/Wednesdays focus on SEL/character curriculum	$63,000	Y
3	Positive Behavior Intervention and Support and Multi Tiered Systems of Support	● Includes school-wide intervention system (data tracker of referrals) ● LACOE PBIS training ● Tiered Re-Engagement Policy	$82,200	Y

		• Attendance monitoring (Office Manager - stipend) • School Counselor		
4	Sports and Enrichments	• Athletic Director to run sports program (stipend) • Better Bears Program: after school program where students receive homework assistance and tutoring (funded by ASES grant) • Arts/Entrepreneurial program • *During distance learning: Technology Enhanced Arts Learning (TEAL) provided as enrichment on Fridays, including Visual and Performing Arts and learning activities that integrate the arts and student mental wellness*	$180,559	N
5	Mental Health Program	• School therapists: one for school-wide support and another for students with IEPs • School counselor focusing on day to day discipline • Intervention counselor • *During distance learning: Monthly Staff Took Kits with strategies to assist staff with personal wellness as well as wellness of students and families – delivered monthly*	$85,000	Y
6	Social Emotional Learning	• SEL Curriculum Development implemented during Advisory, Workshops • Advisory • Friendship Club to promote inclusion & connection of SPED students with general education friends • SEL lessons for students embedded into curriculum, *including TEAL and PQ in your PJs during distance learning*	$92,016	Y
7	Staff PD	• Entire staff focuses on how to highlight strengths and weaknesses to better serve CCCS students • Staff PD Retreat to reaffirm duties and commitment to the overall culture and climate of CCCS, which contributes to the overall academic success of all students completed 19-20, occurs every 2 years • Andre Agassi Charter 6-12 School for Admin team to collaborate on best practices as we seek to grow at CCCS suspended due to COVID	$135,406	Y
8	Student Reward Trips	Student Reward Trips (Students trips suspended due to COVID-19- will resume when it is safe to do so.) • WOLF Camp: students with 3.5 GPA along with teacher referral of students with lower GPAs, but demonstrate leadership potential • China trip	$117,222	N

		• Raging Waters • Skyzone • Honduras/Galapagos scholarship • Knott's Berry Farm • 8th grade science trip to Astro Camp		
9	Facilities, Health & Safety	• Well-maintained facilities • Annual update and training on Safety Plan • Public Health protocols implemented	$393,756	N

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28%	$1,026,424

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.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Yellow level for ELA and that our Socioeconomically Disadvantaged students performed at the Orange level and English Learners at the Red level in Math. We had low performance in 2019 on the English Learner Progress Indicator, with 47.4 % of students making progress towards English language proficiency. Although state testing was canceled due to the pandemic in 2020, we were able to capture Lexile data to learn that our students averaged 53 points of Lexile gain in 2020, exceeding our goal.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. Our system of teacher observation and coaching unites our staff around a common vision of instruction and helps ensure continuous improvement of teaching practice. We have also designed a math intervention support program to address student needs in math. Summer enrichment is another way in which we will be addressing students' academic needs. The academic intervention program is built upon a foundation of high quality assessment data and supported by a data team for analysis and implementation. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

Academic Intervention

Curriculum and Supplies

Support for English Learners

Broad Course of Study

Professional Development

Teacher Coaching

Data Team

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 20 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1), 100+ Lexile growth for each group, and 25 points' growth in the English Learner Progress Indicator and a slight improvement each year (1pt+) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

B- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

College Success Services

Parent Training

Supports for Parents of English Learners

Parents as Leaders

Family Events

Parent Meetings

Mental Health Team Outreach

Technology Workshops

High School Nights

Communication

Expected Outcomes

By implementing a comprehensive Family Engagement program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and below. We will measure progress in our family engagement efforts by specific indicators around parent perceptions of their opportunities for input, connectedness to school, and participation in various events and opportunities.

C- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Red level, with English Learners at the Orange level. We improved greatly in this area over 2019-20, with an overall rate of 1.9% suspension and zero expulsions. In 2019-20, 83% of students reported feeling safe, respected, belonging, and having access to resources to aid in social emotional wellness, based on climate survey data.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include uniform and spirit wear, reinforcing school culture and celebrating successes. We have added extensive training in Positive Behavior Intervention Supports (PBIS). We provide opportunities in student reward trips as another way to motivate and celebrate effort and achievement. We also provide sports and enrichment opportunities which foster belonging, develop the whole child, and promote attendance and investment. Mental Health supports are also provided as a way to support the well being of our students and remove additional barriers to learning and engagement.

Uniform & Spirit Wear

Den Days by Pipeline Team

PBIS and Attendance

Mental Health Program

Social Emotional Learning

Staff P.D. on Culture/Climate

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Century

Community Charter School community. We will also measure progress toward a low # of behavior referrals, high attendance, and low chronic absenteeism (see above).

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

In academic intervention we have added two extra teachers to support our 6th and 7th graders in math intervention. We have added a Practice Math classroom as an intervention class for students on the verge of CAASPP proficiency, and we maintain low overall teacher to student ratios so that students receive additional support and intervention based on data. In curriculum and supplies, we provide student novels for ELA as consumables. In supporting our English learners, we have added an EL Coordinator and ELPAC testing coordinator to ensure that English Learners are supported through progress monitoring, ELD, and testing. In the Broad Course of Study, we have increased staffing to provide choral music and musical theater classes for our students. In professional development, we have increased opportunities for teachers to participate in conferences or external p.d. to increase the quality of instruction and best meet the needs of our students. In teacher coaching, we are able to increase the admin and teacher leader staff devoted to coaching teachers and to improve the quality of our program by participating in the LMU IDEAL institute. Our Data Team improves the quality of instruction and intervention for our students by devoting staff time to the analysis of assessment data and support of schoolwide practices in using the data.

College Success Services, Parents as Leaders, Parent Meetings, and Parent Training all add capacity for outreach and programming for our parents to build strong relationships with the school and to learn how to successfully support their students' learning, navigate high school and college, and advocate for their children. Technology workshops increase the support available to parents to learn how to navigate the technological aspects of their child's education. High school nights are provided to increase the available information to families about high school options. The Communication action increases the technological tools available for families to access communication with the school.

The Mental Health Program increases on-site staff devoted to school-wide support for students. The Mental Health Team Outreach provides added services in workshops, parent newsletters, resources for students, families and staff and outreach and follow up with individual families as needed.

By providing uniform and spirit wear, we are increasing access for all of our students. Our Den Days increase the staffing available to plan and implement activities, celebrations and rewards for students as incentives for their hard work and positive participation. PBIS and attendance increases the staff time devoted to monitoring attendance and implementing the re-engagement protocol. Social emotional learning increases staff time devoted to schoolwide social emotional learning. Staff professional development on culture and climate increases staffing and resources for the staff to learn together and continue to develop a positive culture and climate.

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.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 1,026,487	$ 1,134,967
LEA-wide Total:	$ 998,487	$ 1,106,967
Limited Total:	$ 28,000	$ 28,000
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Blended Learning					$ 50,889
1	1					$ 736,128	$ 736,128
1	1						$ -
1	1						$ -
1	1						$ -
1	1						$ -
1	1						$ -
1	2	Academic Intervention	LEA-wide	EL, Low Income, Foster			$ 86,480
1	2						$ -
1	2		LEA-wide	EL, Low Income, Foster		$ 27,000	$ 27,000
1	2		LEA-wide	EL, Low Income, Foster		$ 92,016	$ 92,016
1	2						$ -
1	2						$ -
1	2						$ -
1	3	Curriculum & Supplies				$ 22,440	$ 22,440
1	3						$ -
1	3		LEA-wide	Low Income, Foster		$ 16,572	$ 16,572
1	3						$ -
1	3						$ -
1	3						$ -
1	3						$ -
1	4	Technology					$ 11,016
1	4					$ 72,000	$ 72,000
1	4						$ -
1	4						$ -
1	4						$ -
1	4						$ -
1	4						$ -
1	5	Summer Enrichment					$ 241,500
1	5						$ 7,000
1	5						$ -
1	5						$ -
1	5						$ -
1	5						$ -
1	5						$ -
1	5						$ -

