LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Century Community Charter School
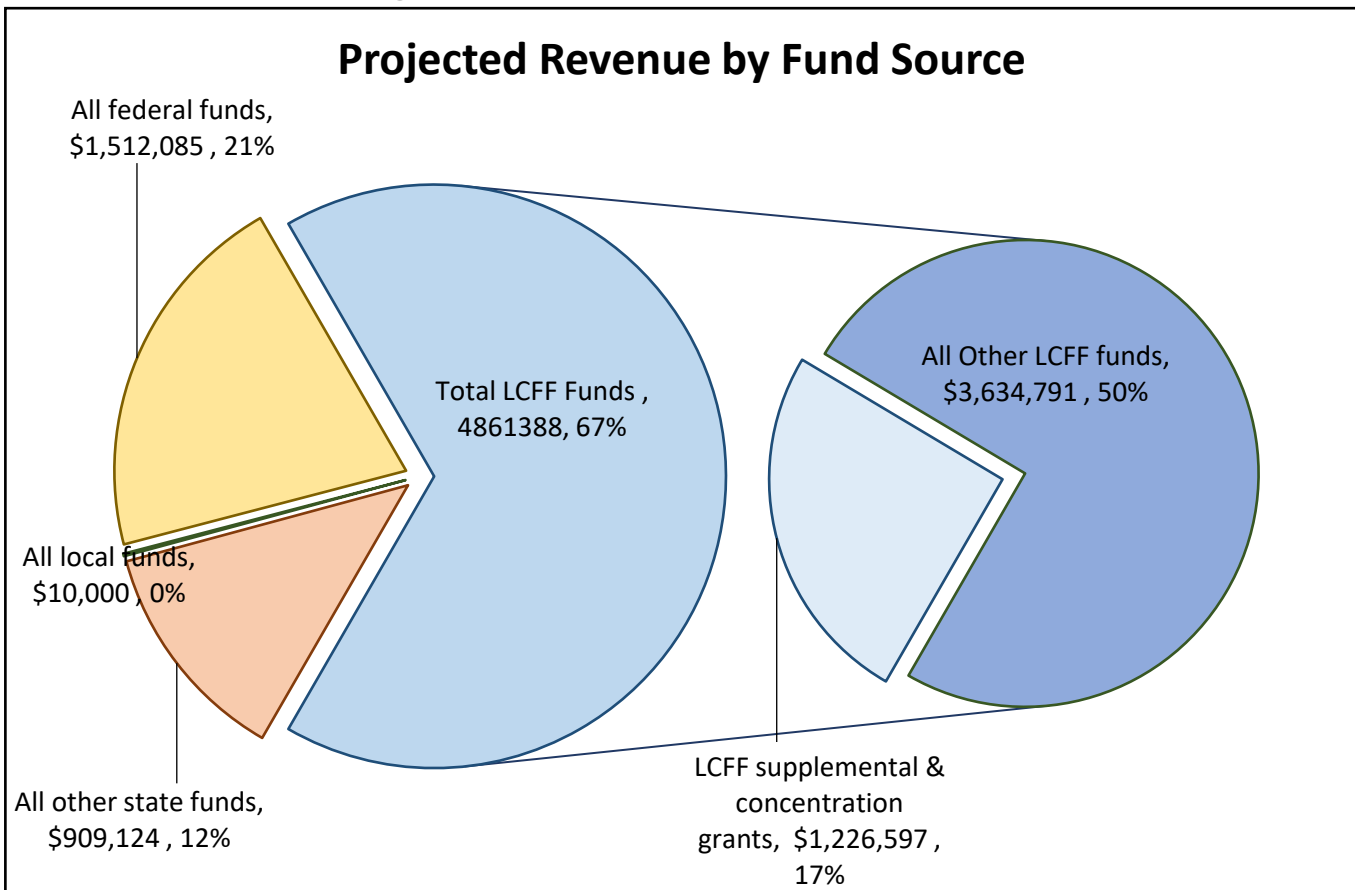
CDS Code: 19647090107508

School Year: 2022 – 23

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

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 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $1,512,085 , 21%

All local funds, $10,000 , 0%

All other state funds, $909,124 , 12%

Total LCFF Funds , 4861388, 67%

All Other LCFF funds, $3,634,791 , 50%

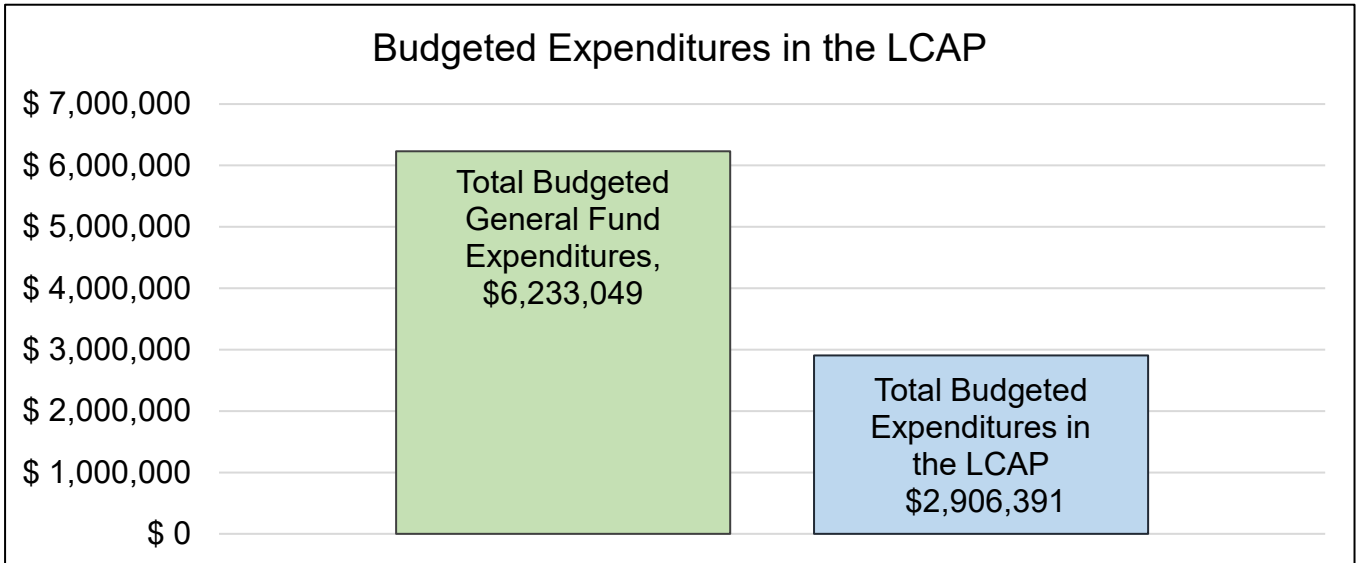LCFF supplemental & concentration grants, $1,226,597 , 17%

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

The text description for the above chart is as follows: The total revenue projected for Century Community Charter School is $7,292,597.00, of which $4,861,388.00 is Local Control Funding Formula (LCFF), $909,124.00 is other state funds, $10,000.00 is local funds, and $1,512,085.00 is federal funds. Of the $4,861,388.00 in LCFF Funds, $1,226,597.00 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.

Budgeted Expenditures in the LCAP

A bar chart titled "Budgeted Expenditures in the LCAP" with a y-axis ranging from $0 to $7,000,000 in increments of $1,000,000. The first bar (green) is labeled "Total Budgeted General Fund Expenditures, $6,233,049". The second bar (blue) is labeled "Total Budgeted Expenditures in the LCAP $2,906,391".

This chart provides a quick summary of how much Century Community Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Century Community Charter School plans to spend $6,233,049.00 for the 2022 – 23 school year. Of that amount, $2,906,391.00 is tied to actions/services in the LCAP and $3,326,658.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
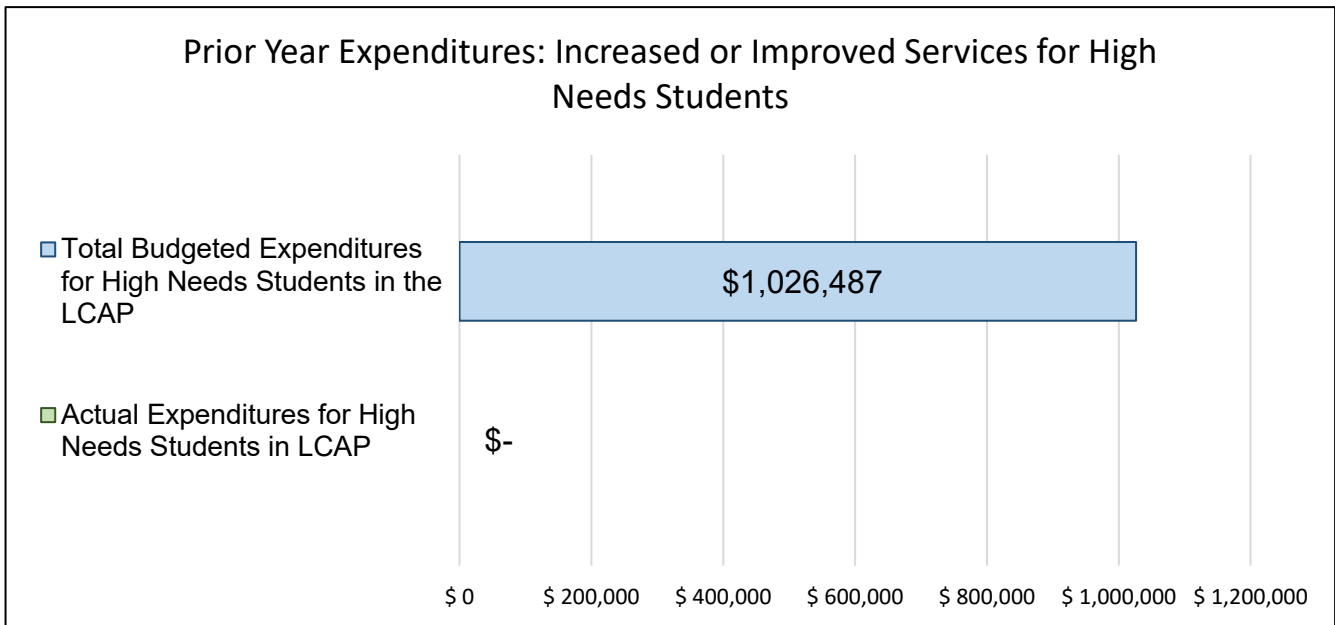
Budget is still being finalized.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Century Community Charter School is projecting it will receive $1,226,597.00 based on the enrollment of foster youth, English learner, and low-income students. Century Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Century Community Charter School plans to spend $1,215,797.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Budget is still being finalized.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- □ Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,026,487**
- □ Actual Expenditures for High Needs Students in LCAP: **$-**

(Bar chart x-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000, $ 1,200,000)

This chart compares what Century Community Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Century Community Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Century Community Charter School's LCAP budgeted $1,026,487.00 for planned actions to increase or improve services for high needs students. Century Community Charter School actually spent $0.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $1,026,487.00 had the following impact on Century Community Charter School's ability to increase or improve services for high needs students:

Budget is still being finalized.

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 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, which is now home of the Los Angeles Rams and Chargers. Inglewood is an urban city in the county of Los Angeles, and Inglewood residents are 40.8% African American and 49.5% 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 2020-21, CCCS served 462 students with diverse needs and backgrounds: approximately 70% of students qualify for Free or Reduced Lunch; 19% are English Learners; and 44% are Reclassified Fluent English Proficient. In addition, about 7% of students qualify for special education services. The LCFF Unduplicated percentage is approximately ==%==. Approximately 86% of CCCS'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 as 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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. 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 couple of years. We have persevered through this year and our students are excited to come to school. Our attendance has been good considering the change and challenge, and our families support our program. Our family connectedness to our community is a huge success. The way we transitioned back from virtual learning to in person learning was smooth and successful.

Returning to campus for in-person instruction this year has been a success in itself and we are proud of the positive, safe school culture that has returned with our students. 86% of our students feel safe at school and 95% feel respected. 87% of CCCS parents feel the school is safe. In a community that has been hard hit by COVID-19, this feedback is a testament to the work we have done implementing health and safety protocols and communicating with parents and students to ensure they feel safe at school. Our families have done an amazing job making sure their children are following protocols and safety procedures. We will continue our robust communication with families and look forward to welcoming them back on to campus for in-person family events next year.

We are starting to see our students improve academically as demonstrated on their report cards and through their GPA growth. We are also proud of the continued progress demonstrated by our English Learners during the pandemic related school closure. The CCCS EL Reclassification rate of 16.3% exceeded our target, and while the CA Dashboard did not produce an English Learner Progress Indicator for 2021, we are proud of our English Learners with 63.53% scoring at levels 3 and 4 on the ELPAC Summative assessment. We will continue our comprehensive English Language Development program to ensure English Learners continue to make progress.

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 and 2021 CA Dashboards were 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 and NWEA MAP we have identified needs in ELA and Math achievement, especially for our students with disabilities. Some of our students' basic level of literacy and computation is below grade level. The effects of the pandemic on our students' academic progress are noted and felt across our school community. Our students do need additional academic support to get on grade level and meet the content standards. While they are working hard, there are still gaps in their skills. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. We plan to start our Academies that provide intervention services to students earlier in the year next year to ensure students start receiving extra help sooner. Also, we will start using the Eureka^2 math curriculum to ensure students have access to rich mathematical ideas through a curriculum designed to be accessible for students with special needs and English Learners.

LCAP Highlights

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

The 2022-23 LCAP provides our three-year plan for continued improvement and development. In 2022-23 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.

