

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Community Outreach Academy
CDS Code:	34765050101766
LEA Contact Information:	Name: Larissa Gonchar Position: Director Email: Larissa.Gonchar@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	\$17,835,008
LCFF Supplemental & Concentration Grants	\$4,372,897
All Other State Funds	\$1,684,858
All Local Funds	\$595,240
All federal funds	\$1,025,340
Total Projected Revenue	\$21,140,446

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$24,427,778
Total Budgeted Expenditures in the LCAP	\$7,727,453
Total Budgeted Expenditures for High Needs Students in the LCAP	\$512,025
Expenditures not in the LCAP	\$16,700,325

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$64,906.78
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,027,580.03

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-3,860,872
2020-21 Difference in Budgeted and Actual Expenditures	\$962,673.25

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.

LCFF Budget Overview for Parents

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CDS Code: 34765050101766

School Year: 2021-22

LEA contact information:

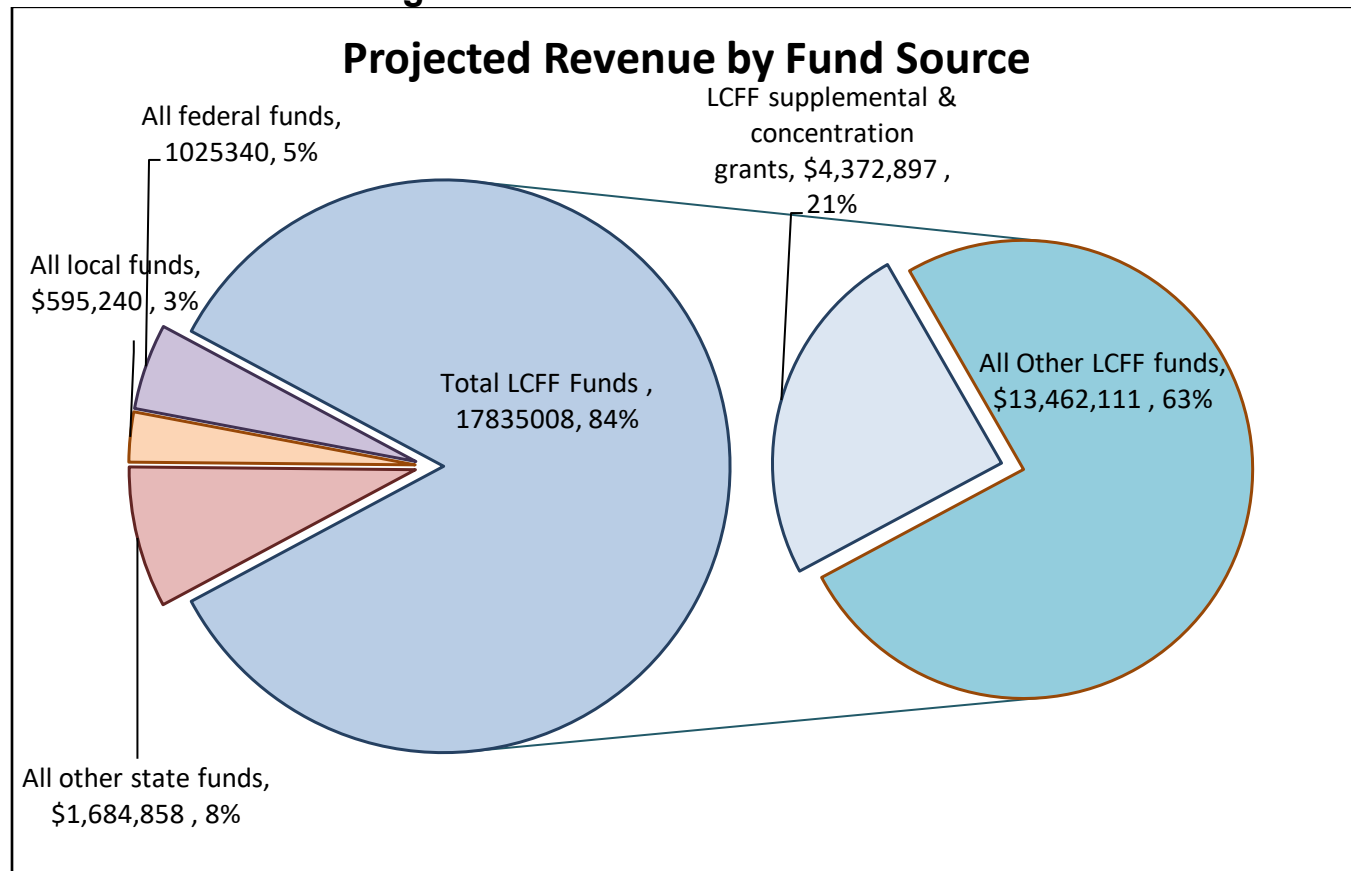
Larissa Gonchar

Director

Larissa.Gonchar@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

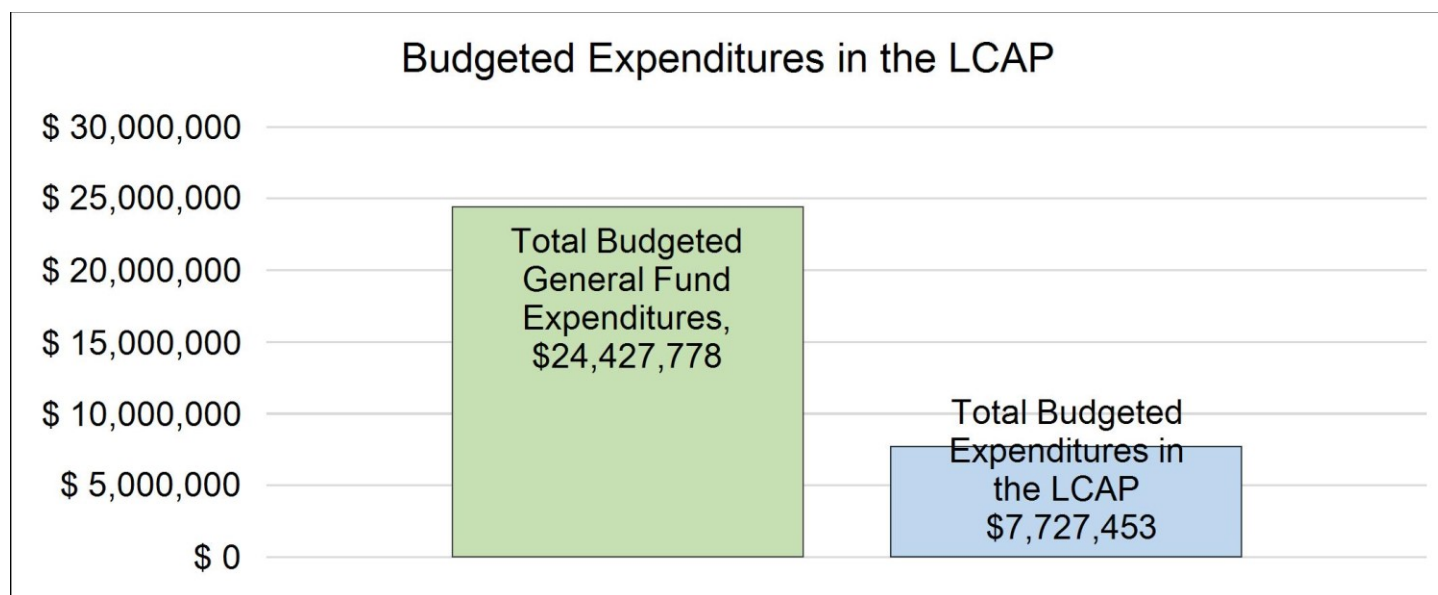


This chart shows the total general purpose revenue Community Outreach Academy expects to receive in the coming year from all sources.

The total revenue projected for Community Outreach Academy is \$21,140,446, of which \$17,835,008 is Local Control Funding Formula (LCFF), \$1,684,858 is other state funds, \$595,240 is local funds, and \$1,025,340 is federal funds. Of the \$17,835,008 in LCFF Funds, \$4,372,897 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Community Outreach Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Community Outreach Academy plans to spend \$24,427,778 for the 2021-22 school year. Of that amount, \$7,727,453 is tied to actions/services in the LCAP and \$16,700,325 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.

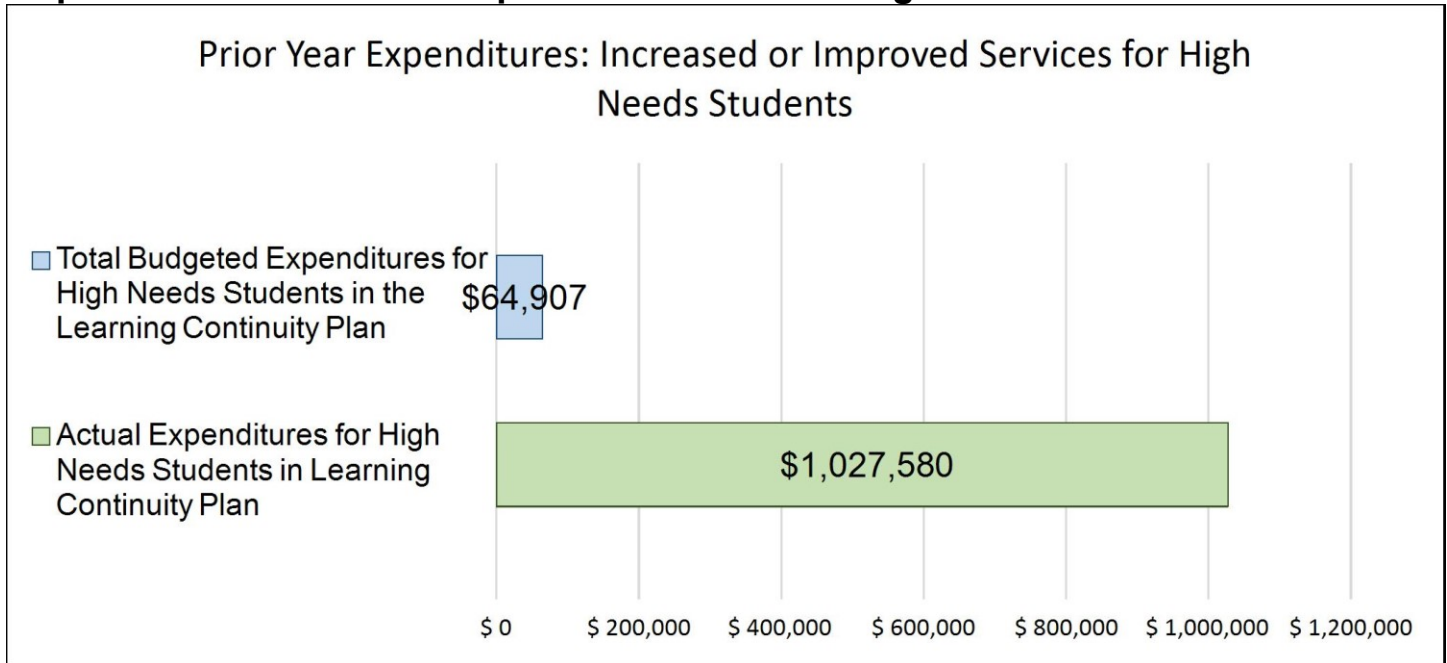
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Community Outreach Academy is projecting it will receive \$4,372,897 based on the enrollment of foster youth, English learner, and low-income students. Community Outreach Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Community Outreach Academy plans to spend \$512,025 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



This chart compares what Community Outreach Academy 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 Outreach Academy 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 Outreach Academy's Learning Continuity Plan budgeted \$64,906.78 for planned actions to increase or improve services for high needs students. Community Outreach Academy actually spent \$1,027,580.03 for actions to increase or improve services for high needs students in 2020-21.



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 Outreach Academy	Larissa Gonchar Director	Larissa.Gonchar@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

COA will provide and support a rigorous academic program in order to prepare all students for college and career success.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	CAASPP, Renaissance Star Math and Star Reading tests

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Data analysis documents * Student watch list and RTI pyramid * Curriculum inventory * Schedule of before/ after school activities as well as summer school calendar * Annual Professional Development Schedule * Meeting agendas, minutes, & sign in sheets * Master schedule * Curriculum maps and/ or pacing guides * Technology inventory	* School wide student achievement plan was developed. Data meetings and analysis took place with administration, curriculum coaches, and teachers. Lesson plans and classroom instruction was modified to incorporate data meeting discussions. Purchased Renaissance Learning software to assess student learning 3 times a year. Continued to implemented RTI pyramid across all grade levels. Continued the enter and exit protocol for ELL students implemented by ELL teachers. * Assessed technology needs for students based on inventory and made purchases of iPads and laptops for student academic advancement to better support Distance Learning. Purchased software including Lexia, MathWhizz, Learning A-Z, and Core Clicks to improve student academic advancement in reading and math. * Developed Professional Development Plan based on school wide goals and teachers' needs to better service student learning. Curriculum Coaches provided lesson plan modeling and coaching as well as in house trainings for teachers such as GLAD, TLAC,

Expected	Actual
<p>19-20</p> <ul style="list-style-type: none"> * Increase academic growth on local and state assessments. * Increase technology availability and usage * Increase professional development opportunities allowing staff to focus on professional and personal growth. * Evaluate and if needed update and/ supplement the existing curricula at least on the annual basis to ensure alignment to CCSS *All students will increase their math achievement by one or more years based on the GCC Math Assessment (Renaissance Learning - STAR Math).. *All GCC students reading at grade level will make 1 year's growth in reading (utilizing the RL STAR Assessment) for one school year attended. All GCC students scoring below grade level will make more than 1-year's growth for one school year attended. *All GCC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. 	<p>Reading Interventions, and NGSS. Teachers participated in other online trainings to support Distance Learning teaching.</p> <ul style="list-style-type: none"> * Supplemented existing math and piloted ELA curricula aligned with Common Core as well as summer school curricula. Purchased additional classroom and library books. Purchased project based materials to go with Art, STEAM, Music and science classes. * Provide in person and online lesson for higher achieving students; art, music, STEAM, mental math, and video production. * At least one math project that is linked to a real world situation was completed by each student. * All COA students take the STAR RL assessment 3 times per year. All students on average showed growth in reading per one school year attended.

Expected	Actual
<p>Baseline</p> <p>*Develop and implement a plan to get all students to proficient or above on the English Language Arts and Math local Assessments.</p> <p>*Use technology to enhance ELA and Math instruction and improve students' performance. Expand technology bases course offerings.</p> <p>*Increase the ratio of students per computer by 25% each year.</p> <p>* Increase PD offerings by at least two per year.</p> <p>*Purchase new ELA and Math curriculum that is CCSS aligned.</p> <p>*Supplement current curricula to align to CCSS.</p> <p>* Provide and monitor appropriate levels of RTI.</p> <p>* Create and implement comprehensive opportunities for high achieving students.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure that benchmarks drive classroom instruction (reteaching, differentiation, etc.)	Maintain / enhance the benchmark monitoring program (ES) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 23,100.00	Purchased Renaissance learning Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 33,319.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide supplemental materials and personnel to ensure all students have access to the core curriculum	<p>Assess current curricula and supplement when needed (ES) 4000-4999: Books And Supplies Supplemental and Concentration 50,000.00</p> <p>Continue funding Para Educators and Subs Salaries (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 407,600.20</p> <p>Summer school books and supplies (ES) 4000-4999: Books And Supplies Supplemental and Concentration 7,500.00</p> <p>Corresponding benefits for ASES personnel (ES) 3000-3999: Employee Benefits Supplemental and Concentration 271,222.35</p> <p>MS Reallocated funds to ELA and SS teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 125,534.00</p> <p>MS Corresponding benefits for certificated personnel costs 3000-3999: Employee Benefits Supplemental and Concentration 39,588.39</p> <p>MS Assess current curricula and supplement when needed 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,194.84</p>	<p>Purchased ELA Benchmark Curriculum and other books 4000-4999: Books And Supplies Supplemental and Concentration 85,639.23</p> <p>Paid paras salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 428,825.98</p> <p>Paid classified staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 273,505.42</p> <p>Paid Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 126,359.00</p> <p>Paid certificated staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 39,857.26</p> <p>Purchased Brainpop software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,895.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>MS Para-Educators and Subs 2000-2999: Classified Personnel Salaries Title III 32,286.25</p> <p>MS Employee Benefits 3000- 3999: Employee Benefits Title III 19,118.59</p> <p>MS Physical Education and Athletics Equipment 4000-4999: Books And Supplies Title IV 15,214.73</p>	<p>Paid salaries for COA paraeducators 2000-2999: Classified Personnel Salaries Title III 22,487.04</p> <p>Paid Paras Benefits 3000-3999: Employee Benefits Title IV 13,605.58</p> <p>Educational Software Purchased 4000-4999: Books And Supplies Title IV 12,165.45</p>
Add new titles to the classroom and school libraries	<p>Purchase more classroom and library books and materials (ES) 4000-4999: Books And Supplies Supplemental and Concentration 25,000.00</p> <p>MS Purchase more classroom and library books and materials. 4000-4999: Books And Supplies Supplemental and Concentration 7141.92</p> <p>Russian Classroom and Library Books (ES) 4000-4999: Books And Supplies Title III 5,169.47</p> <p>Indirect Costs (ES) 7000-7439: Other Outgo Title III 216.74</p>	<p>Enrichment classes books and library books purchased 4000- 4999: Books And Supplies Supplemental and Concentration 1,530.83</p> <p>Library and Classroom Books purchased 4000-4999: Books And Supplies Supplemental and Concentration 17,772.94</p> <p>Classroom Books 4000-4999: Books And Supplies Title III 1,089.55</p>