1	6	Support for English Learners	Limited	EL	$	28,000	$	28,000
1	6						$	-
1	6						$	-
1	6						$	-
1	6						$	-
1	6						$	-
1	6						$	-
1	7	Graduation			$	12,000	$	12,000
1	7				$	10,404	$	10,404
1	7						$	-
1	7						$	-
1	7						$	-
1	7						$	-
1	7						$	-
1	8	Special Education					$	75,600
1	8						$	177,480
1	8						$	-
1	8						$	64,260
1	8						$	-
1	8						$	-
1	8						$	-
1	9	Broad Course of Study	LEA-wide	Low Income, Foster	$	125,400	$	125,400
1	9						$	-
1	9						$	-
1	9						$	-
1	9						$	-
1	9						$	-
2	1	New Teacher Support					$	-
2	1						$	-
2	1				$	25,000	$	25,000
2	1				$	2,000	$	2,000
2	1						$	-
2	1						$	-
2	1						$	-
2	2	Professional Development	LEA-wide	EL, Low Income, Foster	$	34,539	$	56,539
2	2		LEA-wide	EL, Low Income, Foster	$	5,000	$	5,000
2	2						$	-
2	2						$	-
2	2						$	-
2	2						$	-
2	2						$	-
2	3	Teacher Coaching	LEA-wide	EL, Low Income, Foster	$	21,624	$	21,624
2	3		LEA-wide		$	21,000	$	21,000
2	3		LEA-wide		$	102,000	$	102,000
2	3						$	-
2	3						$	-

2	3						$	-
2	3						$	-
2	4	Data Team	LEA-wide	EL, Low Income, Foster	$	20,000	$	20,000
2	4						$	-
2	4						$	-
2	4						$	-
2	4						$	-
2	4						$	-
2	4						$	-
2	5						$	-
2	5						$	-
2	5						$	-
2	5						$	-
2	5						$	-
2	5						$	-
2	5						$	-
3	1	College Success Services	LEA-wide	EL, Low Income, Foster	$	31,000	$	31,000
3	1						$	-
3	1						$	-
3	1						$	-
3	1						$	-
3	1						$	-
3	1						$	-
3	2	Parent Training	LEA-wide	EL, Low Income, Foster	$	21,120	$	21,120
3	2						$	-
3	2						$	-
3	2						$	-
3	2						$	-
3	2						$	-
3	2						$	-
3	3	Support for Parents of English Learners	LEA-wide	EL	$	5,000	$	5,000
3	3						$	-
3	3						$	-
3	3						$	-
3	3						$	-
3	3						$	-
3	3						$	-
3	4	Parents as Leaders	LEA-wide	EL, Low Income, Foster	$	5,000	$	5,000
3	4						$	-
3	4						$	-
3	4						$	-
3	4						$	-
3	4						$	-
3	4		LEA-wide	EL, Low Income, Foster			$	-
3	5	Family Events			$	31,637	$	31,637
3	5						$	-

3	5						$	-
3	5						$	-
3	5						$	-
3	5						$	-
3	5						$	-
3	5						$	-
3	6	Parent Meetings	LEA-wide	EL, Low Income, Foster	$	102,000	$	102,000
3	6						$	-
3	6						$	-
3	6						$	-
3	6						$	-
3	6						$	-
3	6						$	-
3	7	Mental Health Team Outreach	LEA-wide	Low Income, Foster	$	2,000	$	2,000
3	7						$	-
3	7						$	-
3	7						$	-
3	7						$	-
3	7						$	-
3	7						$	-
3	8	Technology Workshops	LEA-wide				$	-
3	8						$	-
3	8						$	-
3	8						$	-
3	8						$	-
3	8						$	-
3	8						$	-
3	9	High School Nights	LEA-wide				$	-
3	9						$	-
3	9						$	-
3	9						$	-
3	9						$	-
3	9						$	-
3	9						$	-
3	10	Communication	LEA-wide	EL, Low Income, Foster	$	11,000	$	11,000
3	10						$	-
3	10						$	-
3	10						$	-
3	10						$	-
3	10						$	-
3	10						$	-
4	1	Uniform & Spirit Wear	LEA-wide	Low Income, Foster	$	34,000	$	34,000
4	1						$	-
4	1						$	-
4	1						$	-
4	1	Den Days	LEA-wide	EL, Low Income, Foster	$	63,000	$	63,000