Comprehensive Support and Improvement

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

Schools Identified

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

Century Community Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Century Community Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Century Community Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Century Community Charter School has championed meaningful educational partner engagement in order to meet the needs of both students and the community. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as CCCS sought the input and feedback of its educational partner groups (parents, students, teachers, staff, administrators, local community members) from the onset of the pandemic and continuing through the current year as we have transitioned back to in-person learning.

- 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.

- CCCS evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by CCSS. Likewise, CCSS teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Teachers and Administrators identified the need for a new math curriculum to better support students with disabilities and English Learners with access to mathematical concepts. Teachers have also requested that the school continue to provide access to supplemental learning resources for both ELA and math.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

- Goal 1, Action 3 was updated to include the new math curriculum to be purchased as a result of teacher and administrator feedback.
-

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. Our students require a strong support system in order to meet these high academic standards. The actions to achieve this goal will support growth in the measurable outcomes listed below. The English Language Development action will contribute to maintaining a high reclassification rate and high progress for our English Learners taking the ELPAC.

The Special Education action's effectiveness will be demonstrated by NWEA MAP growth in ELA and Math for our students qualifying for special education services.

The Broad Course of Study action's effectiveness will be demonstrated by 100% of student enrollment in a broad course of study.

The Blended Learning, Academic Intervention, Curriculum and Instruction, Technology, Academic Intervention, Summer Enrichment Program, and Graduation actions effectiveness will be demonstrated by as by Students on the GPA Board (3.0 or higher): % of students by grade level, % of students with GPA at or above 2.5 by grade level, % Meeting/Exceeding standards on the SBAC ELA and Math assessments, % meeting growth targets on NWEA MAP Reading, Language Usage, and Math assessments, and Achieve 3000 lexile growth.

The effectiveness of the Graduation action will be evidenced by the % of 8th graders participating in the graduation ceremony (completed with 2.0 GPA and no more than 1 D, no F's, and no U's).

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% Data Year: 2020-21 Data Source: Local	69% 6th graders 62% 7th graders 42% 8th graders 57% total students Data Year: 2021-22 Data Source: Local			Data Year: 2023-24 Data Source: Local	>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% Data Year: 2020-21 Data Source: Local	90% 6th graders 79% 7th graders 62% 8th graders 76% total Data Year: 2021-22 Data Source: Local			Data Year: 2023-24 Data Source: Local	>90% All grades

	2018-19 CAASPP	Not CAASPP tested Spring 2021			% Meeting/Exceeding ELA Standards: All students: 65 SED: 64 EL: 45 SWD: 33 Black or African American: 63 Hispanic/Latino: 66 Data Year: 2022-23 Data Source: CA Dashboard
SBAC ELA: % of students meeting/exceeding standard on SBAC for all students and each statistically significant subgroup	% Meeting/Exceeding ELA Standards: All students: 45.2 SED: 44 EL: 25.3 SWD: 13.9 Black or African American: 43.5 Hispanic/Latino: 46.5 Data Year: 2018-19 Data Source: CA Dashboard				
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	Not CAASPP tested Spring 2021			% Meeting/Exceeding Math Standards: All students: 37 SED: 36.2 EL: 24 SWD: 25 Black or African American: 37 Hispanic/Latino: 37 Data Year: 2022-23 Data Source: CA Dashboard

	Hispanic/Latino: 17.6 Data Year: 2018-19 Data Source: CA Dashboard				Data Year: 2022-23 Data Source: CA Dashboard
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) **Language** 6th grade: 207.8 (38% met projection) 7th grade: 211.2 (44% met projection)	At this time we have only completed one testing opportunity for this school year. The following data is a summary of growth from Fall 2020 to Fall 2021 for our 7th and 8th graders. No growth data is available for 6th graders. Math 7th grade Fall 2020 RIT score 209.9 Fall 2021 RIT score 213.1 37% of students met the growth projection Language 8th grade			2% projection growth per year Data Year: 2023-24 Data Source: NWEA MAP

8th grade: 214.2 (38% met projection) Data Year: 2020-21 Data Source: NWEA MAP	Fall 2020 RIT score 213.9 Fall 2021 RIT score 219.8 50% of students met the growth projection Reading 7th grade Fall 2020 RIT score 205.7 Fall 2021 RIT score 210.8 52% of students met the growth projection 8th grade Fall 2020 RIT score 207.6 Fall 2021 RIT score 215.4 60% of students met the growth projection Language 7th grade		

