2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Community Collaborative Charter School
CDS Code:	34 76505 0108837
LEA Contact Information:	Name: Jon Campbell Position: Principal Email: jon.campbell@gcccharters.org
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$4,274,317
LCFF Supplemental & Concentration Grants	$942,374
All Other State Funds	$342,566
All Local Funds	$427,852
All federal funds	$512,803
Total Projected Revenue	$5,557,538

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$6,137,029
Total Budgeted Expenditures in the LCAP	$2,132,214
Total Budgeted Expenditures for High Needs Students in the LCAP	$399,926
Expenditures not in the LCAP	$4,004,815

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$256,935
Actual Expenditures for High Needs Students in Learning Continuity Plan	$140,799

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-542,448
2020-21 Difference in Budgeted and Actual Expenditures	$-116,136

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of	Funds received are used to support high needs students and all students but do not specifically contribute to the needs of high needs students but serve those students along with all students enrolled. Additionally, many services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future

the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	There was no impact to students. The difference was due ot supply chain issues to obtain technology for students. We were able to provide more in person services as the school year progressed and students were able to complete coursework and access teachers and other staff to obtain the necessary skills needed to finish high school,

LCFF Budget Overview for Parents

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School Year: 2021-22

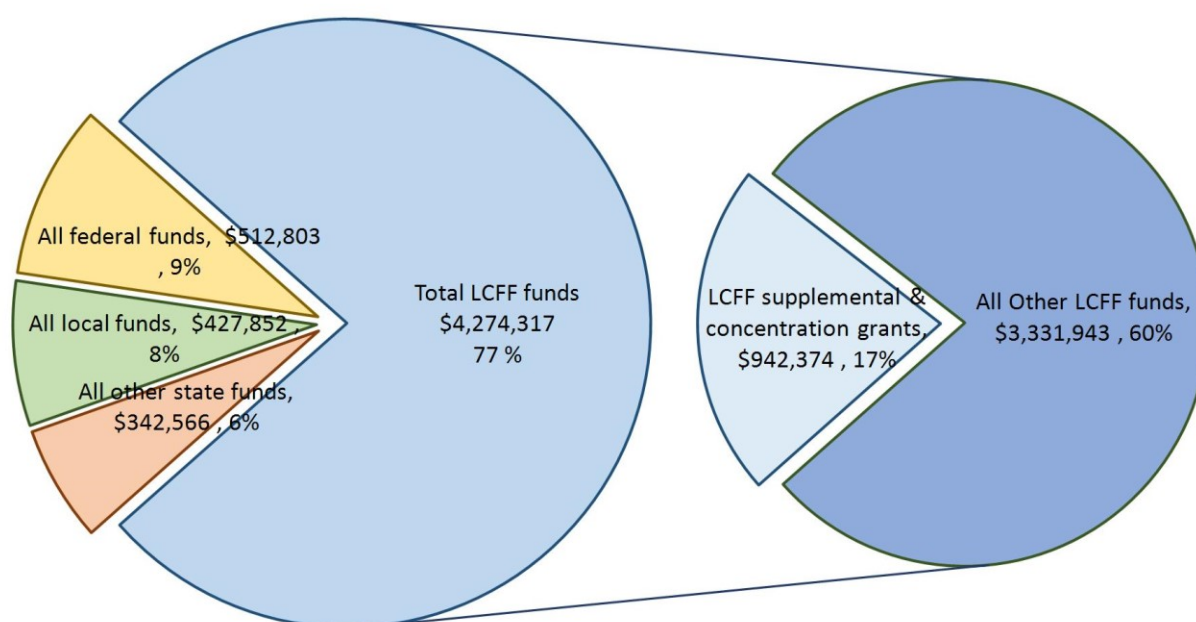LEA contact information:

Jon Campbell

Principal

jon.campbell@gcccharters.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $512,803 , 9%

All local funds, $427,852 , 8%

All other state funds, $342,566 , 6%

Total LCFF funds $4,274,317 77 %

LCFF supplemental & concentration grants, $942,374 , 17%

All Other LCFF funds, $3,331,943 , 60%

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

The total revenue projected for Community Collaborative Charter School is $5,557,538, of which $4,274,317 is Local Control Funding Formula (LCFF), $342,566 is other state funds, $427,852 is local funds, and $512,803 is federal funds. Of the $4,274,317 in LCFF Funds, $942,374 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
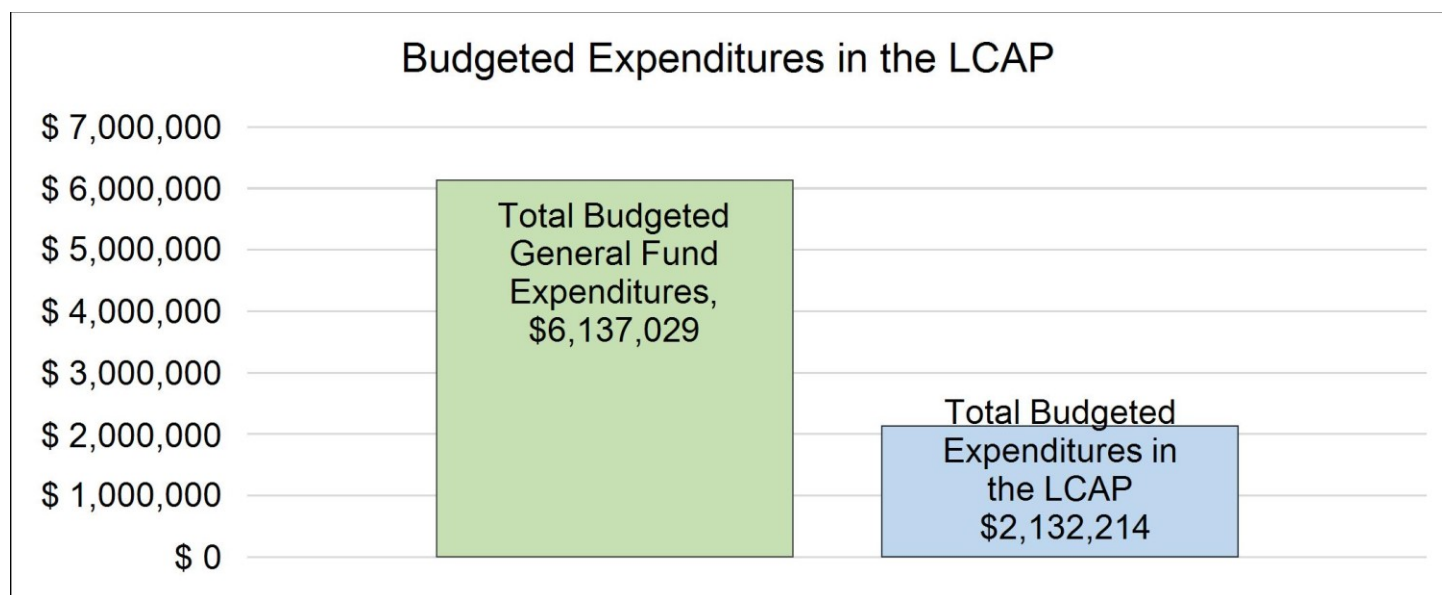
This chart provides a quick summary of how much Community Collaborative Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Community Collaborative Charter School plans to spend $6,137,029 for the 2021-22 school year. Of that amount, $2,132,214 is tied to actions/services in the LCAP and $4,004,815 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.
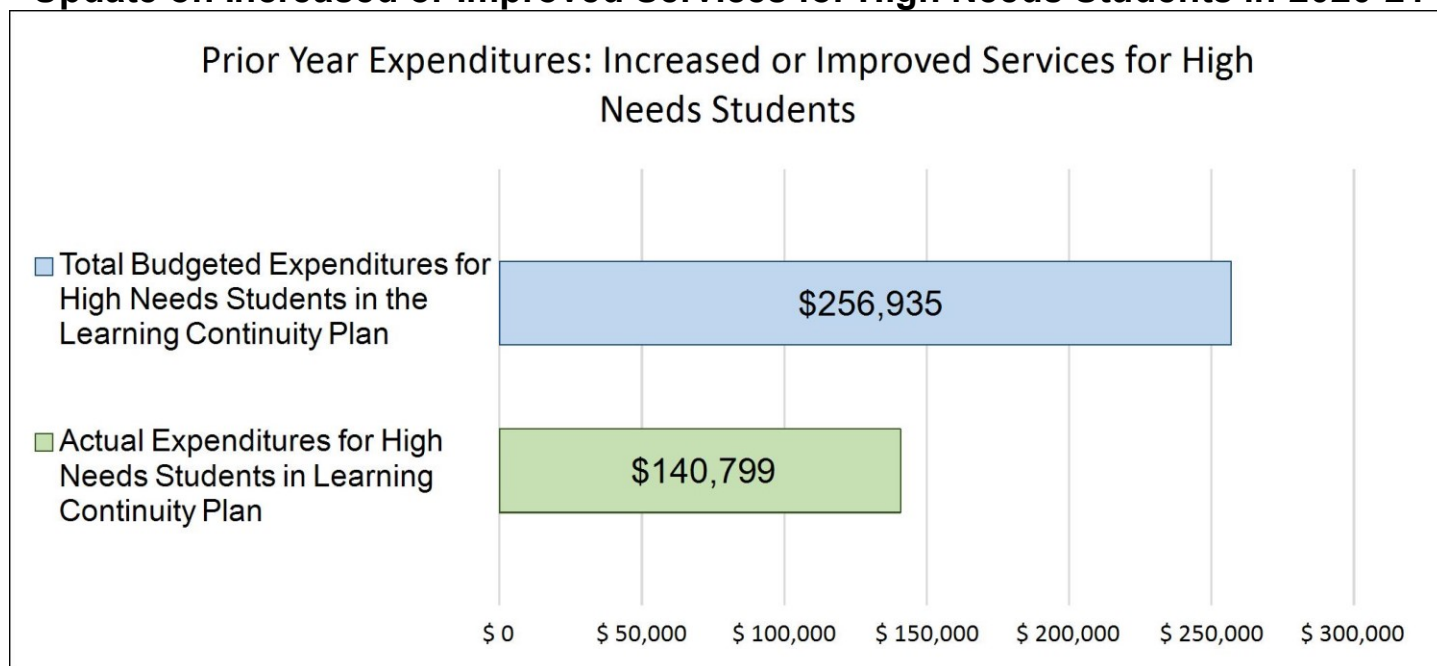
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Community Collaborative Charter School is projecting it will receive $942,374 based on the enrollment of foster youth, English learner, and low-income students. Community Collaborative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Community Collaborative Charter School plans to spend $399,926 towards meeting this requirement, as described in the LCAP.

Funds received are used to support high needs students and all students but do not specifically contribute to the needs of high needs students but serve those students along with all students enrolled. Additionally, many services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $256,935

Actual Expenditures for High Needs Students in Learning Continuity Plan: $140,799

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

In 2020-21, Community Collaborative Charter School's Learning Continuity Plan budgeted $256,935 for planned actions to increase or improve services for high needs students. Community Collaborative Charter School actually spent $140,799 for actions to increase or improve services for high needs students in 2020-21.

There was no impact to students. The difference was due ot supply chain issues to obtain technology for students. We were able to provide more in person services as the school year progressed and students were able to complete coursework and access teachers and other staff to obtain the necessary skills needed to finish high school,

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

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

LEA Name	Contact Name and Title	Email and Phone
Community Collaborative Charter School	Jon Campbell Principal	jon.campbell@gcccharters.org

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Ensure all students graduate college & career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Renaissance Learning - eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Reading Assessment will be scale score 50 points. Renaissance Learning - eligible student growth scores for Mathematics; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Math Assessment will be scale score 50 points. GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. Annual Average Daily Attendance will be at least 95% or will increase by 1% annually. CCCS will increase its graduation rate by 2% annually.	Due to COVID related school closures, there were no Spring 2020 end of year assessments for CAASPP, ELPAC, Renaissance Learning assessments, or our schoolwide writing, program and attendance data was projected based on ADA prior to school closures.

Expected	Actual
19-20 • An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment • An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment • All CCCS students will complete a minimum of one math project linked to a real world situation. • All CCCS students will make 1 year's growth in reading for one school year attended. • All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. • Increased annual percentage of students who have access to Career Technical Education (CTE) programs. • CCCS will increase the number of long-term, credit-eligible graduates annually.	

Expected	Actual
Baseline Renaissance Learning - eligible student growth scores for Reading; Aggregate growth + 92 points. Renaissance Learning - eligible student growth scores for Mathematics: Aggregate growth +38 points. CCCS 9th-12th grade students scored an overall average of 2.07 out of 5 on the initial year writing assessments. CCCS offered four CTE courses during the 2016-2017 school year. CCCS had a overall persistence rate of 50% for the 2016-2017 school year. CCCS had a schoolwide ADA rate at 87% for the 2016-2017 school year. CCCS had a cohort eligible graduation rate of 65% for the 2016-2017 school year.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue staffing to assist with implementation and administration of new VAPA program(s) (1)	VAPA Specialist salary 1000-1999: Certificated Personnel Salaries LCFF Base $68,802 corresponding benefits costs for employee 3000-3999: Employee Benefits LCFF Base $13265.02	VAPA Specialist salary 1000-1999: Certificated Personnel Salaries LCFF Base $14112.66 corresponding benefits costs for employee 3000-3999: Employee Benefits LCFF Base $2834.88
Utilize staffing to assist with implementation and administration of new CTE program. (2)	CTE Teacher salary 1000-1999: Certificated Personnel Salaries	CTE Teacher salary 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $81,296	Supplemental and Concentration $80,007
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $27,116.68	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $28,757.56
VAPA program supplies (3)	program supplies 4000-4999: Books And Supplies Supplemental and Concentration $500	program supplies 4000-4999: Books And Supplies LCFF Base $0
continue Implementation of teacher position focused on college/career readiness (4)	teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $44,024.15	teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $75,521
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $13,015.17	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $22,665.58
Technology support staffing & tech resources (5)	technology 4000-4999: Books And Supplies Supplemental and Concentration $3,671	technology 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,179.35
	staff salary costs 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $5,622	staff salary costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,443.86
	corresponding benefits costs for employee 3000-3999: Employee Benefits LCFF Supplemental and Concentration $3,115.26	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $1,434.36
	tech support consulting 5800: Professional/Consulting Services And Operating Expenditures	tech support consulting 5800: Professional/Consulting Services And Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration $2,000	Supplemental and Concentration 0
	Use of CSI funds; additional student devices and take home hotspots to promote equity 4000-4999: Books And Supplies Title I $28,273.52	Use of CSI funds; additional student devices and take home hotspots to promote equity 4000-4999: Books And Supplies Title I 26,250.18
	technology devices and resources for enrichment programs 4000-4999: Books And Supplies Title IV $3553.53	technology devices and resources for enrichment programs 4000-4999: Books And Supplies Title IV 0
Teacher position for online resource center (6)	teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $75,271	teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $75,271
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $22,211.99	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $22,632.34
collaboration and coaching with educational consultant (7)	use of CSI funds for Graduation rate improvement planning 5800: Professional/Consulting Services And Operating Expenditures Title I $57,993	use of CSI funds for Graduation rate improvement planning 5800: Professional/Consulting Services And Operating Expenditures Title I $48,871.13
	indirect costs 7000-7439: Other Outgo Title I $7475.08	indirect costs 7000-7439: Other Outgo Title I 0
Implementation of online SEL courses for high school students (8)	Use of CSI funds; offer more robust social-emotional learning program for at-risk students 4000-4999: Books And Supplies Title I $7,500	Use of CSI funds; offer more robust social-emotional learning program for at-risk students 5000-5999: Services And Other Operating Expenditures Title I $6,850.00
GLAD - instructional best practices training & coaching (9)	work with GLAD coaches 5800: Professional/Consulting Services	work with GLAD coaches 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Title II $2123	And Operating Expenditures Title II $5,241
	hours for subs during coaching days 1000-1999: Certificated Personnel Salaries Title II $1,125	hours for subs during coaching days 1000-1999: Certificated Personnel Salaries Title II $2,625
	benefits costs for PD subs 3000-3999: Employee Benefits Title II $217.53	benefits costs for PD subs 3000-3999: Employee Benefits Title II $517.51
	indirect costs 7000-7439: Other Outgo Title II $768.01	indirect costs 7000-7439: Other Outgo Title II $956.95
part-time ELD teacher support (10)	staff salary costs 1000-1999: Certificated Personnel Salaries Title III $8,880	staff salary costs 1000-1999: Certificated Personnel Salaries Title III $23,070.00
	corresponding benefits costs for employee 3000-3999: Employee Benefits Title III $234.09	corresponding benefits costs for employee 3000-3999: Employee Benefits Title III 646.16
	indirect costs 7000-7439: Other Outgo Title III $179.41	indirect costs 1000-1999: Certificated Personnel Salaries Title III 0
music enrichment program (11)	afterschool music classes - guitar & piano/keyboard 1000-1999: Certificated Personnel Salaries Title IV $4,200	afterschool music classes - guitar & piano/keyboard 1000-1999: Certificated Personnel Salaries Title IV $0
	corresponding benefits costs for employee 3000-3999: Employee Benefits Title IV $812.12	corresponding benefits costs for employee 3000-3999: Employee Benefits Title IV $0
outdoor education and activities programs (12)	safe and healthy students program 4000-4999: Books And Supplies Title IV $2,058.95	safe and healthy students program 4000-4999: Books And Supplies Title IV $0
CTE mentors (13)	employee costs 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $35,520	employee costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration $38,180.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	corresponding benefits costs for employee 3000-3999: Employee Benefits LCFF Supplemental and Concentration $10,502	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $7,627.14

Goal Analysis

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

Any funds that were not implemented into the actions or services for which they were designated were used to cover any unforeseen costs associated with other priority goals and actions within the LCAP. There are very few instances where goals and actions were not implemented as identified or where budgeted resources went unused. When possible, unused funds would be targeted toward programs and services supporting low-income, foster youth, homeless youth or EL learners and the staff who support them. In some cases, activities were unable to be completed due to COVID-19 school closures but in almost all cases staff were held harmless and found methods to offer services through distance or virtual offerings during the end of the 2019-2020 school year.

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

The school was successful in implementing the vast majority of the actions and services outlined in our 2019-2020 LCAP. All staffing positions were filled other than a couple of part-time paraeducator positions which were unfilled during the first few weeks of the 2019 school year. All mentoring programs and community partnerships began and were able to sustain through COVID campus closures, and all most purchases and professional development activities had been completed and/or were completed virtually during the last couple months of school. one challenge would be that the quality and impact of professional development and coaching action plans were very limited in impact due to the collaboration meetings occurring via zoom versus in person. School admin was able to manage programs to improve services through on-going observation, monitoring, and weekly and monthly staff collaboration time that allowed us to ensure quality implementation across all programs. Other than the aforementioned issues that were directly related to the COVID-19 pandemic, there were no other significant challenges identified around the implementation of our most recent LCAP.

Goal 2

Ensure that all students demonstrate academic growth; to include elimination of achievement gaps for all subgroups and special populations.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Renaissance Learning - eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Reading Assessment will be scale score 50 points. Renaissance Learning - eligible student growth scores for Mathematics; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Math Assessment will be scale score 50 points. GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. Annual Average Daily Attendance will be at least 95% or will increase by 1% annually. CCCS will increase its graduation rate by 2% annually.	Due to COVID related school closures, there were no Spring 2020 end of year assessments for CAASPP, ELPAC, Renaissance Learning assessments, or our schoolwide writing, program and attendance data was projected based on ADA prior to school closures.

Expected	Actual
19-20 - An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment - An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment - All CCCS students will complete a minimum of one math project linked to a real world situation. - All CCCS students will make 1 year's growth in reading for one school year attended. - All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. - Increased annual percentage of students who have access to Career Technical Education (CTE) programs. - Increased persistence rate for all eligible students by 3% annually.	

Expected	Actual
Baseline Renaissance Learning - eligible student growth scores for Reading; Aggregate growth + 92 points. Renaissance Learning - eligible student growth scores for Mathematics: Aggregate growth +38 points. CCCS 9th-12th grade students scored an overall average of 2.07 out of 5 on the initial year writing assessments. CCCS offered four CTE courses during the 2016-2017 school year. CCCS had a overall persistence rate of 50% for the 2016-2017 school year. CCCS had a schoolwide ADA rate at 87% for the 2016-2017 school year. CCCS had a cohort eligible graduation rate of 65% for the 2016-2017 school year.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
continued implementation of curriculum coach position for 9th-12th grade (High School); continue Vice Principal position for K-8 campus (1)	9th-12th grade curriculum coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $73,506.00 corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $29,718.95	9th-12th grade curriculum coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 82,093.05 corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration 23,871.10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Vice Principal position for K-8 campus 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $90,680.00	Vice Principal position for K-8 campus 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 82,093.05
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $17,534.07	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration 23,871.10
Implementation paraeducators for additional individualized academic support for students (2)	continue FTE paraeducator positions 2000-2999: Classified Personnel Salaries Supplemental and Concentration $50,689.52	continue FTE paraeducator positions 2000-2999: Classified Personnel Salaries Supplemental and Concentration $50,689.52
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $33,770.22	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $33,770.22
	continue hourly para-educator positions & add-on costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration $26,279.14	continue hourly para-educator positions & add-on costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration $26,279.14
	continue FTE paraeducator positions 2000-2999: Classified Personnel Salaries Title I $22,955.52	continue FTE paraeducator positions 0
	corresponding benefits costs for employee 3000-3999: Employee Benefits Title I $14,445.20	corresponding benefits costs for employee 0
continue counselor positions (3)	main campus counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $57,447	main campus counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $49,869.50
	corresponding benefits costs for employee 3000-3999: Employee	corresponding benefits costs for employee 3000-3999: Employee

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits Supplemental and Concentration $22,505.19	Benefits Supplemental and Concentration $17,577.77
continued implementation of intervention teachers (4)	staff salary costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $58,719	staff salary costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $58,179
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $23,066.32	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $22,754.64
	costs for subs for intervention teacher pull-out days 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,630	costs for subs for intervention teacher pull-out days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
Continue staffing increases for positions focused on supporting most at-risk students.(5)	Continue from current year; staffing increases for positions focused on supporting most at-risk students (ELD cohort teacher) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $84,269.00	Continue from current year; staffing increases for positions focused on supporting most at-risk students (ELD cohort teacher) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $84,269.00
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $27,691.54	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $27,691.54
	Continue from current year; staffing increases for positions focused on supporting EL cohort students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $80,151.00	Continue from current year; staffing increases for positions focused on supporting EL cohort students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $80,151.00
	corresponding benefits costs for employee 3000-3999: Employee	corresponding benefits costs for employee 3000-3999: Employee

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits Supplemental and Concentration $23,155.60	Benefits Supplemental and Concentration $23,155.60
	staff salary - at-risk specialist 1000-1999: Certificated Personnel Salaries Title I $67,553	staff salary - at-risk specialist 1000-1999: Certificated Personnel Salaries Title I $67,553
	corresponding benefits costs for employee 3000-3999: Employee Benefits Title I $20,719.62	corresponding benefits costs for employee 3000-3999: Employee Benefits Title I $20,719.62
Continue staffing increases for positions focused on supporting most at-risk students.(6)	continued staffing/salary increases for positions focused on at-risk student populations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $68,169.00	continued staffing/salary increases for positions focused on at-risk student populations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $69,594.04
	continued staffing/salary increases for positions focused on at-risk student populations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $28,692.19	continued staffing/salary increases for positions focused on at-risk student populations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $29,168.67
Learning Through Internships (LTI) coordinator position eliminated (7)		
Continued Science Specialist position (8)	staff salary costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $80,051.00	staff salary costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $77,782.33
	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $15,478.82	corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $15,329.73
Implementation of Homeless Youth Specialist position (9)	staff salary costs 1000-1999: Certificated Personnel Salaries Title I $74,800	staff salary costs 1000-1999: Certificated Personnel Salaries Title I $68,065.70

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	corresponding benefits costs for employee 3000-3999: Employee Benefits Title I $22,620.92	corresponding benefits costs for employee 3000-3999: Employee Benefits Title I $19,519.01
	indirect costs 7000-7439: Other Outgo Title I $10,324.85	indirect costs 7000-7439: Other Outgo Title I 0
	homeless youth resources 1000-1999: Certificated Personnel Salaries Title I $1,500	homeless youth resources 1000-1999: Certificated Personnel Salaries Title I 0
Mentoring/At-risk student services programs (10)	use of CSI funds for added student resources: student reach - mentoring/life coaching 7000-7439: Other Outgo Title I $25,000	use of CSI funds for added student resources: student reach - mentoring/life coaching 7000-7439: Other Outgo Title I $25,000
	use of CSI funds for added student resources: outside counselling service provider 5800: Professional/Consulting Services And Operating Expenditures Title I $40,000	use of CSI funds for added student resources: outside counselling service provider 5800: Professional/Consulting Services And Operating Expenditures Title I $40,000
Capturing Kids Hearts - positive school culture program implementation	professional development for all school staff members 5800: Professional/Consulting Services And Operating Expenditures Title II $8435.40	professional development for all school staff members 5800: Professional/Consulting Services And Operating Expenditures Title II $8,448.27
Leadership team coaching	Future Management Systems 5800: Professional/Consulting Services And Operating Expenditures Title II $4404.54	Future Management Systems 5800: Professional/Consulting Services And Operating Expenditures Title II $1,741.01
Service Learning consultant work	Serve Partnerships Unlimited 5800: Professional/Consulting Services And Operating Expenditures Title IV $12,000	Serve Partnerships Unlimited 5800: Professional/Consulting Services And Operating Expenditures Title IV $11,980
	indirect costs 7000-7439: Other Outgo Title IV $1065.62	indirect costs 7000-7439: Other Outgo Title IV 0

Goal Analysis

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

Any funds that were not implemented into the actions or services for which they were designated were used to cover any unforeseen costs associated with other priority goals and actions within the LCAP. There are very few instances where goals and actions were not implemented as identified or where budgeted resources went unused. When possible, unused funds would be targeted toward programs and services supporting low-income, foster youth, homeless youth or EL learners and the staff who support them. In some cases, activities were unable to be completed due to COVID-19 school closures but in almost all cases staff were held harmless and found methods to offer services through distance or virtual offerings during the end of the 2019-2020 school year.

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

The school was successful in implementing the vast majority of the actions and services outlined in our 2019-2020 LCAP. All staffing positions were filled other than a couple of part-time paraeducator positions which were unfilled during the first few weeks of the 2019 school year. All mentoring programs and community partnerships began and were able to sustain through COVID campus closures, and all most purchases and professional development activities had been completed and/or were completed virtually during the last couple months of school. one challenge would be that the quality and impact of professional development and coaching action plans were very limited in impact due to the collaboration meetings occurring via zoom versus in person. School admin was able to manage programs to improve services through on-going observation, monitoring, and weekly and monthly staff collaboration time that allowed us to ensure quality implementation across all programs. Other than the aforementioned issues that were directly related to the COVID-19 pandemic, there were no other significant challenges identified around the implementation of our most recent LCAP.

Goal 3

Promotion of a positive school culture through learning environments that are clean, healthy, safe, and facilitation of diverse, on-going opportunities for stakeholder engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Renaissance Learning - eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Reading Assessment will be scale score 50 points. Renaissance Learning - eligible student growth scores for Mathematics; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Math Assessment will be scale score 50 points. GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. CCCS will increase its graduation rate by 2% annually.	Due to COVID related school closures, there were no Spring 2020 end of year assessments for CAASPP, ELPAC, Renaissance Learning assessments, or our schoolwide writing, program and attendance data was projected based on ADA prior to school closures.

Expected	Actual
19-20 Socioeconomically disadvantaged students and English Learners enrolled continuously as of CBEDS reporting date will demonstrate the same average rate of improvement as the whole of the CCCS population. • An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment • An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment • All CCCS students will complete a minimum of one math project linked to a real world situation. • All CCCS students will make 1 year's growth in reading for one school year attended. • All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. • Increased annual percentage of students who have access to Career Technical Education (CTE) programs. • Increased persistence rate for all eligible students by 3% annually	

Expected	Actual
Baseline Renaissance Learning - eligible student growth scores for Reading; Aggregate growth + 92 points. Renaissance Learning - eligible student growth scores for Mathematics: Aggregate growth +38 points. CCCS 9th-12th grade students scored an overall average of 2.07 out of 5 on the initial year writing assessments. CCCS offered four CTE courses during the 2016-2017 school year. CCCS had a overall persistence rate of 50% for the 2016-2017 school year. CCCS had a schoolwide ADA rate at 87% for the 2016-2017 school year. CCCS had a cohort eligible graduation rate of 65% for the 2016-2017 school year.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implementation of additional staff to support student basic health needs	GCC nurses salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $13,295.84 corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $5,281.53	GCC nurses salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration $6,484.43 corresponding benefits costs for employee 3000-3999: Employee Benefits Supplemental and Concentration $3,467.39

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	GCC nurses clerical support staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration $3948.24	GCC nurses resources 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,804.85

Goal Analysis

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

Any funds that were not implemented into the actions or services for which they were designated were used to cover any unforeseen costs associated with other priority goals and actions within the LCAP. There are very few instances where goals and actions were not implemented as identified or where budgeted resources went unused. When possible, unused funds would be targeted toward programs and services supporting low-income, foster youth, homeless youth or EL learners and the staff who support them. In some cases, activities were unable to be completed due to COVID-19 school closures but in almost all cases staff were held harmless and found methods to offer services through distance or virtual offerings during the end of the 2019-2020 school year. The one change here between proposed and actual expenditures was enacted around a need that arose for nursing staff to have phones to use for voice and email communication when travelling between the twenty-six school sites around Gateway Community Charters (GCC) to include the five that exist as part of Community Collaborative Charter School (CCCS)

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

Any funds that were not implemented into the actions or services for which they were designated were used to cover any unforeseen costs associated with other priority goals and actions within the LCAP. There are very few instances where goals and actions were not implemented as identified or where budgeted resources went unused. When possible, unused funds would be targeted toward programs and services supporting low-income, foster youth, homeless youth or EL learners and the staff who support them. In some cases, activities were unable to be completed due to COVID-19 school closures but in almost all cases staff were held harmless and found methods to offer services through distance or virtual offerings during the end of the 2019-2020 school year.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for staff in the area of technology and technology implementation	00.00	0	No
PPE/Plastic Safety Dividers for common areas and classrooms	10,370	6,908.39	No
Staff Laptops	51,000	71,738.10	No
Student Devices - Chromebooks	180,000	51,544.09	Yes
Paraprofessional Additional Hours	0.00	0.00	Yes

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

We did not need to implement additional para-educator hours because we were able to meet student demand through our model using on-campus and synchronous learning models. Additionally, we were not able to buy as many chromebooks as originally planned due to supply chain issues and shortages. Beyond that, there we no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

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

As a K-12 school, CCCS had to look at each grade level group and program based on the guidance, rules and restrictions for each and work to implement in-person offerings that maximized on our ability to serve students on campus while also factoring in the expressed needs of families. At the CCCS K-8 campus, as of November, we were able to invite our special populations (students with disabilities, students experiencing homelessness, EL learners, and students who were struggling to engage in distance learning) to campus two afternoons a week. During these sessions, students would receive support from para-educators on their asynchronous, independent study work. On March 1st, we were able to invite all students back to a hybrid model. Hybrid students attended on-site learning Monday through Thursday mornings, from 8:30 to 12:00 and worked asynchronously in the afternoons and on Fridays. Our in-person offerings to our special populations were challenging. Attendance was poor and students struggled to remain engaged and motivated without their primary teachers, as our para-educators provided this support. Once we all returned to campus on March 1st,

our in-person instruction was immediately successful. Despite fears and hesitation about returning to campus, we experienced great success. Attendance was strong. We focused on SEL at the start, which we leveraged to push academic interventions by April. By mid-April, 80 percent of our students were attending our hybrid model and 20 percent remained on full distance learning for the remainder of the school year.

For CCCS high school students, for the majority of the 2020-21 school year high school students remained virtual. In early November, when it was briefly in a less restrictive tier, we began inviting our special education, special populations, and ELD students to campus for in-person individualized support. Due to the need to maintain stable cohorts, these groups were small in nature using teachers and paraeducators. We followed all schoolwide safety protocols, which were communicated to families. We provided students with lunches and bus passes to help entice more students to attend. However, our labs only ever reached minimal attendance. Transportation, uncertainty about Covid, and a belief that they were making progress at home hampered our efforts to bring students back to campus. In March, we were able to open our CTE classrooms for both our Animal Science and our Intro to Nursing Assistant programs in April. Here we had much more success. These classes had full attendance as the students understood the need for hands-on instruction and learning in career education.

Overall, the greatest challenge implementing in-person instruction was facilitating instruction supporting students in-person and students who chose to remain on distance learning both as a whole process but even more when the engagement was attempting to provide concurrent learning through having in-person and distance learners together for instructional time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
T-Mobile Hot Spots	2,134.79	14,454.55	Yes
Student Devices - Chromebooks	see prior action - In Person Instruction	see prior action	Yes
Parent University- Technology and Training and Support	0.00	0	No
Creation of Learning Support Paper Based Packets by Teachers and Clerical Staff	0.00	0	Yes
School Leadership - Home Visits	0.00	0	Yes
Weekly Communication of School and Community Resources (Class Dojo/Aeries Communication)	3,300	3,300	Yes
Zoom Pro Licenses/Large Webinar License	3,500	3,500	Yes

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

There were some minor differences between planned and implemented expenditures. Due to the amount of time that distance learning continued during the 2020-2021 school year, as well as due to a combination of increased demand and a wireless provider that did not offer a quality product or service we needed to add costs to meet our need for wireless hotspots. The costs for parent communication and additional licenses for zoom were constant because they were one-time flat fee costs that didn't change if our volume of usage needed to increase or adapt to changing circumstances. Other actions with costs not included were able to be accomplished through shifting duties within the schedules of leadership staff since campuses were closed and parent, family and community engagement needed to occur in unique ways that evolved throughout the year as our phased re-opening plan was implemented. Beyond that, there we no substantive differences between the planned actions and/or budgeted expenditures connected to our distance learning implementation.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

There were many positives and challenges at CCCS related to implementing distance learning throughout the 2020-2021 school year. On the positive side, we were very successful with both our initial and on-going distance learning implementation because we were already one-to-one with student devices across our K-12 programs and also because students in grades 9-12 already used online curriculum for about 75% of their learning experiences. CCCS was able to expand our current hotspot licenses and secure an additional partner to meet our increased demand throughout the year, we were able to access professional development for teachers from both internal and external providers to help each overcome technology needs related to distance learning engagement and we were able to transition a high percentage of our traditional parent engagement activities from in-person to virtual between the end of the 2019-2020 school year and throughout the 2020-2021 school year.

At CCCS K-8 we had many successes and challenges during distance learning. Our continuity of instruction started strong just a few days after school closures and became even stronger as the months of quarantine passed. This was due to continued professional development, team collaboration, and peer coaching over Zoom. While every student was offered and had access to a Chromebook and hotspot, these supports often did not support the connectivity needed to fully engage in distance learning. Hotspots provided poor connectivity and some Chromebooks seemed to have connection issues. Implementation and effective use of GoGuardian tools helped us monitor students and redirect them during synchronous and asynchronous instruction. We maximized every staff member, by adding to their pre-COVID roles and responsibilities. Every staff member was considered a member of our instructional team. Our office staff and administrators often served as para-educators, tutors, and subs on Zoom. Our students with unique needs were given the supports guaranteed to them by their IEPs and 504s, with additional Zoom support classes, modified Zoom companion materials, and access to our counselor consistently or as needed. Our EL learners participated in designated ELD classes on Zoom twice a week for 30-minute sessions.

For CCCS high school programs, As an independent study program already using an online learning platform, Edgenuity, the high school program at CCCS had strong continuity of instruction during the 2020-21 school year. The challenge was that school was not open for internet access, so students without strong wifi struggled to connect to Zoom and Edgenuity. The purchase of new and better t-mobile hotspots helped with the access but were not a perfect solution. Our group meetings were somewhat successful, although students were not as willing to participate verbally or show their video on Zoom. Teachers adapted by finding new ways for students to participate, such as chat or other online collaboration tools and breakout rooms. Most students progressed about the same as they normally would, with the exception of the students with IEPs, who struggled without the usual in-person support. Increased tutoring opportunities via Zoom were made available, particularly for students with IEPs. Students who took advantage of the tutoring did well, but some students seemed reluctant to participate in virtual tutoring. We added math and science support labs staffed by specialists to support students struggling with the curriculum and a live Zoom support class for students in Integrated Math I. As soon as it was possible to bring students back on campus, we invited our special population students to come on campus to receive additional support. We transitioned our writing classes for students with IEPs and our ELD lab to Zoom. We also offered our Onboarding classes successfully in a virtual format as a way to introduce new students to both Edgenuity and independent study. Our Springboarding class, designed to maximize seniors' success in their final semester, also worked well virtually. Professional Development worked well

online overall, and we were able to participate in the same opportunities we normally would. Most staff were able to do their roles effectively in a distance environment, but a few roles changed, especially administrative support staff.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
T-Mobile Hot Spots	see prior action - Distance Learning	see prior action	
Student Chromebooks	see prior action - Distance Learning	see prior action	Yes
Parent University - Technology Training and Support	0.00	0.00	Yes
Creation of learning support paper based packets	0.00	0.00	Yes
School Leadership - Home Visits	0.00	0.00	Yes
Weekly Communication of School and Community Resources by Class Dojo and Aeries Communication	see prior action - Distance Learning	see piror action	Yes
Mentoring/Counseling Program Community Partnerships	68,000	68,000	Yes
Teacher Office Hours Math and ELA	0.00	0.00	Yes

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

There we no substantive differences between the planned actions and/or budgeted expenditures related to pupil learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

CCCS staff and school leadership worked to prevent pupil learning loss during the 2020-2021 school year as much as possible, but unfortunately, that was very challenging as distance learning is not a good substitute for being on a school campus and engaging with their teacher and other students in learning and social activities, especially for our high percentage of socio-economically disadvantaged students, students with IEPs and all at-risk student groups. As was mentioned in a prior section, CCCS was in a good place to begin meaningful and quality distance learning engagement because we were already almost at a one-to-one student to computer ratio as of March 2020.

At CCCS K-8 program, our learning loss is similar to past years with a slight increase. Our gaps have always been big and now they're slightly larger, as evidenced by our reading and math data from Renaissance Learning and i-Ready. Our efforts to address learning loss, to date, have been ineffective. Fortunately, we've spent the past several months designing an RTI master schedule that reflects our priorities. Our team is committed to closing the learning gaps the past years, not just last year, have created for our students and are confident that the plans we have to give every student (by name) what they need will effectively decrease and eventually close learning gaps. We are implementing an intensive summer school program and are working to improve our MTSS systems to include addressing pupil learning loss into future years.

For CCCS high school students, they were already utilizing Edgenuity, an online A-G curriculum, so students continued to access a full college preparatory course of studies. Also as a result of changes to our student engagement model to include the weekly group teacher team zoom meetings we were able to continue our school wide writing focus and assessments as well as implement new CTE and elective courses via zoom, as well as provide paraeducator support to students in a distance platform. As soon as the county was able to open to in-person support for special populations, we opened our campus labs and invited students to come for in-person tutoring with paraeducators. We were also able to offer additional intervention support classes for writing and integrated math via zoom. Our Renaissance tests, which we use to track student growth, improved across the high school in math and reading from the last "normal" year, 2018-19.. In addition, most students were able to earn essentially the same amount of credits during the full year of distance learning as they did prior to March 2020. Some students struggled to participate in Zoom meetings or with online curriculum due to issues with internet access. This slowed their progress and did not allow for complete participation with instruction, although the purchase of the t-mobile hotspots helped. We were able to offer the same online curriculum we normally would offer, which gave our program an advantage over schools which needed to transition to online curriculum. However, our Special Education students struggled as they had all their courses online for the first time without in-person support. The IEP students showed the greatest learning loss as measured by Renaissance Learning testing in Reading and Math.

Analysis of Mental Health and Social and Emotional Well-Being

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

CCCS had many successes and challenges in monitoring and supporting mental health and social and emotional well-being in our students throughout the 2020-2021 school year. Across K-12, one of the most significant challenges was students not having access to school campuses and school staff leading to their missing out on critical social skill development and social emotional development that occurs through building and maintaining peer to peer and adult to child relationships. Our staff worked to address student need in this area through a wide variety of engagement methods and activities that varied based on where we were throughhout the year on our evolving phases of students returning to campus and/or choosing to remain on distance learning because comparable to the challenges teachers faced in the classroom we found that providing socio-emotional support for students while some were on-campus and other remained off campus increased the challenges.

For CCCS high school students, who remained on distance learning at a much higher percentage than their K-8 schoolmates, we successfully piloted the CASEL aligned SEL support program titled Move this World at the start and throughout the 2020-2021 school year. Move This World (MTW) provides social emotional learning through the use of interactive videos, and establishes common language to help students and educators develop: emotional intelligence skills, deeper self-awareness, stronger relationships, effective communication and a culture of safety and support. We delivered this curriculum to students during "Monday Meetings," which were designed to encourage student socialization. Across K-12, another success in monitoring and supporting mental health and social emotional well-being was our student identification and referral process. We trained staff to identify warning signs and symptoms, as well as created an easy to use referral system. The referral system utilized shared Google Spreadsheets and Forms that could be accessed by parents, teachers, and/or students. Additionally, we trained all staff in recognizing and responding to the warning signs and risk factors of child abuse and suicide. Furthermore, staff participated in Youth Mental Health First Aid training. The training was an all-day PD for high school staff, which taught the skills needed to reach out and support adolescents who are developing mental health or substance use problems, and how to connect them with the appropriate care.

Additionally, we launched social emotional groups targeted at teaching stress management. Students had access to Student Reach, a nonprofit that empowers adolescents through mentoring and coaching, with an emphasis on building connections and life skills. Also, we encouraged tough conversations about race, culture, and identity in our new Cultural Diversity course. Finally, we taught self-management and anxiety reduction techniques to our graduating seniors in our Springboarding class. While we experienced many successes, the 2020-2021 school year also brought a series of challenges. One of the biggest challenges was a decrease in student connection. Students were often unwilling to turn on their cameras, and their willingness to connect with their peers was limited. In the MTW curriculum there were opportunities for group discussions, which were oftentimes lacking as students did not feel comfortable opening up on the virtual platform. Another challenge we faced was that 55.4 % of high school students identified stress as a factor that negatively impacts their ability to do school work. In response, we launched our stress management SEL group, but students were apprehensive to join.

Analysis of Pupil and Family Engagement and Outreach

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

CCCS had many successes and challenges in implementing meaningful pupil and family engagement and outreach throughout the 2020-2021 school year. The distance learning experience was especially challenging for our students and families as we have a very high percentage of students who are considered at-risk for one or more reasons with the vast majority being considered socio-economically disadvantaged in addition to other at-risk indicators. CCCS staff and especially teachers did an above and beyond job maintaining independent study learning records in a manner that allowed them to simultaneously track the distance learning engagement and asynchronous work completion of their students while also attempting frequent communications with students and families who were not participating in distance learning. Both the CCCS K-8 campus and high school campus programs have a CARE or school outreach team who supported teachers who were unable to connect with students or families after a two-week period of time. Each campus established a system of school to home communication including school app messages, phone calls, emails, letters home, text messages, through conducting an on-going series of surveys and re-imagined the processes to celebrate and recognize students and families who were finding success despite distance learning. The school was also able to maintain an active, engaged and involved school site council throughout the 2020-2021.

Analysis of School Nutrition

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

CCCS partners with our authorizing agency, Twin Rivers Unified School District(TRUSD), for all food service programs. In our area and within our county students were able to go to their home school or local area school that was identified to provide daily breakfast and lunch services during times when all campuses were closed. When we began to offer our phased campus re-opening, we were able to communicated with staff in nutrition services so that they could also offer a hybrid model of drive through meal service for families who chose to remain on distance learning and in-person meals for students who were able and willing to attend based on the particular phase we were in at any given time.

Overall, the success was that students and families had access to breakfast and/or lunch on all school days with supplemental food basket programs available to provide additional resources to students and families, on many occasions. The main challenge was anticipating the demand for food for the drive through service and that occasionally the afternoon service time did not allow enough time for families to come pick up food with their children and still make it home in-time for asynchronous learning. We did our best to ask teachers to show flexibility and grace for students using the drive through lunch program when students were sometimes later for afternoon virtual learning time.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

There we no substantive differences between the planned actions and/or budgeted expenditures.

Overall Analysis

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

The 2020-2021 school year was a very unique year for our LCAP process and in regards to managing a school budget. The goals in our LCAP initially scheduled to conclude in Spring 2020 and other school and organizational level goals and actions were all built around the process where students engaged schools through coming on-campus and accessing services mostly educational and sometimes social and basic needs.

During the last few months of the 2019-2020 school year and throughout the majority of the 2020-2021 school year a shift was needed to focus more on just having resources available for students to focus more on how we get those resources to students and families without campus being a hub for connection. The goals and identified needs that drove our LCAP in prior years did not change much moving into next year other than those with higher needs indicated greatest increase of need throughout the pandemic and we are working to find innovated methods to provide the required increased and improved services required through our new LCAP. Because we were able to establish ongoing communications with families and other stakeholder groups throughout the course of this year, the LCAP plan we have created for 2021-2024 has been developed using the lessons we have learned throughout this year but also through meaningful collaboration with our families. We identified the need to re-establish our positive on-campus culture, a need to re-engage and re-energize students about learning and the future path toward graduation and beyond, the need to establish an improve system of interventions by campus/grade level that will allow us to address appropriately pupil learning loss over the next three years, and the need to deepen our connections with families and the community.

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

Pupil learning loss and methods to address this need are included in the CCCS 2021-2024 LCAP. Our prior LCAP had an emphasis on supporting underperforming students to achieve at grade level and comparable to their grade level peers and this focus will

continue in our new plan. We will specifically address learning loss by implementing more systematic RTI programs for K-8 and 9-12th grade students, increase the number of paraeducator hours for individual student support, and continue to providing staffing to assist with college and career readiness as well as access to CTE programs of high interest. We will continue to hold summer school programs, multiple mentoring programs and partnerships, onboarding and springboarding intervention programs plus attendance tracking programs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There we no substantive differences between the actions or services contributing to increased or improved services.

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

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

The analysis of data and determination of student outcomes was very difficult due to the ever evolving nature of learning during the 2020-2021 school year. Most of the outcomes in the 2019-2020 LCAP and current year LCP were based on data that is either obsolete (STAR/CELDT) or on data that was not available due to assessments being suspended (CAASPP/ELPAC). Regardless of these challenges, CCCS was able to facilitate Renaissance Learning pre and post assessments for all grade level groups during the current school year. This data might be determined to be unreliable because the testing conditions were not contained or had minimal supervision and so student increases could occur because they were able to test off-campus. Based on our end of year Renaissance Learning data, we showed an increase in ELA of 77 points based on a goal of 50 points and 17 points in Mathematics also based on a goal of 50 points. Our school leadership team was confident that our 2019-2020 LCAP was comprehensive and included many critical actions and services needed by students and families and aligned well with our needs connected to Title 1 and Comprehensive Support and Improvement action plans. The goals and actions in the CCCS 2021-2024 LCAP creates and opportunity for CCCS to continue work on these goals as well as provide a rigorous academic program and comprehensive system of student supports that need the needs of our highly at-risk student population.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,772,879.35	1,646,667.94
	0.00	0.00
LCFF Base	82,067.02	16,947.54
LCFF Supplemental and Concentration	58,389.26	0.00
Supplemental and Concentration	1,181,205.16	1,251,665.86
Title I	401,160.71	322,828.64
Title II	17,073.48	19,529.74
Title III	9,293.50	23,716.16
Title IV	23,690.22	11,980.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,772,879.35	1,646,667.94
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,064,061.18	1,021,868.86
2000-2999: Classified Personnel Salaries	145,014.42	121,633.09
3000-3999: Employee Benefits	346,477.84	318,843.25
4000-4999: Books And Supplies	45,557.00	26,250.18
5000-5999: Services And Other Operating Expenditures	0.00	15,834.20
5800: Professional/Consulting Services And Operating Expenditures	126,955.94	116,281.41
7000-7439: Other Outgo	44,812.97	25,956.95

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,772,879.35	1,646,667.94
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	68,802.00	14,112.66
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,630.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	835,571.18	846,442.50
1000-1999: Certificated Personnel Salaries	Title I	143,853.00	135,618.70
1000-1999: Certificated Personnel Salaries	Title II	1,125.00	2,625.00
1000-1999: Certificated Personnel Salaries	Title III	8,880.00	23,070.00
1000-1999: Certificated Personnel Salaries	Title IV	4,200.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	41,142.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	80,916.90	121,633.09
2000-2999: Classified Personnel Salaries	Title I	22,955.52	0.00
3000-3999: Employee Benefits	LCFF Base	13,265.02	2,834.88
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	13,617.26	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	260,546.08	274,606.07
3000-3999: Employee Benefits	Title I	57,785.74	40,238.63
3000-3999: Employee Benefits	Title II	217.53	517.51
3000-3999: Employee Benefits	Title III	234.09	646.16
3000-3999: Employee Benefits	Title IV	812.12	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	4,171.00	0.00
4000-4999: Books And Supplies	Title I	35,773.52	26,250.18
4000-4999: Books And Supplies	Title IV	5,612.48	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	8,984.20
5000-5999: Services And Other Operating Expenditures	Title I	0.00	6,850.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	2,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	97,993.00	88,871.13

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5800: Professional/Consulting Services And Operating Expenditures	Title II	14,962.94	15,430.28
5800: Professional/Consulting Services And Operating Expenditures	Title IV	12,000.00	11,980.00
7000-7439: Other Outgo	Title I	42,799.93	25,000.00
7000-7439: Other Outgo	Title II	768.01	956.95
7000-7439: Other Outgo	Title III	179.41	0.00
7000-7439: Other Outgo	Title IV	1,065.62	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	531,325.51	488,694.66
Goal 2	1,219,028.23	1,141,216.61
Goal 3	22,525.61	16,756.67

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$241,370.00	$130,190.58
Distance Learning Program	$8,934.79	$21,254.55
Pupil Learning Loss	$68,000.00	$68,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$318,304.79	$219,445.13

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$61,370.00	$78,646.49
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$61,370.00	$78,646.49

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$180,000.00	$51,544.09
Distance Learning Program	$8,934.79	$21,254.55
Pupil Learning Loss	$68,000.00	$68,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$256,934.79	$140,798.64

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community Collaborative Charter School	Jon Campbell Principal	jon.campbell@gcccharters.org

Plan Summary [2021-22]

General Information

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

Community Collaborative Charter School (CCCS) is a K-12th grade, public, non-classroom based, independent charter school with a main campus located at McClellan Park, multiple resource center campuses across northern Sacramento county serving Del Paso Heights, North Highlands, Rio LInda, Antelope, and other surrounding communities with one additional center in the city of West Sacramento within contiguous Yolo County. As of March 2021, CCCS has a K-12 enrollment of approximately 425 students. CCCS is open to all students in grades K-12, is non-sectarian in its programs, admissions policies, employment practices, and all other operations. CCCS does not discriminate against any pupil on the basis of ethnicity, gender, gender expression, gender identity, religion, national origin, ability, disability, any of the characteristics as listed in Education Code Section 220, including immigration status. CCCS is fully WASC accredited through

June 2022 and has been recognized as a Capturing Kids Hearts National Showcase School since 2018 for its positive school culture and climate.

Beginning in October 2018, CCCS was initially certified as a DASS school (Dashboard Alternative School Setting). DASS qualification is based on the fact that over seventy percent of students were identified as having at least one of the DASS indicators which include the following: credit deficient, expelled or suspended, ward of the court, pregnant or parenting, truant or transient, foster or homeless. In addition, our school serves a statistically significant number of socioeconomically disadvantaged students, students with disabilities, and English Learners. CCCS has continued to qualify for the DASS program by having seventy percent of students met one of the at-risk criteria at the time of initial enrollment.

It is the mission of CCCS to provide high quality curriculum, instructional support, and community and social resources to families and students in our community. We do this by:

- Implementing an innovative, data-driven, Common Core-aligned curriculum that is differentiated to meet the needs of each individual student;
- Utilizing data and research-based strategies to inform, measure and monitor learning in order to identify and support with integrity the needs of all students from the most vulnerable to the highest achieving;
- Engaging parents and guardians as integral participants in their students' educational experiences;
- Providing access to district/social/community services and support, as well as mentoring opportunities:
- Building relational capacity between and among all school stakeholders:
- Developing social-emotional intelligence among students for future success.

It is our belief that all students can learn and achieve if we first ensure that students' basic needs are met. We do this by connecting community resources and student support systems which create multiple pathways to meet the divergent needs of our student populations

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational, and personal endeavors. CCCS students will graduate with a high school diploma and will have opportunities to gain skills that will prepare them for college, career, and citizenship. CCCS provides students with:

- A high degree of personalized, mentoring, 21st Century skills, college and career readiness; opportunities, and a standards-driven core curriculum;
- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, interests, modalities, and college and/or career goals;

- The ability to participate in a variety of supportive core educational experiences, in addition to a variety of enrichment opportunities; may include but is not limited to CTE programs, Visual and Performing Arts programs, Online/Blended learning program, Service Learning, Community based courses, college trips, & field trips;
- A partnership between students, parents, the community, and social services to provide students with support systems appropriate to their needs;
- A supportive, nurturing environment grounded in Capturing Kids Hearts principles that focuses on the needs, and affirms the worth, of each student.

CCCS provides a viable educational choice for parents and students interested in a personalized curriculum that emphasizes rigor, relationship and relevance. At CCCS all staff members serve as role models and mentors actively engaged in student education. At CCCS educational engagement models include a blend of small group instruction, web-based curriculum, and independent learning activities that vary based on grade level and student/family need as our innovative and creative full service program is dedicated to meeting the needs of the whole child. CCCS strives to personalize education to meet the academic and social-emotional needs of this unique student population. CCCS is committed to providing access to high quality education to students by emphasizing standards-based curriculum in creative alternative educational settings. Our counselor, teachers, specialists and para educators provide instructional guidance and support, and assist in identifying and meeting student instructional needs. CCCS has a variety of successful academic support labs, tutoring opportunities, and small classes to support students to success within their academic program. The school is based on the belief that all students can learn and achieve if the basic needs of students are being met. By facilitating access to district/social/community services and support,

The El Dorado County Office of Education (EDCOE) Charter SELPA supports CCCS in meeting the needs of students with disabilities by providing professional learning to staff and administrators, Alternative Dispute Resolution tools and assistance, facilitation of root cause analysis for Program Indicator Review and other Special Education accountability measures, and access to program specialists and other technical experts to assist with specific student needs.

CCCS is one of nine charter schools operated and overseen by Gateway Community Charters, a 501c3 non-profit charter management organization (CMO). The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the bylaws. The GCC Board of Directors believes that learning best occurs when students are provided an educational program that challenges and motivates everyone to achieve their full potential. Gateway Community Charters has been in operation since 2005 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in their 17th year of operation, GCC serves over 5,100 TK-12th grade students within nine separate schools which are all fully WASC accredited charters, with a number of unique missions. Currently, four of our nine charter schools serve predominantly underserved, unserved, vulnerable and at risk youth; credit deficient, 5th year seniors, pregnant and parenting youth, adjudicated youth, homeless, etc. GCC charter schools serve statistically significant numbers of low socioeconomic students, newcomers and English Learners. Gateway Community Charters manages a complex budget of over $70 million dollars and has maintained in excess of the required 3% reserve for each of its charter schools as well as keeping an additional reserve when needed for cash flow management all while expanding enrollment significantly each year.

CCCS works with students and families to ensure that support systems are in place to meet the unique needs of at-risk-youth. To these ends, CCCS has partnered with organizations like Camp Pollock, Sacramento Food Bank and Family Services, St. John's Program for Real Change, Next Move, Student Reach, Soroptimist, Serve Partnerships Unlimited (SPU), Stanford Youth, Sacramento Youth Center, the Firehouse Community Center, and Women Escaping a Violent Environment (WEAVE), as well as other new and developing partners. By linking social service organizations and education, CCCS is able to serve students who have been disenfranchised from the traditional school system.

Reflections: Successes

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

The most recent CA dashboard data indicated a 10.6% increase in Graduation rate from 51.8% to 62.4% in January 2020. Because these numbers are below the expected minimum state outcomes, CCCS qualified for Comprehensive Support and Improvement (CSI) program. The school leadership team completes an annual root cause analysis pertaining to low graduation rate and student retention. This process included a school team as well as representatives from the central office and outside consultants. Multiple sources of data were analyzed including three years of graduation rate data, monthly block credit achievement data by student, and Renaissance Learning cohort growth data. Once the data had been recorded and analyzed, the team determined possible next steps in four areas: Instructional Program, Progress Monitoring and Evidence of Impact, School Climate, and Shared Leadership and Collaboration. This data analysis and possible next steps that were developed by the team were shared with the entire staff for input and further information. As a part of this process, organizational and school level coherence frameworks were developed and adopted during 2019-20 school year.

At our K-8 campus, engagement is measured by attendance, work completion, and retention data. Our kindergarten through 8th grade students, on average, were quite engaged during distance learning, as evidenced by Zoom attendance and work completion reported by teachers. Some students, however, were disengaged from distance learning. Despite our best efforts to provide equitable access to the technology and resources needed to be successful in distance learning (chromebooks, hotspots, tech support, textbook and packet options, home visits, etc.) some students and families still struggled to engage with school in an impactful way. A site attendance team composed of our attendance clerk, counselor, office manager, and campus principal met weekly to discuss attendance and engagement needs. Our attendance clerk called home on every absence. When students reached five absences within a month, our counselor called home to complete a needs assessment. If absences continued, the principal would schedule and facilitate attendance success meetings. These meetings improved attendance for most students, but some still struggled to engage. When we moved to our hybrid model at the beginning of March 2021, most students who had been disengaged during distance learning began attending school on campus Monday through Thursday part time and most have exceptional attendance and work completion since being given the opportunity to learn on campus. As of April 2021, our attendance and work completion is better than it has ever been. The efforts of our attendance team, coupled with strong relational capacity between school staff, students, and families, has mitigated learning loss and transiency during the pandemic.

In May of 2020, CCCS was selected as a Capturing Kids Hearts (CKH) Showcase school for the fourth consecutive year and our CMO, Gateway Community Charters, was recognized as a CKH Showcase district, one of six in the United States. A key part of the application,

nomination, and selection process is connected to survey data collected from stakeholders across the school including students, staff, and school leadership. The surveys focus on the general culture and climate of the school with emphasis on relationships, safety, and access to resources needed to meet their socio-emotional needs.

According to our most recent student survey, over 40% of students reported stress, difficulty focusing, anxiety and sadness/depression as areas that negatively affect their ability to do schoolwork. In response to both the stressors of COVID-19 and these identified student needs, we adopted a new SEL curriculum at the high school level, Move This World. This was incorporated into our teacher expectations during their whole class meetings and was well received by staff and students. The goal was to provide students, staff and parents with a common language around social emotional health and positive choices. In a teacher/staff survey by Hanover Research Institute, 69% of teachers report working with students on SEL competencies at least a couple times a week, and 86% say that teacher effective use of SEL techniques have a somewhat or extremely positive effect on school culture and instruction as well as on student - teacher relationships. Teachers are reporting an increased capacity for supporting students with SEL competencies and 86-90% has had a somewhat to extremely positive impact on student's development of self-awareness, social awareness, self management, responsible decision-making and relationship skills. At our K-8 campus, teachers participated in a book study of All Learning is Social-Emotional Learning in Spring 2020, which brought about many actionable outcomes. We've implemented SEL core competencies instruction and coaching of self management, self-awareness, social awareness, relationship skills, and responsible decision making. SEL instruction is most often integrated into core instruction of language arts and social sciences. At times, SEL competencies are taught through monthly classroom-based character focus skills and on the spot during times of conflict through use of restorative practices. Our K-8 team also completed a book study of So You Want to Talk About Race in Spring 2021. This work has impacted our team, both individually and collectively, in profound ways. This book and associated work has impacted the way we structure and plan for learning experiences and how we respond to student behavior challenges. Most importantly, this work has made us more aware of our own implicit biases that are preventing our students, especially our students of color, from reaching their fullest potential. Our SEL, equity, and anti-racist work is growing our school into a place where all students can achieve academically and socially.

In addition, to support the district and school wide focus on increasing equity, we instituted our first whole staff book study, Building Equity, to create understanding around equity needs and goals as a school. This has led to changes in our recommendations for curriculum pathways, emphasizing higher math level acquisition, and has helped staff understand the importance of moving all students, including those with IEPs, into Edgenuity, so that they are accessing full A-G college readiness standards.

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.

When reflecting on our recent successes and improvements, we are also able to identify many areas of substantial need for our student population and school community. During the 2017-2018 school year, Community Collaborative Charter School qualified for the new Dashboard Alternative School Status (DASS) program. This program was established to replace the Alternative Schools Accountability Model (ASAM) program which Community Collaborative Charter had qualified since the 2008-2009 school year. The following information

was at-risk indicator data, as is required for all DASS schools, was collected and tracked throughout the 2019-2020 school year with the following outcomes:

Total 527/681= 77.4%

298- credit deficient (43.7%)
3- expelled or suspended
1- ward of the court
1- pregnant or parenting
7- 45 day gap in enrollment
44- high transience (6.4%)
3- foster
31- homeless (4.5%)
139- habitually truant or retained more than once. (20.4)

CCCS has continued to qualify for the DASS program by having seventy percent of students met one of the at-risk criteria at the time of initial enrollment. CCCS's identified need based on our ongoing DASS qualification and through a review of recent Dashboard data and local assessment results have been incorporated into our CSI action plans. After the completion of LCAP stakeholder engagement meetings from the prior two school years, it was determined that the greatest need for our current K-12 student population as a whole continues to be a for all students to demonstrate continued and potentially accelerated academic growth through applications of multiple levels of student interventions due to the high level of academic need identified through a review of recent assessment data. In addition, it was determined that a continued focus toward providing more choice and relevance in the schoolwide educational program beyond the core curriculum, was needed in order to facilitate an increase the level of college and career readiness among CCCS graduates. Over the prior two years, and moving forward into future school years until updated Dashboard data is available, CCCS will focus on

1) College and Career readiness for secondary students

2) Literacy for K-3 and EL students K-12

3) Chronic Absenteeism - Chronic Absenteeism has been area with much opportunity for growth and we were in CSI due to our most recent performance indicator in this area being in Red.

4) Math Achievement (schoolwide and for subgroups)

LCAP Highlights

The Community Collaborative Charter School LCAP contains goals, actions and services that are aligned to the schools' mission, vision, beliefs and general educational philosophies within the current charter and contains direct aligned to the Gateway Community Charters Blueprint for Excellence framework all together working toward our achieving excellence within our three LCAP goals:

Goal 1 - CCCS will provide conditions of Learning: CCCS will provide conditions of learning that will develop College and Career Ready students (priority 1, 2, 7) CCCS will establish the following positions and programs aligned to connect, guide and empower students toward achieving personal goals as they relate to this goal: Curriculum Coach, Counselor, paraeducator positions, other educational staff positions dedicated to meeting identified student need.

Goal 2 - CCCS will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. (Priorities 4 and 8) CCCS will establish the following positions and programs aligned to connect, guide and empower students toward achieving personal goals as they relate to this goal: Partnerships with educational consultants aligned to schoolwide action plan work and professional learning needs of staff, online curriculum, intervention curriculum, and data management systems.

Goal 3 - CCCS will foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6) CCCS will establish the following positions and programs aligned to connect, guide and empower students toward achieving personal goals as they relate to this goal: Partnerships with educational consultants aligned to schoolwide action plan work and professional learning needs of staff, mentoring programs, community-based learning programs, and other educational staff positions dedicated to meeting identified student need.

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.

Community Collaborative Charter School

Support for Identified Schools

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

The School worked with an outside agency to perform a root cause analysis pertaining to low graduation rate. This process included a school team as well as representatives from the central office and two meetings, one for the root cause analysis and one to create the improvement plan. The plan was shared with all staff for input during staff meetings throughout the process. Additionally, the plan was reviewed and input generated during school site council meetings as well as parent information nights and other parent events.

Needs Assessment:
Multiple sources of data were analyzed including three years of graduation rate data, school generated student credits earned tracking sheets, attendance data for K-8 studentsand Renaissance Learning cohort growth data. Once the data had been recorded and analyzed, the team determined possible next steps in four areas: Instructional Program, Progress Monitoring and Evidence of Impact, School Climate, and Shared Leadership and Collaboration. This data analysis and possible next steps that were developed by the team were shared with the entire staff for input and further information. The entire staff made recommendations about evidence-based interventions and the team met again to create an improvement plan to be implemented for the 2021-22 school year.

Identified Interventions:
For students targeted with the Graduation rate action plan, creation of a weekly progress monitoring and success plan that teachers will use to communicate with individual students, daily progress checks and personal communications based on individual student progress, students who are in the red or yellow range of Renaissance Learning assessments to complete Iready and Read 180 intervention courses in Edgenuity, and providing direct instruction with a gradual release of responsibility to students on note taking and study skills. For students targeted within the chronic absenteeism action plan, a site-level care team was established to monitor and support chronically absent students and families with services on and off-campus.

Resource Inequities:
System to monitor progress of students after enrollment
Instructional support and resources to implement when a student is not making progress
Access to support services

Monitoring and Evaluating Effectiveness

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

The school and central office CSI team will review the impact of the interventions systematically throughout the school year by monthly monitoring of student attendance and credits earned. Student success training (including note taking) will take place during orientation or within 2 weeks of enrollment. The CSI team will meet to review progress each quarter. Learning rounds and student/teacher observations and interviews will be conducted with focus on goals. The CSI team will review the progress for the semester and adjust the plan as needed in December and will align all plans with the Dashboard data and other internal data based on any revisions that occur once updated data is made available. These monitoring activities will continue as outlined for future semesters.

Stakeholder Engagement

Community Collaborative Charter School has included parents, community members, pupils, staff members, and other stakeholders in the following manner: School Site Council annual review at including parents from multiple CCCS campuses. Student/Staff/Parent groups were either surveyed or gathered into focus groups to answer the same questions provided to the School Site Council. Following this, the school administration met with the School Leadership Team to draft elements of the LCAP based on the input from stakeholders.(March 2021/April 2021) In addition, the school administration and leadership team completed a matrix relating to how goals in their updated SPSA, WASC recommendations, Gateway Community Charters (GCC) Blueprint for excellence, and the charter petition, aligned with the eight State priorities under the LCAP.

The draft of the LCAP was then shared with the various stakeholders at the school. The school administration shared the draft LCAP plan with the School Site Council and made available for all stakeholders at the main campus, main office. The following data sources were was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process: Graduation rates, School culture and climate survey feedback, DASS indicator data, CAASPP scores, ELPAC results, local assessments including Renaissance testing and writing rubrics. After receiving feedback from these groups, the School Leadership Team revised the LCAP plan taking into consideration the input from the various stakeholder groups (April 2021). This draft was then submitted to Gateway Community Charters leadership for additional input and revisions (April-May 2021). The final draft of the LCAP was then submitted to the board of directors of Gateway Community Charters as a report item on the meeting agenda (June 2021). After input from the board, final revisions were made by the school leadership teams and re-submitted to the GCC board of directors for final approval (June 2021)

The summary of feedback provided stakeholders identified the following needs:

Access to staff for wide-ranging resources - basic needs, academic advisory, college/career readiness, socio-emotional and mentoring opportunities
Increase number of CTE programs for 9th-12th grade students
Afterschool program services for K-8 students
Arts and music programs for K-12 students
professional development for teachers to better serve EL students and writing programs
More touchscreen student devices; potentially with larger screen size depending on costs
Instructional technology for teachers & technology training for teachers,
increase and improve student attendance incentive programs
intervention programs
addition of parent liaison
more field trips and lesson studies

All aspects were influenced by stakeholder input. The metrics, goals and actions were discussed to ensure that it meets the needs of our student population both now and for years to come.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: CCCS will provide conditions of learning that will develop College and Career Ready students (priority 1, 2, 7)

An explanation of why the LEA has developed this goal.

This goal was established to fund positions, programs and materials that promote college and career readiness at CCCS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed (priority1 A)	All teachers are appropriately credentialed				All teachers are appropriately credentialed.
All Students have access to standards aligned materials (priority 1B, 2A)	During the 2020-2021 school year, all CCCS students have access to standards aligned materials. This is available through hard copy and online curriculum resources to include student devices and hotspots for off-campus learning.				All students have access to standards aligned materials.
School facilities are in good repair (priority 1C)	School facilities are maintained and in good repair.				Continue to maintain school facilities that are clean and in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Language Acquistion Programs (priority 2B, 7B)	During the most recent CAASPP assessments given during the 2018-2019 school year, CCCS EL students achieved, on average 149 points below standard in ELA and 159 points below in Mathematics.				By the 2023-2024 school year, CCCS EL students will have increased over ten points per year, per subject (ELA and Math)
EL Professional Learning (priority 2B)	CCCS has worked with Project GLAD over the prior five years, as of the start the 2020-2021, six of eight (75%) CCCS K-8 teachers had received both initial GLAD training and access to supplemental coaching training activities.				By the 2023-2024 school year, 100% of CCCS K-8 teachers will have received both initial GLAD training and access to supplemental coaching training activities. Plus, all previously trained teachers will have access to on-going coaching and summer lesson/unit development.
Programs to support Foster Youth, Homeless, SED, SPED (priority 7B, C)	CCCS offers a systematic approach of teacher, counselor and administrative engagement to ensure all at-risk and special populations of students have targeted college and career readiness support as well as				CCCS will continue to offer teacher, counselor and administrative engagement to ensure all at-risk and special populations of students have targeted college and career readiness support as well as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	annual engagement with a school counselor to track graduation progress and plan post-graduate opportunities.				annual engagement with a school counselor to track graduation progress and plan post-graduate opportunities.
Graduation rate indicator	During the most recently reported cycle, the school graduation rate was 62.3%, an increase of 10.6%.				CCCS will increase graduation rate by 3% annually.
College/Career Readiness indicator	During the most recently reported cycle, CCCS reported 5% prepared and 8% approaching prepared.				CCCS will increase the College and Career readiness indicator status for prepared students by 10% annually.
Retention data (local indicator)	During the 2020-2021 school year, CCCS determined baseline retention data by counting the students enrolled/eligible to return on the last day of school in June 2020 and divided by the number of students who re-enrolled on or before the census date in October 2020. Students who have verified enrollment at another school were				CCCS will maintain an annual retention rate at or above 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	factored out of the numerator and denominator. Based on these calculations, CCCS had a retention rate of 91% (241/267) for students in grades 9th-12th				
Nationally normed assessment (RL or Iready?)	For the 2020-2021 school year, using the Renaissance Learning growth report, CCCS students in grade 1-12 had an annual performance growth of 77 points in ELA and 17 points in Math.				CCCS strives to have an annual performance growth of at or above 50 points or above for both ELA and Math.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Coach (Student Learning Coach)	Curriculum coach/student learning coach position serving students in grade 9-12 to support teacher implementation of Edgenuity and tier 1 and 2 intervention programs	$110,272.00	Yes
2	School Counselor	Maintain school counselor position to implement school counselling resources for students in addition to college and career readiness program support and 11th/12th grade student tracking	$86,595.00	Yes
3	Paraeducators	Provide paraeducators to assist with individual and small group intervention support designed to address leaning loss	$169,957.00	No

Action #	Title	Description	Total Funds	Contributing
4	Middle School Specialist	Maintain middle school specialist position to maintain support for 8th grade college and career readiness activities as well as transition to high school planning with students and families	$104,446.00	No
5	West Sacramento campus - online resource center	clerical staff	$5,045.00	No
6	CTE program teacher (NC)	maintain teacher position designated to assist with managing schoolwide CTE programs	$106,245.00	No
7	CTE program staffing	maintain part-time staffing for CTE programs in photography, animal science, and home health care	$76,313.00	No
8	College/career readiness support teacher	maintain teacher position designated to assist with managing schoolwide college and career programs	$121,446.00	No
9	VAPA specialist	maintain teacher position designated to assist with managing schoolwide VAPA programs	$87,462.00	Yes
10	Student devices (chromebooks)	purchase additional student devices to ensure that CCCS can remain at a one-to-one student/computer ratio	$17,351.00	No
11	Music enrichment program	provide part-time music instruction for K-8 students	$18,758.00	Yes
12	Maker education program resources	provide resources for maker education programs		Yes
13	Educational Field Trips	provide resources to student field trips	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
14	SEL curriculum	purchase Move This World curriculum for a three year period	$10,358.00	Yes
15	Summer School program offerings	provide summer school program options for K-12 students with interest or need	$42,371.00	Yes
16	Cleaning services	provide additional cleaning services for school campuses	$36,659.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Pupil Outcomes: CCCS with plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. (Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

This goal was established to fund positions, programs and materials that promote use of intervention, assessment, data, and professional learning through a cycle of inquity process that will allow the school to maximize pupil outcomes across all CCCS campuses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP ELA (priority 4A)	During the most recent CAASPP assessments given during the 2018-2019 school year, CCCS students scored 75 points below standard in ELA.				CCCS students will show an annual growth of no less than 15 points toward standard in ELA
Academic Indicator: CAASPP Math (priority 4A)	During the most recent CAASPP assessments given during the 2018-2019 school year, CCCS students scored 139 points below standard in Math.				CCCS students will show an annual growth of no less than 15 points toward standard in Math
CSU and UC and CTE pathway completion percentage (priority 4B)	As of the 2019/2020 school year, CCCS students maintained a CSU/UC course				95% of CCCS students will meet the CSU/UC requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	enrollment rate of 87%				
English Learner Progress Indicator (priority 4C)	As of the 2018/2019 school year, 55% of CCCS EL students were identified as making progress toward English Language Proficiency.				65% or above of CCCS EL students will make progress toward English Language Proficiency
EL Reclassification Rate (priority 4D)	As of the 2020/2021 school year, 2.4% of CCCS English Learners were reclassified.				CCCS will re-classify 10% or more of EL students annually.
Percentage of pupils who passed and AP exam of 3 or better (priority 4E)	none				At least 1 student particpates
Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (priority 4F)	none				At least 1 student participates
College/Career Readiness indicator	During the most recently reported cycle, CCCS reported 5% prepared and 8% approaching prepared.				CCCS will increase the College and Career readiness indicator status for prepared students by 10% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data and Student Information Systems	Aeries/Illuminate/Renaissance/ Iready and other data systems to support ongoing assessment and data collection and analysis	$31,419.00	No
2	Coherence	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes.	$47,400.00	No
3	ELA Specialist	maintain ELA specialist role to support ELA programs implementation, support of writing assessment programs, and ELD intervention programs	$111,777.00	Yes
4	FMS consultants	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes.	$1,945.00	No
5	Read 180 - ELA intervention	Purchase intervention curriculum for 9th-12th grade students	$25,314.00	Yes
6	Edgenuity - online curriculum	Online curriculum for 9th-12th grade students	$121,000.00	No
7	GLAD Training	Professional development for teachers designed to support EL strategies and standards-based lesson/unit planning		Yes
8	ELD intervention program	Purchase intervention program for use with K-8 EL students	$22,157.00	Yes
9	Social Worker	Implementation of social worker position to assist in meeting student and family Socio-Emotional Learning needs.	$12,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Service Learning	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes.	$12,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Engagement: Foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6)

An explanation of why the LEA has developed this goal.

This goal was established to fund positions, programs and materials that promote positive relationships with staff, students, parents, and the community as part of a successful learning environment across all CCCS campuses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement all students (priority 3A)	In 2020-21; less than 25% of CCCS families completed a parent involvement survey and 80% of parents viewed school communications via classdojo				80% of CCCS families completed a parent involvement survey. 100% of parents viewed school communications via classdojo.
Parent involvement EL, Homeless, FY, SED(priority 3B)	CCCS had over 90% participation in SSC/ELAC meetings during the 2020-2021 school year.				CCCS will maintain over 90% participation in SSC/ELAC meetings.
Parent involvement students with exceptional needs (priority 3C)	Over 80% of parents attend annual IEP meetings and receive trimester updates on student progress with 100% of parents				100% of parents attend annual IEP meetings and receive trimester updates on student progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	receiving required prior written notice for upcoming IEP meetings				
School attendance rates as a percentage (priority 5 A)	For the 2018-2019 school year, CCCS had a chronic absenteeism rate of 29.7% meaning our school attendance rate was 71.3%.				CCCS will have a school attendance rate of 80% or above.
Chronic Absenteism rates as a percentage (priority 5B)	During the most recently reported cycle, CCCS reported 29.7% (1.5% increase from year prior), 148 students.				CCCS will decrease the number of students considered chronically absent by 3.0% or more annually and will be below 20% by the end of the 2023-2024 school year.
Middle School dropout rates as a percentage(priority 5C)	0%				0 %
High School dropout rates as a percentage(priority 5D)	During the 2020-2021 school year, CCCS determined baseline retention data by counting the students enrolled/eligible to return on the last day of school in June 2020 and divided by the number of students who re-enrolled on or				CCCS will maintain an annual retention rate at or above 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	before the census date in October 2020. Students who have verified enrollment at another school were factored out of the numerator and denominator. Based on these calculations, CCCS had a retention rate of 91% (241/267) for students in grades 9th-12th.				
High School graduation rates as a percentage (priority 5D)	During the most recently reported cycle, the school graduation rate was 62.3% an increase of 10.6%.				CCCS will increase graduation rate by 3% annually.
Suspension rates as a percentage (priority 6A)	CCCS reported zero percent of students suspended at least once during the 2019-2020 school year.				CCCS will strive to maintain a rate of zero students suspended at least once during upcoming school year(s).
Expulsion rates as a percentage (priority 6B)	CCCS reported zero percent of students suspended or expelled during the 2019-2020 school year.				CCCS will strive to maintain a rate of zero students suspended or expelled during upcoming school year(s)..
School Safety or other school connectedness activities (priority 6C)	CCCS has been recognized as a CKH National Showcase				CCCS will continue to be recognized as a CKH National Showcase School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School for the past four years.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Flippen Group	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes.	$13,472.00	No
2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Professional learning for staff and supports for students that align with programs to support Learning Loss/Diversity/Equity/Inclusion/Access and SEL	$3,461.00	Yes
3	Campus Principal position	maintain teacher position designated to assist with managing schoolwide K-8 programs	$128,953.00	No
4	At-Risk specialist position (DK)	maintain teacher position designated to assist with providing educational intervention and social services supports for highly at-risk students	$96,339.00	Yes
5	Intervention teacher position (AS)	maintain teacher position designated to assist with providing educational intervention and social services supports for highly at-risk students	$91,514.00	Yes
6	Mentoring (Student Reach)	Provide mentoring programs for 9th-12th grade students	$38,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Emergency resources for high needs students	purchase resources for at-risk youth who are identified as lacking access to basic educational resources	$13,140.00	Yes
8	ELD teacher hours	Supplemental hours for ELD small group instruction for EL students at the K-8 level	$7,680.00	Yes
9	Learning hub - community partnership & mentoring program	Establish partnership for use of community center space and mentoring programs through the Sacramento Youth Center	$37,930.00	Yes
10	Afterschool learning program for K-8 students	Extra hours for teachers and clerical staff to provide afterschool educational activities	$34,034.00	Yes
11	Physical Education program resources and coaching stipends	Extra hours and/or resources to implement physical education programs and site level athletic teams K-12	$10,118.00	No
12	Basic and Intermediate art program supplies	Resources for Art programs K-12	$5,118.00	No
13	Parent engagement resources	Purchase resources for parent engagement activities	$14,500.00	No
14	School Library resoruces	add/replenish books to school libraries K-12	$3,000.00	No
15	Wireless hotspots	maintain partnership for wireless hotspots for a three year period	$24,000.00	No
16	Parent Liaison	add parent liaison position to support community engagement and growth or existing community partnerships	$65,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	GCC Health Care staffing	maintain organizational health care staffing	$13,554.00	No
18	GCC technology support staff	maintain organizational technology support staffing		No
19	Part-time teacher support for high school programs	hourly teachers to support academic needs of at-risk high school students	$146,493.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.28%	942,374