4	2						$	-
4	2						$	-
4	2						$	-
4	2						$	-
4	2						$	-
4	3	PBIS and Attendance					$	-
4	3		LEA-wide	EL, Low Income, Foster	$	15,000	$	15,000
4	3		LEA-wide	EL, Low Income, Foster	$	67,200	$	67,200
4	3						$	-
4	3						$	-
4	4	Sports and Enrichments			$	3,000	$	3,000
4	4						$	177,559
4	4						$	-
4	4						$	-
4	4				$	25,500	$	25,500
4	5	Mental Health Program					$	-
4	5		LEA-wide	Low Income, Foster	$	13,000	$	13,000
4	5		LEA-wide	Low Income, Foster	$	72,000	$	72,000
4	5						$	-
4	5						$	-
4	6	Social Emotional Learning					$	-
4	6		LEA-wide	EL, Low Income, Foster	$	92,016	$	92,016
4	6						$	-
4	6						$	-
4	6						$	-
4	7	Staff P.D. on Culture/Climate	LEA-wide	EL, Low Income, Foster	$	126,000	$	126,000
4	7		LEA-wide	EL, Low Income, Foster	$	9,406	$	9,406
4	7						$	-
4	7						$	-
4	7						$	-
4	8	Student Reward Trips			$	117,222	$	117,222
4	8						$	-
4	8						$	-
4	8						$	-
4	8						$	-
4	8						$	-
4	9	Facilities, Health & Safety			$	78,000	$	78,000
4	9				$	269,352	$	269,352
4	9				$	46,404	$	46,404
4	9						$	-
4	9						$	-
4	9							

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,612,980	$ 681,613	$ -	$ 232,171	3,526,764	$ 2,639,136	$ 887,628

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Blended Learning					$ 50,889	$ 50,889
1	1			$ 736,128				$ 736,128
1	1							$ -
1	1							$ -
1	1							$ -
1	1							$ -
1	1							$ -
1	2	Academic Intervention					$ 86,480	$ 86,480
1	2							$ -
1	2			$ 27,000				$ 27,000
1	2			$ 92,016				$ 92,016
1	2							$ -
1	2							$ -
1	2							$ -
1	3	Curriculum & Supplies		$ 22,440				$ 22,440
1	3							$ -
1	3			$ 16,572				$ 16,572
1	3							$ -
1	3							$ -
1	3							$ -
1	3							$ -
1	4	Technology					$ 11,016	$ 11,016
1	4			$ 72,000				$ 72,000
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	4							$ -
1	5	Summer Enrichment			$ 241,500			$ 241,500
1	5				$ 7,000			$ 7,000
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
1	5							$ -
1	6	Support for English Learners		$ 28,000				$ 28,000
1	6							$ -
1	6							$ -

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,612,980	$ 681,613	$ -	$ 232,171	3,526,764	$ 2,639,136	$ 887,628

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6							$ -
1	6							$ -
1	6							$ -
1	6							$ -
1	7	Graduation		$ 12,000				$ 12,000
1	7			$ 10,404				$ 10,404
1	7							$ -
1	7							$ -
1	7							$ -
1	7							$ -
1	7							$ -
1	8	Special Education			$ 75,600			$ 75,600
1	8				$ 177,480			$ 177,480
1	8							$ -
1	8				$ 2,474		$ 61,786	$ 64,260
1	8							$ -
1	8							$ -
1	8							$ -
1	9	Broad Course of Study		$ 125,400				$ 125,400
1	9							$ -
1	9							$ -
1	9							$ -
1	9							$ -
1	9							$ -
2	1	New Teacher Support						$ -
2	1							$ -
2	1			$ 25,000				$ 25,000
2	1			$ 2,000				$ 2,000
2	1							$ -
2	1							$ -
2	1							$ -
2	2	Professional Development		$ 34,539			$ 22,000	$ 56,539
2	2			$ 5,000				$ 5,000
2	2							$ -
2	2							$ -
2	2							$ -
2	2							$ -
2	2							$ -