Metric	Baseline		Desired Outcome for 2023–24
	Fall 2020 RIT score 206.5 Fall 2021 RIT score 209.1 43% of students met the growth projection 8th grade Fall 2020 RIT score 209.7 Fall 2021 RIT score 216.1 61% of students met the growth projection Data Year: 2021-22 Data Source: NWEA MAP		
Achieve 3000 Lexile growth: growth of Lexile of students by end of year	2019-20: Overall student gain of +53 Lexile points Data Year: 2020-21 Data Source: Achieve 3000	As of February 2022: Overall student gain of +53 Lexile points Data Year: 2021-22 Data Source: Achieve 3000	+100 Lexile Data Year: 2023-24 Data Source: Achieve 3000
EL reclassification rate	2019-20: 12.2%	16.3% Data Year: 2020-21 Data Source: DataQuest	15% 2022-23 Data Source: DataQuest

	Data Year: 2019-20 Data Source:DataQuest			
% of ELs improving on ELPAC (ELPI)	2019 Dashboard: 47.4% improved Data Year: 2019-20 Data Source: CA Dashboard	No ELPI provided for 2021 due to the pandemic disrupting testing. 63.53% of students are scoring at a Level 3 or 4 on ELPAC Data Year: 2021-22 Data Source: ELPAC Summative Score Reporting Site		55% Data Year: 2022-23 Data Source: CA Dashboard
% 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) 2020-21 data is unreliable due to the school closure. Data Year: 2019-20 Data Source: Local	This data will not be available until the end of the school year.		95% Data Year: 2023-24 Data Source: Local

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) 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) Data Year: 2020-21 Data Source: NWEA MAP	SpEd At this time we have only completed one testing opportunity for this school year. The following data is a summary of growth from Fall 2020 to Fall 2021 for our 7th and 8th graders. No growth data is available for 6th graders. Math 7th grade Fall 2020 RIT score 199.0 Fall 2021 RIT score 202.8 60% of students met the growth projection 8th grade Fall 2020 RIT score 194.1 Fall 2021 RIT score 202.2 Data Year: 2023-24 Data Source: NWEA MAP	2% projection growth per year

50% of students met the growth projection		
Reading 7th grade Fall 2020 RIT score 192.8 Fall 2021 RIT score 201.8 75% of students met the growth projection 8th grade Fall 2020 RIT score 191.6 Fall 2021 RIT score 198.3 58% of students met the growth projection Language 7th grade Fall 2020 RIT score 194.5 Fall 2021 RIT score 201.8		

62% of students met the growth projection	8th grade Fall 2020 RIT score 199.8 Fall 2021 RIT score 207.9 60% of students met the growth projection Data Year: 2021-22 Data Source: NWEA MAP			100%
% of students enrolled in a broad course of study	100% Data Year: 2021-22 Data Source: Local	N/A (metric added in 21-22)		100%

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	$843,696	N

		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.		
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. • Literacy and Math Academies provide additional intervention services to students on weekends and during intersession.	$203,434	Y
3	Curriculum & Instruction	CCCS will provide all students high quality standards-aligned curriculum materials. • Eureka Math² • History Alive • 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.	$61,792	Y
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.	$178,926	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	$249,943	N

	6		
	English Language Development	$34,889	Y

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

CCSS provides a structured English Immersion program where English Learners receive instruction in English while integrating specific strategies to support students in content understanding and language acquisition. The school 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.
- EL Academies on weekends/intersession to support language acquisition.
- 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	$TBD	N
	• 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 the curriculum near the end of the school year.		

8	Special Education	$276,438	N
	• 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.		

9	Broad Course of Study	$	Y
	CCCS provides all students a broad course of study: • 6th Choral music • 7th musical theater • 8th Leadership or Math Intervention • Health and Physical Education class: Block schedule 40 minutes focus health with nutrition/bullying/sex education and the remaining 60 minutes for physical education.		

Goal Analysis for 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.
Overall, the actions designed to support achievement of the goal were implemented as planned. Both the Saturday Academy and blended learning program have served as key actions towards this goal, and the Century team has been able to fully implement these actions. Some specific successes aligned to these actions include how Saturday Academy proved to be an effective learning experience, as students who have been a part of the program have shown academic growth, which is being tracked by the Century academic team. The Saturday

Academy has both an ELA Academy and a Math Academy, providing opportunities for students to receive additional support in these content areas. The blended learning program has proven to be a resource that is accelerating learning for students and allowing Century teachers to provide a deeper layer of differentiation for diverse learning needs. This program was implemented during the pandemic, and it has continued to be beneficial for our students. Teachers have identified that students are demonstrating that they have deeper content knowledge and that they can showcase the skills that they are learning in Saturday Academy. Parents of students in the program have been appreciative and have encouraged their students to participate and get the most out of the program.

Some challenges with implementation include managing and supporting student wellness. The team has worked to find a healthy balance between focusing on academics and holding high expectations along with being mindful of what is too much and identifying when students might benefit from a break or from mental health resources. While the team seeks to hold to high expectations and believes that Century students can reach them, the team has also identified that they must take into account where students are at and what they need at this unique time. Additionally, Century holds a high bar for staff, and also acknowledges that it has been a stretch of challenging years navigating the pandemic, and that is affecting staff, as well. During the surge, the Century team was able to maintain and manage a hybrid model while some students were learning at home and some were learning at school. The constant change and challenge of the pandemic and how that affects protocols and the learning environment has been challenging, and the team notes lasting effects from this extended period of challenge.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Saturday Academy and blended learning both contributed to GPA indicators and to MAP data. Specifically, Saturday Academy served as a differentiated and targeted learning time for students to get tailored instructional support in content areas that they needed. Blended learning provided a way for students to choose from different platforms to engage in learning experiences that support them to achieve their individual learning goals.

The English Language Development action is effective as indicated by our 16.3% reclassification rate, and the high percentage of our English Learners who are scoring at Levels 3 & 4 on the ELPAC. The Special Education action's effectiveness is demonstrated by greater than 50% of students with disabilities achieving growth targets in Reading, Language, and Math as measured by NWEA MAP between date and date. The Broad Course of Study action's effectiveness is demonstrated by 100% of our students enrolled in a broad course of study.

The Blended Learning, Academic Intervention, Curriculum and Instruction, Technology, Academic Intervention, Summer Enrichment Program, and Graduation actions are effective as indicated by Students on the GPA Board (3.0 or higher): 57% of students and 76% of

students with GPA at or above 2.5. Also, the effectiveness is demonstrated by over 50% of students on average meeting growth targets on NWEA MAP Reading and Language Usage assessments and a growth of 53 on lexile averages midway through the school year.

The effectiveness of the Blended Learning, Academic Intervention, Curriculum and Instruction, Technology, Academic Intervention, Summer Enrichment Program, and Graduation actions are less clear regarding math achievement with less than 50% of students on average meeting growth targets on NWEA MAP Math assessments,

The effectiveness of the Graduation action will be determined at the end of the school year with the number of 8th graders participating in the graduation ceremony (completed with 2.0 GPA and no more than 1 D, no F's, and no U's). 2020-21 data is not valid due to the pandemic-related school closure.

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.

The school is adding the Eureka Math^2 curriculum to ensure students have access to rich mathematical ideas through a curriculum designed to be accessible for students with special needs and English Learners.

The school is not making any changes to the planned goal, metrics, or actions for the coming year based on the reflections on prior practice. The school did modify the Expected Outcome for % of ELs improving on ELPAC (ELPI) to from 75% to 55% to align with the CDE's expected outcome for High Progress.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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% Data Year: 2019-20 Source: Local	100% Data Year: 2020-2021 Data Source: Local	2 teachers misassigned		100% 0 teachers misassigned Data Year: TBD due to CDE reporting changes. Data Source: SARC
% of students with access to their own copies of standards-aligned instructional materials	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24 Data Source: Local
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% Data Year: 2020-21 Data Source: Local	<mark>TBD</mark> Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-34 Data Source: Local

Teacher evaluations: % of teachers evaluated once and observed 3x per semester	2020-21: 100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2023-34 Data Source: Local
% 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% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2023-34 Data Source: Local

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. • Beginning Teacher Support Induction and Administrative Credential Clearance (through LACOE). • Maintaining records for teacher programs.	$TBD	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. • Dean of C&I designs scope and sequence based on areas of need from MAP data. Workshops to support project-based	$172,011	Y

		learning, collaboration, strong classroom culture, etc., 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. • Department chairs will provide feedback to teachers to ensure all departments are teaching the standards-based curriculum.	$43,056	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.	$20,000	Y

Goal Analysis for 2021-22

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation include teachers being able to attend targeted professional development seminars related to their content area. Teachers utilized resources and tools from those conferences directly in their classroom and these learning experiences provided a "recharge" for Century teachers. The ELA team attended an ELA conference, the Math team attended a math conference, and the Science team attended a virtual conference. Another professional development opportunity is coming up when 32 of our staff will visit the Ron Clark Academy, where the staff has gone for training in the past. This upcoming learning opportunity will be a way for staff to revisit what they've learned in the past and help us improve our model. Another strategy that has been helpful has been instructional modeling in classrooms.

One of the key challenges continues to be staff fatigue. Additionally, some professional development opportunities have been virtual, which have been challenging for our teachers to engage in in the same way that they can engage fully and in community when sessions are in person.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The action of New Teacher Support and Credentialing (New Teacher Support) supported our efforts to have teachers credentialed and properly assigned. Professional development and Data Team actions supported results on the teacher survey to ensure that teachers have been appropriately trained & are confident teaching the CCSS, inputting data, scoring assignments using standards-based grading. Teacher observation and coaching actions have supported this survey metric as well, and have supported growth and development in regards to teacher evaluations.

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.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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% Data Source: Local Survey	2021-22 85% Data Source: Local Survey			95% Data Year: 2023-24 Data Source: Local Survey
Parent survey: % of parents reporting awareness of opportunities for parental input into decision making	Baseline	TBD Data Year: 2021-22 Data Source: Local Survey			75% Data Year: 2023-24 Data Source: Local Survey
Parent volunteer hours: % completed	2019-20: 70% Data Source: Local	12% Data Year: 2021-22 Data Source: Local			80% Data Year: 2023-24 Data Source: Local
School-wide fundraisers: % of parents participating	2019-20: 75% Data Year: 2020-21	N/A - Fundraisers postponed due to pandemic			85% Data Year: 2023-24

Actions

	Data Source: Local Dashboard	Data Year: 2021-22 Data Source: Local Dashboard		Data Source: Local Dashboard
General Meetings: % of parents who attend at least 3 out of 7 meetings	2019-20: 70% Data Year: 2020-21 Data Source: Local	Participation was virtual Data Year: 2021-22 Data Source: Local		80% Data Year: 2023-24 Data Source: Local
High School nights: % of 8th grade parents participating	2019-20: 75% Data Source: Local	Participation was virtual Data Year: 2021-22 Data Source: Local		85% Data Year: 2023-24 Data Source: Local

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)	$32,269	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.	$35,124	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.	TBD	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	TBD	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: 　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.	$11,945	Y

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

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

Goal Analysis for 2021-22

#				
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	$2,400	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	N
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	N
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	$5,577	Y

Overall, the majority of the actions designed to support achievement of the goal were implemented as planned. The only actions that were not fully implemented were literacy classes for parents, Mother Child Tea, and Den Parent Meetings. The Century team hopes to execute the annual fundraiser this spring.

In terms of successes with implementation of this plan, the Century community in general feels connected and safe. The community trusts the Century team because of strong communication. Many parents email the Century staff to say how much they appreciate the communication - from blasts, updates, and information about what's happening around the community. Survey results showed that 96% of Century families shared that they receive resources, 86% reported feeling connected to the school community, 92% reported feeling supported. Other successes include implementing College Success Services for students in order to help students set goals and create a plan to achieve those goals. The Parent Coordinator worked collaboratively with parents to provide information about the school program and to assist them in areas of need as it relates to engagement and involvement. Various supports for parents of English Learners were also implemented and the Parents as Leaders (PALS) program was also executed. Parents could attend a variety of meetings and workshops, including Cafecitos, State of the Union Parent Meetings, General Meetings, Special Education Workshops, and Parent Orientations. All mental health team actions were implemented successfully.

Challenges have arisen when the Century team hopes to hold events in person. There is an added layer of planning and preparation for those events, and making sure to follow protocols carefully puts an additional strain on staff, as well as necessitates more time and energy to execute. Additionally, the Century community has shown a greater need for a variety of support and resources. The Century team seeks to meet those; however, the need is great and the needs are ever-evolving.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. **OR** The Estimated Actual Expenditures for the [Action Title] action were less than budgeted due to.....

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

The actions to provide College Success Services, Parent Trainings, Supports for Parents of English Learners, Parents as Leaders (PALs), and Parent/Family Events, attributed to parents survey results indicating 85% of our families feel connected to the CCCS community. Having a variety of different opportunities and events available supports parent attendance at general meetings and high school nights, although we were not able to track participation this year because all events were virtual.

Our actions were not effective at promoting parent volunteerism with only 12% completing their volunteer hours this year. We attribute this to health and safety measures that prevent parents from coming to campus this year. We anticipate that next year with relaxed health and

safety protocols, more parents will be able to volunteer on campus. Likewise, we have not yet been able to hold our school-wide fundraiser due to health and safety protocols, but we hope to be able to do so this Spring.

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.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	TBD Data Year: 2021-22 Data Source: Local			<30 Data Year: 2023-24 Data Source: Local
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% Data Year: 2020-21 Data Source: Local Survey	86%- Safe 95%- Respected 83%- Know they can talk to an adult at school when they need to Data Year: 2021-22 Data Source: Local Survey		90%	Data Year: 2023-23 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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% Data Year: 2020-21 Data Source: Local Survey	97%			90% Data Year: 2021-22 Data Source: Local Survey
Parent survey: % feel school is safe	Safety: N/A for 2021 due to school closure due to the pandemic 87% Data Year: 2021-22 Data Source: Local Survey				>85% Data Year: 2021-22 Data Source: Local Survey
ADA	2019-20: 97%	TBD Data Year: 2021-22 Data Source: P-2			97% Data Year: 2023-24 Data Source: P-2
Chronic absence rate	2018-19: 4.6% Data Year:	All Students: 4.3% English Learners: 5.8% SED: 5.6% SWD: 2.9% African American: 7.7% Data Year:			Data Year:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Suspension rate 2019-20 Data Source: CA Dashboard Data Source: Dataquest	2019-20: 1.9%	Hispanic: 4.5% Data Year: 2020-21 Data Source: Dataquest			<1% Data Year: 2023-24 Data Source: DataQuest 2023-24 Data Source: CA Dashboard
Expulsion Rate	0% Data Year: 2019-20 Data Source: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest			0% Data Year: 2023-24 Data Source: DataQuest
Facilities in good repair	2020 FIT Report: Overall Good Data Year: 2019-20 Data	Overall Good Data Year: 2021-22 Data Source: 2021-22 SARC			Overall Good Data Year: 2023-24 Data Source: 2023-24 SARC
Middle School Dropout Rate	2019-20: TBD	2020-21: TBD			

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.	$70,000	Y
2	Den Days	Den Days (on minimum days) organized by the Pipeline Team • 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	• School-wide intervention system • Data tracker of referrals • LACOE PBIS training • Tiered Re-Engagement Policy • Attendance monitoring • School Counselor	$107,322	Y
4	Sports and Enrichments	• Athletic Director to run sports program	$TBD	N

		• Better Bears Program: after school program where students receive homework assistance and tutoring (funded by ASES grant) • Arts/Entrepreneurial program	
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 • Monthly Staff Tool Kits with strategies to assist staff with personal wellness as well as wellness of students and families – delivered monthly	$TBD
6	Social Emotional Learning	• SEL Curriculum implemented during Advisory and Workshops • Advisory • Friendship Club to promote inclusion & connection of SPED students with general education friends • SEL lessons for students embedded into curriculum	$305,074	N
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	$14,461	N
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 • Science Camp • Other field trips as requested by teachers	$170,033	Y
9	Facilities, Health & Safety	• Well-maintained facilities • Annual update and training on Safety Plan • Public Health protocols implemented	$TBD	N

Goal Analysis for 2021-22

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

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

Overall the actions designed to support achievement of the goal were implemented as planned, except for full implementation of uniform and spirit wear, hiring of an intervention counselor, and execution of some student reward trips (i.e. trip to China). Some in person events were suspended due to COVID-19.

Successes with the action implementation process include the ability to reacquaint our students to our CCCS culture where students feel part of a positive community and a community where they are both encouraged and supported. Students understand that staff generally care for their overall wellness and our staff have found intentional opportunities to celebrate students and their accomplishments.

Some challenges have existed in terms of executing in person events and meetings, and staff have identified the added challenge of achieving the same level and attention to detail that have been utilized in the past. Some students who receive Tier 3 services have not gotten all the attention and support they need. Some of Tier 3 students did not receive additional support until a bit later into the school year. The Century team has taken the time to be thoughtful about building relationships and provide mental support/well-being before diving into academic intervention in respect of finding the balance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions aligned to this goal, including Uniform and Spirit Wear, Den Days, Positive Behavior Intervention, Sports and Enrichment, Mental Health Program, Social Emotional Learning have all contributed to promoting positive behaviors. These actions affect students survey results, including 86% feeling safe and 83% connected to the school community and parents feel connected. When student culture is affected positively in this way, ADA is affected (ADA) and the Chronic Absence Rate is decreased. Although the official data shows a low chronic absence rate of 4.3% for 2020-21, local data indicates this figure will be much higher due to pandemic-related absences this year. Likewise, the suspension and expulsion rates of 0% from 2020-21 reflect last year's data when students spent most of the year in distance learning. The effectiveness of these actions is only clear from the survey data, but anecdotal data indicates that students are experiencing a variety of needs for social emotional and mental health support, so our actions toward creating a positive school culture are more important than ever.

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.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice. The school did add the metric of Middle School dropout rate to ensure compliance with the CDE's required LCAP metrics guidance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,226,597	TBD

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.75%	(0.00%)	($0)	33.75%

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Century Community Charter School is a single school LEA with an enrollment of unduplicated students that is greater than 55 percent. The school is using the additional concentration grant add-on funding identified above to increase the number of staff who provide direct services to students through the following actions:

The remaining concentration grant add-on funding is not sufficient to hire an additional staff member, so it is being used to retain existing staff to implement the following action:

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Century Community Charter School Ratio: 1:21
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Century Community Charter School Ratio: 1:19

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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:

o 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* Section 52064[b][4–6]).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

  - **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

  - **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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])

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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.

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 as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring

additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services
  - o This percentage is the total of the Planned Percentage of Improved Services

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

- o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services column

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).