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1-1: Curriculum Coach 9th-12th - This position will benefit foster youth, English Learners, and low-income students in the sense that many of these students are not prepared with skills to enter High School successfully and this position will help facilitate schoolwide programs aligned to support at-risk students to graduate on-time.

1-4: Middle School Specialist - This position will benefit foster youth, English Learners, and low-income students in the sense that many of middle school students are not prepared with skills to enter complete Middle School successfully with the skills necessary to complete a transition to high school and graduate in four years and this position will help facilitate schoolwide programs aligned to support this at-risk student group to graduate on-time.

1-6: CTE lead teacher - This position will benefit foster youth, English Learners, and low-income students in the sense that it will provide CTE program coordination time, increase community awareness and partnerships for student internships as well as increased course access and academic supports for students with a desire to engage in CTE programs in grades 9th-12th.

1-7: CTE staffing - These positions will benefit foster youth, English Learners, and low-income students in the sense that they will provide increased course access and academic supports for students with a desire to engage in CTE programs in grades 9th-12th.

1-8: College & Career readiness lead teacher - This position will benefit foster youth, English Learners, and low-income students in the sense that it will provide resources and training for students, teachers and parents with a desire to engage in college and career readiness programs in grades 9th-12th.

1-9: VAPA lead teacher - This position will benefit foster youth, English Learners, and low-income students in the sense that it will provide VAPA program coordination time, increase community awareness and partnerships for student internships as well as increased course access and academic supports for students with a desire to engage in VAPA programs in grades 9th-12th.

1-10 Student devices - These supplies will benefit foster youth, English Learners, and low-income students as they will allow our school to maintain a one-to-one student to device ratio across K-12.

2-3 ELA Specialist This position will benefit foster youth, English Learners, and low-income students in the sense that many of these students are not prepared with skills to enter High School successfully and this program will help facilitate schoolwide programs aligned to support at-risk students to graduate on-time.

3-3: Campus Principal - This position will benefit foster youth, English Learners, and low-income students in the sense that many of these students are not prepared with skills to enter Kindergarten or 7th grade successfully and this position will help facilitate schoolwide programs aligned to support at-risk students to graduate on-time.

3-5: Intervention teacher - This position will benefit foster youth, English Learners, and low-income students in the sense that many of these students are not prepared with skills to enter High School successfully and this position will help facilitate schoolwide programs aligned to support at-risk students to graduate on-time.

3-18: GCC technology teacher - This position will work to ensure teachers and school leaders can have effective and efficient technology infrastructure, support service and professional development to support student learning on and off-campus.

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

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through increased capacity of positions and programs aligned to our LCAP in prior and the current year to provide a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational, and personal endeavors.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$942,374.00	$263,919.00		$925,921.00	$2,132,214.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,623,685.00	$508,529.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Curriculum Coach (Student Learning Coach)	$110,272.00				$110,272.00
1	2	English Foster Youth Low Income	School Counselor				$86,595.00	$86,595.00
1	3	All	Paraeducators		$169,957.00			$169,957.00
1	4	All	Middle School Specialist	$104,446.00				$104,446.00
1	5	All	West Sacramento campus - online resource center	$5,045.00				$5,045.00
1	6	All	CTE program teacher (NC)	$106,245.00				$106,245.00
1	7	All	CTE program staffing	$76,313.00				$76,313.00
1	8	All	College/career readiness support teacher	$121,446.00				$121,446.00
1	9	English Foster Youth Low Income	VAPA specialist	$86,363.00			$1,099.00	$87,462.00
1	10	All	Student devices (chromebooks)				$17,351.00	$17,351.00
1	11	English Foster Youth Low Income	Music enrichment program				$18,758.00	$18,758.00
1	12	English Foster Youth Low Income	Maker education program resources					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	All	Educational Field Trips				$5,000.00	$5,000.00
1	14	English Foster Youth Low Income	SEL curriculum		$10,358.00			$10,358.00
1	15	English Foster Youth Low Income	Summer School program offerings				$42,371.00	$42,371.00
1	16	All	Cleaning services				$36,659.00	$36,659.00
2	1	All	Data and Student Information Systems				$31,419.00	$31,419.00
2	2	All	Coherence				$47,400.00	$47,400.00
2	3	English Foster Youth Low Income	ELA Specialist	$111,777.00				$111,777.00
2	4	All	FMS consultants				$1,945.00	$1,945.00
2	5	English Foster Youth Low Income	Read 180 - ELA intervention				$25,314.00	$25,314.00
2	6	All	Edgenuity - online curriculum				$121,000.00	$121,000.00
2	7	English	GLAD Training					
2	8	English	ELD intervention program				$22,157.00	$22,157.00
2	9	English Foster Youth Low Income	Social Worker				$12,636.00	$12,636.00
2	10	All	Service Learning				$12,500.00	$12,500.00
3	1	All	Flippen Group				$13,472.00	$13,472.00
3	2	English Foster Youth Low Income	Diversity/Equity/Inclusion/Access SEL (Hanover)				$3,461.00	$3,461.00
3	3	All	Campus Principal position	$128,953.00				$128,953.00
3	4	English Foster Youth Low Income	At-Risk specialist position (DK)				$96,339.00	$96,339.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Foster Youth Low Income	Intervention teacher position (AS)	$91,514.00				$91,514.00
3	6	English Foster Youth Low Income	Mentoring (Student Reach)				$38,952.00	$38,952.00
3	7	Foster Youth Low Income	Emergency resources for high needs students		$11,640.00		$1,500.00	$13,140.00
3	8	English	ELD teacher hours				$7,680.00	$7,680.00
3	9	English Foster Youth Low Income	Learning hub - community partnership & mentoring program		$37,930.00			$37,930.00
3	10	English Foster Youth Low Income	Afterschool learning program for K-8 students		$34,034.00			$34,034.00
3	11	All Students with Disabilities	Physical Education program resources and coaching stipends				$10,118.00	$10,118.00
3	12	All Students with Disabilities	Basic and Intermediate art program supplies				$5,118.00	$5,118.00
3	13	All Students with Disabilities	Parent engagement resources				$14,500.00	$14,500.00
3	14	All Students with Disabilities	School Library resoruces				$3,000.00	$3,000.00
3	15	All Students with Disabilities	Wireless hotspots				$24,000.00	$24,000.00
3	16	English Foster Youth Low Income	Parent Liaison				$65,530.00	$65,530.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	17	All Students with Disabilities	GCC Health Care staffing				$13,554.00	$13,554.00
3	18	All	GCC technology support staff					
3	19	English Foster Youth Low Income	Part-time teacher support for high school programs				$146,493.00	$146,493.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$399,926.00	$1,062,773.00
LEA-wide Total:	$399,926.00	$1,062,773.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum Coach (Student Learning Coach)	LEA-wide	English Learners Foster Youth Low Income		$110,272.00	$110,272.00
1	2	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools		$86,595.00
1	9	VAPA specialist	LEA-wide	English Learners Foster Youth Low Income		$86,363.00	$87,462.00
1	11	Music enrichment program	LEA-wide	English Learners Foster Youth Low Income			$18,758.00
1	12	Maker education program resources	LEA-wide	English Learners Foster Youth Low Income			
1	14	SEL curriculum	LEA-wide	English Learners Foster Youth Low Income			$10,358.00
1	15	Summer School program offerings	LEA-wide	English Learners Foster Youth Low Income			$42,371.00
2	3	ELA Specialist	LEA-wide	English Learners	All Schools	$111,777.00	$111,777.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	5	Read 180 - ELA intervention	LEA-wide	English Learners Foster Youth Low Income			$25,314.00
2	7	GLAD Training	Limited to Unduplicated Student Group(s)	English Learners			
2	8	ELD intervention program	LEA-wide	English Learners			$22,157.00
2	9	Social Worker	LEA-wide	English Learners Foster Youth Low Income			$12,636.00
3	2	Diversity/Equity/Inclusion/Access SEL (Hanover)	LEA-wide	English Learners Foster Youth Low Income			$3,461.00
3	4	At-Risk specialist position (DK)	LEA-wide	English Learners Foster Youth Low Income			$96,339.00
3	5	Intervention teacher position (AS)	LEA-wide	English Learners Foster Youth Low Income		$91,514.00	$91,514.00
3	6	Mentoring (Student Reach)	LEA-wide	English Learners Foster Youth Low Income			$38,952.00
3	7	Emergency resources for high needs students	LEA-wide	Foster Youth Low Income			$13,140.00
3	8	ELD teacher hours	LEA-wide	English Learners			$7,680.00
3	9	Learning hub - community partnership & mentoring program	LEA-wide	English Learners Foster Youth Low Income			$37,930.00
3	10	Afterschool learning program for K-8 students	LEA-wide	English Learners Foster Youth			$34,034.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	**16**	Parent Liaison	LEA-wide	English Learners Foster Youth Low Income			$65,530.00
3	**19**	Part-time teacher support for high school programs	LEA-wide	English Learners Foster Youth Low Income			$146,493.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  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* 52064(b)(4-6)).

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

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose
A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions
General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose
Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions
Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.