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,612,980	$ 681,613	$ -	$ 232,171	3,526,764	$ 2,639,136	$ 887,628

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	Teacher Coaching		$ 21,624				$ 21,624
2	3			$ 21,000				$ 21,000
2	3			$ 102,000				$ 102,000
2	3							$ -
2	3							$ -
2	3							$ -
2	3							$ -
2	4	Data Team		$ 20,000				$ 20,000
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	4							$ -
2	5							$ -
2	5							$ -
2	5							$ -
2	5							$ -
2	5							$ -
2	5							$ -
2	5							$ -
3	1	College Success Services		$ 31,000				$ 31,000
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	1							$ -
3	2	Parent Training		$ 21,120				$ 21,120
3	2							$ -
3	2							$ -
3	2							$ -
3	2							$ -
3	2							$ -
3	2							$ -
3	3	Support for Parents of English Learners		$ 5,000				$ 5,000
3	3							$ -
3	3							$ -

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,612,980	$ 681,613	$ -	$ 232,171	3,526,764	$ 2,639,136	$ 887,628

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3							$ -
3	3							$ -
3	3							$ -
3	3							$ -
3	4	Parents as Leaders		$ 5,000				$ 5,000
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	4							$ -
3	5	Family Events		$ 31,637				$ 31,637
3	5							$ -
3	5							$ -
3	5							$ -
3	5							$ -
3	5							$ -
3	5							$ -
3	5							$ -
3	6	Parent Meetings		$ 102,000				$ 102,000
3	6							$ -
3	6							$ -
3	6							$ -
3	6							$ -
3	6							$ -
3	6							$ -
3	7	Mental Health Team Outreach		$ 2,000				$ 2,000
3	7							$ -
3	7							$ -
3	7							$ -
3	7							$ -
3	7							$ -
3	7							$ -
3	8	Technology Workshops						$ -
3	8							$ -
3	8							$ -
3	8							$ -
3	8							$ -

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,612,980	$ 681,613	$ -	$ 232,171	3,526,764	$ 2,639,136	$ 887,628

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8							$ -
3	8							$ -
3	9	High School Nights						$ -
3	9							$ -
3	9							$ -
3	9							$ -
3	9							$ -
3	9							$ -
3	9							$ -
3	10	Communication		$ 11,000				$ 11,000
3	10							$ -
3	10							$ -
3	10							$ -
3	10							$ -
3	10							$ -
3	10							$ -
4	1	Uniform & Spirit Wear		$ 34,000				$ 34,000
4	1							$ -
4	1							$ -
4	1							$ -
4	1	Den Days		$ 63,000				$ 63,000
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	2							$ -
4	3	PBIS and Attendance						$ -
4	3			$ 15,000				$ 15,000
4	3			$ 67,200				$ 67,200
4	3							$ -
4	3							$ -
4	4	Sports and Enrichments		$ 3,000				$ 3,000
4	4				$ 177,559			$ 177,559
4	4							$ -
4	4							$ -
4	4			$ 25,500				$ 25,500
4	5	Mental Health Program						$ -
4	5			$ 13,000				$ 13,000

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5			$ 72,000				$ 72,000
4	5							$ -
4	5							$ -
4	6	Social Emotional Learning						$ -
4	6			$ 92,016				$ 92,016
4	6							$ -
4	6							$ -
4	6							$ -
4	7	Staff P.D. on Culture/Climate		$ 126,000				$ 126,000
4	7			$ 9,406				$ 9,406
4	7							$ -
4	7							$ -
4	7							$ -
4	8	Student Reward Trips		$ 117,222				$ 117,222
4	8							$ -
4	8							$ -
4	8							$ -
4	8							$ -
4	8							$ -
4	9	Facilities, Health & Safety		$ 78,000				$ 78,000
4	9			$ 269,352				$ 269,352
4	9			$ 46,404				$ 46,404
4	9							$ -
4	9							$ -
4	9							

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds