

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The pandemic left many of our families disconnected from an environment that was a familiar safe place for their children. CCCS quickly sprang into action when the shutdown initiated. March 13, 2020 was our last day for on-campus instruction, and Monday, March 16 we passed out computers and packets to begin our distance learning program. Though we made certain our families had devices, many still struggled with connectivity. With the advent of distance learning many of our students were saddened and confused, and their mental health became fragile. Students were concerned for the parents and their ability to earn an income. Although CCCS provided a relatively seamless curriculum, there were approximately 30% of our student population who did not participate in our distant learning program. 30% of our students, many of whom were already struggling academically were placed in a deeper educational hole. CCCS has employed an additional teacher to circumvent the learning loss in math. We are finding that with the additional resources needed, the funds available are not enough.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.]

Century Community Charter School kept stakeholders apprised via our mass communication platforms (ParentSquare and SchoolMint). Every decision was informed with parent input and notification. Surveys were disseminated and responded to by the administrative team. Teachers were in constant communication with students and parents, many of whom provided their personal contact information. CCCS Assistant Principal conducted live virtual parent meetings, allowing for input and concerns to be voiced. CCCS Mental Health team provided strategies and surveys to be certain CCCS was and continues to meet the needs of our vulnerable community members.

A description of the options provided for remote participation in public meetings and public hearings.]

Wellness Parent Meetings and Cafecitos continued to take place allowing for remote participation of our families. Families were notified and provided with a date, time and link to each meeting. Families participated in meetings by sharing concerns, collaborating with other parents to find solutions to some of the struggles they were facing due to the pandemic and distant learning. The Mental Health Team continued to

listen to parents needs following up with them individually as needed and requested. Based on their concerns, resources were uploaded to our website and shared via ParentSquare.

A summary of the feedback provided by specific stakeholder groups.]

Students:

Student data identified students' main struggles being their workload (balancing schoolwork and home responsibilities), internet issues, and home environment. Students who participated in the survey also acknowledged feeling sad, scared, worried and anxious; Many of them stated having mixed feeling, being bored, lonely, upset and annoyed. The data also informed us that families were affected in different ways. Many families had someone in their household lose their job or hours at work were reduced affecting them financially. Staying home was causing the family dynamic to change and even though some stated this change was positive, many states the opposite.

Families:

Our family's data shed light on the challenges they faced during school closure due to COVID-19. Besides their financial struggles, most of their challenges came as they dealt with internet issues, lack of knowledge of the necessary technology/programs to help their child/ren, and motivating their child/ren to maintain interest in school. Parents requested resources to help them better understand what their child/ren was learning, to address their own and their chil/ren emotional wellness as well as food banks and immigration resources.

Staff:

Through our survey, meetings and check-ins, staff shared their experiences as they continued to teach and assist our students through distant learning. Many staff members shared their concern with students not attending class and having to transition to distant learning from one day to the next. Their personal wellness and situations was also shared as a concern for those affected by the pandemic and its many consequences. Support was provided in different ways through Professional Developments, regular grade level and department meetings, teacher aides assisting in sessions and holding homework help sessions, as well as close collaboration with administrative team.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Century Community Charter School will continue to use data to assist students, families and staff. The aspects of Learning Continuity and Attendance Plan that were influenced by specific stakeholder input are:

- Instructional Videos for parents: Our website will be equipped with instructional videos for parents. These videos will be specific to the school wide programs students use at CCCS.
- Hot Spots: Families in need of reliable internet connection will receive a hotspot.

- Technology focus during summer bridge: Our summer bridge program will focus on many technology aspects that our students struggled with during distance learning such as properly accessing email and google classroom.
- Blended Learning Support- the iDeal team at Loyola Marymount University will continue to support and focus on blended learning through distant learning.
- Learning Platforms- CCCS will use learning platforms that best support student learning such as PearDeck and Clever.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

CCCS plans to utilize a Hybrid Schedule when health and safety allows a return to in-person instruction. This schedule will have every student on campus once a week. They will go to every class for 90 minutes. Mondays and Tuesdays will have half of the 6th and 8th graders on campus. An "A" group will be on campus on Monday and the "B" group will be on campus on Tuesdays. The same will apply for our 7th graders. The "A" group of 7th graders will be on campus on Wednesdays and the "B" group of 7th graders will be on campus on Thursdays. On Mondays and Tuesdays there will be 170 students on campus. The 6th graders will be in the classes on the first floor and the 8th graders will occupy the classes on the second floor. They will begin and end the day at different times. When the 7th graders are on campus, there will be no more than 80 students on campus on Wednesdays and Thursdays. When students are not on campus they will participate in virtual synchronous instruction. On Fridays those students who did not participate in our Distant Learning Program during the spring semester or have demonstrated a need for additional intervention will receive targeted intervention and remediation. Our Better Bears Program (BBP) will continue to be offered after school from 3:00-6:00. Students will receive homework assistance and tutoring (funded by the ASES Grant). Imbedded in our curriculum is our mental health component which focuses on SEL. Our Mental Health team will consistently access the emotional well-being of our students and families. Students and families needing additional support will come on campus on Fridays. Student and staff health and safety will be considered by having less students on campus daily, daily temperature checks, one-way traffic in the hallways, enter and exit specific doors, designated areas for outdoor breaks (keeping cohorts of students together), lunch delivered to student classrooms, teacher rotation to the students to minimize cross-contamination, and limiting non-vital visitors on campus.

Hybrid Schedule Overview

6 th & 8 th graders				
Monday	Tuesday	Wednesday	Thursday	Friday
A's	B's	DL	DL	9:00-10:00 Den Advisory On-campus Homework assistance/Intervention with TA's Teachers meetings: *Grade level*Department *Staff meetings*Teacher planning
7 th graders				
DL	DL	A's	B's	

*** When students are not on campus Monday-Thursday or participating in synchronous online instruction Monday -Thursday, they will participate in a "flipped class", work on assignments/study. ***

ON CAMPUS SCHEDULE

6 th & 7 th grade schedule		
8:00 begins with temp check		
1	8:30-9:20	50 mins
2	9:25-10:15	50mins
Break	10:15-10:30	15 mins
3	10:35-11:25	50 mins
4	11:30-12:20	50 mins
Lunch	12:20-1:20	60 mins
5	1:25-2:15	50 mins
6	2:20-3:10	50 mins
Adv	3:15-4:00	45 mins

ON CAMPUS SCHEDULE

8th grade schedule		
8:30 begins with temp check		
1	9:00-9:50	50 mins
2	9:25-10:45	50mins
Break	10:45-11:00	15 mins
3	11:05-11:55	50 mins
4	12:00-12:50	50 mins
Lunch	12:50-1:50	60 mins
5	1:55-2:45	50 mins
6	2:50-3:40	50 mins
Adv	3:45-4:30	45 mins

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Maintaining a safe environment during the COVID-19 pandemic:	33,000	Y
Plexiglass desk dividers		

Description	Total Funds	Contributing
Sanitizing stations		
Traffic pattern stickers		
COVID-19 hygiene posters		
Sanitizing supplies for the classrooms		
Contactless thermometers		
Enhance the wireless infrastructure	8,000	Y

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our plan is to continue education in a virtual setting.

- CCCS has adopted a learning management system that can be utilized to continue instruction in an online format. This may include video or audio instruction on the computer or other forms of technology.
- We have partnered with iDEAL institute of Loyola Marymount University to offer teacher support and professional development tailored to the online learning environment.
- CCCS is developing its instructional continuity plan to prepare for the return of students. This will include providing training and professional development for its teachers to implement the plan as effortlessly as possible.
- Instruction will be delivered through a blended model with the use of the LMS Clever and individualized online and offline instructional materials. Students will log into Clever for ongoing instruction or utilize teacher developed offline materials. Students will have access to digital materials and participate in virtual activities to remain engaged in learning during distance learning. Teachers will communicate regularly and check in with students and parents through Clever, Google classroom, and Parent Square.

Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Students at CCCS will have access to digital materials and instructional activities to remain engaged in learning during distance learning.

- All parents received a letter regarding the availability of chrome book devices for check out.

- Parents were also asked to complete a survey online concerning technology needs.
- To date CCCS has distributed over 400 chrome books to those students and parents who have indicated they need a device at home.
- CCCS has use its current inventory of devices to check out to students.
- Hotspots have been purchased to provide internet access to students during distance learning.

Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Student progress will be measured by their participation and contribution to synchronous instruction daily. Student attendance will be taken daily via Powerschool assignments will be submitted and graded via the google classroom LMS. Teachers have online learning platforms they will use to track student work and achievement. Measuring Attendance During Distance Learning

Teachers provide each student with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using the Learning Management System Clever. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment. Documentation and recording of student progress are accomplished using the teacher’s learning management system, in addition to their grade books, in danger of failure notices, and report cards. Teachers will work collaboratively to ensure that both the asynchronous and synchronous portions of the day provide students with a balanced school year. Student attendance will be taken daily via Powerschool and assignments will be submitted and graded via the google classroom LMS. The table below shows the subject area and the online learning platforms used. The table below shows the subject area and the online learning platforms used.

6-8 grade	Achieve 3000	Eureka Math	History Alive	Houghton Mifflin Harcourt	Next Generation Science	Google Classroom	BrainPop	Desmos	Ed Puzzle	Flipgrid	Flocabulary	Illuminate Education	Imagine Math	Pear Deck	IXL	Legends of Learning	Mangahigh	Moby Max	Nearpod	NewsELA	Padlet	Scholastic	Quizzes	
Language Arts	•					•	•		•	•	•	•		•	•			•	•	•	•	•	•	•
Mathematics	•	•				•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•
Science	•				•	•	•		•	•	•	•		•		•		•	•	•	•	•	•	•
Social Studies	•		•	•		•	•		•	•	•	•		•				•	•	•	•	•	•	•
Physical Education	•					•	•		•	•	•	•		•				•	•	•	•	•	•	•
Art, Music, Theater	•					•	•		•	•	•	•		•				•	•	•	•	•	•	•

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers will participate in planned virtual workshops are designed to emulate best practices for online synchronous and asynchronous learning. These workshops will be aimed towards the teachers need to receive both research-based practices and specific tangible application of those practices.

- Creating and Maintaining a Strong Classroom Culture
- Intentional Planning for Blended Environments
- Promoting Digital Collaboration
- Exploring Online Learning Tools and Resources
- Assessment Data and Differentiation
- Engagement and EduProtocols
- Performance Tasks to Support Deeper Learning
- Project-Based Online Learning

All teachers have been provided a computer and/or iPad. Some have been provided, document cameras, microphones, monitors, computer stands, green screen, white boards and markers.

Staff Roles and Responsibilities

A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers: In the general sense, teachers will continue to provide and meet the academic needs of their students. Their responsibilities have shifted as a result of the COVID-19 to provide for the instructional needs of their students utilizing online platforms 100% of the time until it is safe to return to campus. Teachers' responsibilities have changed in many ways to ensure distance learning is substantially similar in quality and rigor to in-person instruction during times of distance learning. Teachers will need to adapt their normally prepared lessons to be completely online lessons. Instead of classroom management, teachers will need to manage daily live interactive sessions with students via online communication tools like Google Meet and Zoom. In addition, teachers will need to communicate much more with families to assist with social emotional issues.

Teacher assistants: Are being used to aid our math department to fill in the gaps through small group "breakout rooms" and to work with our students who have IEP's. Our TA's will be in the virtual classes monitoring attendance and the fidelity of the online program. We have TA's who will provide Technology Enhanced Arts Learning (**TEAL**) as an enrichment on Fridays. TEAL will assist us to develop school capacity in

he area of social emotional learning using the Visual and Performing Arts, while connecting student mental wellness with learning activities and strategies that integrate the arts.

Special Education Teacher Assistants

Special Education teacher assistants will support instruction within the virtual classroom and collaborate with teachers to provide necessary accommodations for students pushing into the general education classes. SPED teacher assistants will also support pull out small group instruction for reteaching and intervention

Office and Supporting Staff

Office and supporting employees in general will have flexibility in work times, and duties as needed to contribute to the needs of the school. This includes working remotely when possible to support distance learning and the functioning of the school. When we return to on-campus learning our office staff, and support staff will be responsible for temperature checks of all students and staff entering the school building. They will ensure all persons in the building are wearing a mask, following the designated traffic pattern, entering and exiting from the correct doors, maintaining a safe distance from others whenever feasible. Our assistant office manager and parent coordinator will track attendance and make the necessary calls when students are absent. The school therapist will continue to function as our mental health primary support, he will also work in conjunction with our assistant principal to maintain our SEL program. When we return to on-campus learning our office staff, and support staff will be responsible for temperature checks of all students and staff entering the school building. They will ensure all persons in the building are wearing a mask, following the designated traffic pattern, entering and exiting from the correct doors, maintaining a safe

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Language Learners (ELLs) will continue to receive academic support from their teachers. This support will be individualized to meet the needs of the student and based upon the ELPAC assessment data that has been recorded, previous classroom performance, and teacher input. Teachers will continue to provide academic support to students in each content area.

Additionally, teachers will provide support with the student's English proficiency in the areas of reading, writing, listening, and speaking by providing suggested learning activities for the EL students according to appropriate learning bands.

Teachers will plan and work so that online lessons and activities are designed for student success. Teachers will be available to support students and families each day, when school is in session by email.

Our students with IEPs and special needs will continue to receive the support, accommodations and modifications based on their IEP. This will be carried out by our Special Education Coordinator going over all of the IEPs with the general education instructors and teacher assistants. As was mentioned "breakout rooms" will be used for our students with IEPs to receive small group and individualized instructional support.

Special Education

Our students with IEPs and special needs will continue to receive the support, accommodations and modifications based on their IEP. This will be carried out by our Special Education Coordinator going over all of the IEPs with the general education instructors and teacher assistants. As was mentioned “breakout rooms” will be used for our students with IEPs to receive small group and individualized instructional support. Fridays will also provide additional opportunities for our students needing additional support to come on campus in very small groups to receive guidance, support and front loading for the week to come.

- Individual check ins and communication through virtual environments with students to support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content.
- Use of informal assessment measures to measure present learning status and ongoing progress monitoring through virtual platforms.
- Collaboration between special education teachers and general education teachers on meeting individual student IEP goals through strategies and accommodations in virtual learning environments.
- Provide print materials and manipulative to students when necessary for meaningful access to curriculum to meet learning needs.
- Utilizing TA's in virtual learning environments and ongoing student support in Special Education and General Education.
- Students will receive mental health supports from our school therapist who will continue to “push into” classes. Observations will be made, and immediate support provided by contacting the student via a private chat and then followed up with a one on one conference when necessary.
- Teachers and related personnel collaborating on progress monitoring of students and implementing strategies and accommodations to meet student need.
- Conducting virtual IEP meetings to address progress on goals and updating supports, accommodations and services based on individual student learning needs and progress in a distance learning environment.

Students will receive mental health supports from our school therapist who will continue to “push into” classes. Observations will be made, and immediate support provided by contacting the student via a private chat and then followed up with a one on one conference when necessary.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Providing computers and connectivity for all students to have equal access to the distance learning program	120,000	Y
Educational software to support student remote learning	42,000	Y
Technology for staff in order to execute the distance learning program	31,000	N

Description	Total Funds	Contributing
Curriculum supports for student to engage with the state standards:	24,000	Y
Special education coordinator to ensure all SpEd protocols are adhered to and students are supported in the gen. Ed setting	81,000	
Special education speech therapist supports	34,000	Y
Parent support through College Success Services	31,000	N
Partnership with Loyola Marymount University IDEAL institute (LMU-IDEAL) supports Distance learning efforts with on-going PD	53,000	Y
On-going PD's and conferences to ensure the staff are utilizing best practices	55,000	N
Maintain a climate and culture that promotes student learning	33,000	N
Special education Teacher assistant support of the teachers during distance learning	208,000	Y
Culture and climate supports	20,000	Y

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the summer all students were able to take summer school classes. Students who did not receive credit the final semester of the 19-20 school year were afforded the opportunity to take their classes over a 4-week period. Of the approximately 80 students, approximately 50 of those students successfully completed the summer program. CCCS also offered an enrichment program over the summer. The enrichment program allowed students to take the following offerings: * SEL/Skills Development *SEL/Social Justice *Art *photography *Readers Theater *Math Everyday Math Everywhere (MEME) *7th and 8th grade Math Prep *Book Club *Leadership/Wellness. There were over 200 students signed up for the Summer Enrichment Program.

Formative assessments which help teachers understand how well their students are learning on an ongoing basis, will be necessary to guide instructional decisions There will be a focus should be on the use of assessments that already exist and are aligned with the adopted instructional materials and text to provide stability for students and staff, and to help determine learning gaps in content knowledge and skill. Teachers will use tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class;

strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others.

A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Teachers will be provided opportunities to communicate across grade-level teams about very specific missing content. Teachers will spend more instructional time with students demonstrating learning loss. To the extent possible, at risk students will be identified (using administrative data from online learning platforms) and teachers or other adults in the school will reach out. Rather than pulling students out of class for remediation, students will receive extra supports after school and on Fridays.

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness will be measured by qualitatively analyzing student work for growth indicators. Many of the online support platforms have growth indexes. See the table below.

6-8 grade	Achieve 3000	Eureka Math	History Alive	Houghton Mifflin Harcourt	Next Generation Science	Google Classroom	BrainPop	Desmos	Ed Puzzle	Flipgrid	Flocabulary	Illuminate Education	Imagine Math	Pear Deck	IXL	Legends of Learning	Mangahigh	Moby Max	Nearpod	NewsELA	Padlet	Scholastic	Quizzes	
Language Arts	•					•	•		•	•	•	•		•	•			•	•	•	•	•	•	•
Mathematics	•	•				•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•
Science	•				•	•	•		•	•	•	•		•		•		•	•	•	•	•	•	•
Social Studies	•		•	•		•	•		•	•	•	•		•				•	•	•	•	•	•	•
Physical Education	•					•	•		•	•	•	•		•				•	•	•	•	•	•	•
Art, Music, Theater	•					•	•		•	•	•	•		•				•	•	•	•	•	•	•

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Educational software	8,000	Y
Stipends for teachers and tutors offering acceleration and intervention	50,000	Y

Description	Total Funds	Contributing
Summer school stipends to offer intervention and enrichments	144,000	Y
Math intervention instructors	80,000	Y
Inclusion coordinator stipend	10,000	Y

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Century Community Charter School will do the following to monitor and support mental health and social and emotional well-being of pupils and staff during the school year:

- Monthly Staff Tool Kits: These kits are composed of strategies to assist staff with personal wellness as well as wellness of our students and families. They are delivered electronically every month along with an activity.
- Regular Student, Family and Staff Surveys: These surveys are delivered electronically, and data is analyzed by the CCCS Mental Health Team and administration to inform staff tool kits, wellness meetings and newsletters.
- Wellness Resources for students, families, and staff: Based on survey data, resources are uploaded to our website, sent electronically to staff via email and to families via ParentSquare.
- Wellness Parent Meetings: These meetings are held monthly and provide an opportunity for discussion, brainstorming, and collaboration among parents and mental health team. Resources provided are also based on their needs.
- Wellness Parent Newsletter: Newsletters are sent home electronically via ParentSquare and posted on our website monthly. Topics are based on family's needs per our survey data and polls taken during wellness meetings.
- Social Emotional Learning (SEL) Lessons for Students through the Technology Enhanced Arts Learning (TEAL) and PQ in your PJ's curriculum: Students will be part of weekly activities/ lessons to promote social emotional wellness. Our staff has been trained to used TEAL and has adopted the PQ in your PJs curriculum that focuses specifically in wellness thorough distance learning and COVID-19.

- Access to the Holman Group: Our staff has access to the Holman Group which provides support through difficult times.

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

CCCS uses ParentSquare and Schoolmint to send out mass communications to families in both English and Spanish. Communication is in the form of SMS or emails directly to the parent or guardian. Reminders will go out to families about the distance learning schedule, the importance of attending school regularly, and ensuring their child is engaged daily. Students who are not attending class regularly will receive a phone call home to make an inquiry as to why the child has missed class. If there is no improvement in attendance our administrative team will make a home visit to offer support.

School Nutrition

A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

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

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health	School therapist provides on-going counseling for students and families needing mental health supports	60,000	Y
School Nutrition	Lunch program to provide a nutrition lunch to our student population	102,000	Y

Family outreach and engagement	The use of our communication tools to consistently keep our community involved and knowledgeable as to what is going on school-wide and in specific classes	13,000	Y
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
<ul style="list-style-type: none"> 35% 	\$1,206,823

Required Descriptions

For the actions 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 needs of these students.]

35% of our student population qualify for free or reduced lunch and are therefore considered low-income. Being that this population is very large CCCS takes a schoolwide approach when we consider meeting the needs of our community. There are supports in place to help our students and families deal with the academic struggles as well as the mental health issues of our families. All we do is effective in meeting our student population.

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

Century Community Charter School will receive an estimated \$1,206,823 in supplemental and concentration grant funding. We have determined the most effective use of funds is to provide increased and improved interventions, as well provide funding to further enhance our commitment to our culture and climate. to continue to assist students struggling in the area of math we will have an additional math class offered for our students. As we are more focused on our reclassification efforts, there will be more money spent to support those efforts. Further, we have established funds for low-income students to provide additional academic tutoring or other supports as needed. We believe that this approach will have the greatest impact on our low-income population. CCCS has also partnered with Loyola Marymount University (LMU). We are partnered with LMU's IDEAL (Innovation in Digital Education & Leadership) Program to facilitate high quality learning among teachers in instructional best practices and technologies across grade levels and content areas.

CCCS plans on using all its grant funding. Due to our population of students who come from low-income households, our programs and efforts will benefit all students. There will be a focus on our ELL student population and our SPED student population as well. There is a need for more interventions for the family. These interventions include, but are not limited to intervention meetings, workshops, computer literacy classes, literacy classes for the parents, math family nights, home visits for our at-risks student population, and PBIS.