Provide high quality professional development opportunities for all staff	<p>MTSS, TLAC, GLAD, PE conferences, K-3 conference, before and after school training, Innovated Ed, Future Management, CKH 2, etc. (ES) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 143,338.80</p>	<p>Innovated, Future Management & Flip Flippin Professional Services, Tinker Thinkers Academy 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 158,415.23</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Continue funding three curriculum coaches's salaries and their extra hours (ES) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 225,309.00</p> <p>Corresponding benefits for certificated personnel, curriculum coaches (ES) 3000-3999: Employee Benefits Supplemental and Concentration 78,597.08</p> <p>Travel and Conferences (ES) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11,000.00</p> <p>Provide training's for administration and classified staff to visit other schools and programs (ES) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,500.00</p> <p>Teachers and CCs PD and Stipends for PD Teacher Induction (ES) 1000-1999: Certificated Personnel Salaries Title II 39,252.22</p> <p>MS MTSS, TLAC, PLTW, PE conferences, GLAD, before school PD 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,085.93</p> <p>MS Provide trainings for admin and classified staff to visit other</p>	<p>Curriculum Coaches and Admin Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 311,189.00</p> <p>Curriculum Coaches and admin Benefits 3000-3999: Employee Benefits Supplemental and Concentration 118,692.62</p> <p>Travel & Conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 23,925.52</p> <p>Teachers Extra Hours and Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 39,835.00</p> <p>Classified Personnel Extra Hours for PD days 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,243.40</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>schools and programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,418.65</p> <p>Professional Development (ES) 1000-1999: Certificated Personnel Salaries Title II 4,524.17</p> <p>MS Summer Professional Development. 3000-3999: Employee Benefits Supplemental and Concentration 12,605.36</p>	<p>Teachers Extra Hours for PD 1000-1999: Certificated Personnel Salaries Title II 14,625.00</p> <p>Classified Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 254.14</p>
Maintain the cost of and update technology & software	<p>Purchase and Maintain available desktop, laptops & tablets (ES) 4000-4999: Books And Supplies Supplemental and Concentration 40,000.00</p> <p>Maintain the cost of necessary software including but not limited to MathWhizz, Rosetta Stone, Lexia, Mental Math, Epic, Core Clocks, etc. (ES) Technology Consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 40,020.00</p> <p>Purchase and maintenance of SMARTboards and other digital technology such as the digital cameras, iPads, etc. (ES) 6000-6999: Capital Outlay Supplemental and Concentration 160,000.00</p> <p>Continue funding technology teacher salary (ES) 1000-1999: Certificated Personnel Salaries</p>	<p>Computer Supplies Purchased 4000-4999: Books And Supplies Supplemental and Concentration 273,120.43</p> <p>Educational Software Purchased 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 117,384.19</p> <p>SMARTBoards Purchased 6000-6999: Capital Outlay Supplemental and Concentration 170,503.86</p> <p>Technology Teacher Salary 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration 78,471.00</p> <p>Continue funding technology para educator and Tech Support salaries (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 44,070.00</p> <p>Extra Duty Technology Para (600 ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 600.00</p> <p>Russian Language Resources/Curricula for teachers and students (ES) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 60,000.00</p> <p>Corresponding benefits for all personnel costs (ES) 3000-3999: Employee Benefits Supplemental and Concentration 53,217.77</p> <p>MS Maintain Technology and media teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 54,914.00</p> <p>MS Maintain employee benefits 3000-3999: Employee Benefits Supplemental and Concentration 31,973.56</p>	<p>Salaries Supplemental and Concentration 81,139.47</p> <p>Tech Para Salary and Sub 2000-2999: Classified Personnel Salaries Supplemental and Concentration 41,307.15</p> <p>Tech Support Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9362.52</p> <p>Russian Online Curriculum Purchased 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 46,717.80</p> <p>Tech Staff Benefits 3000-3999: Employee Benefits Supplemental and Concentration 6,080.54</p> <p>Teacher's Salary Paid 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,985.53</p> <p>Teacher's Benefits 3000-3999: Employee Benefits Supplemental and Concentration 12,833.28</p>
Provide differentiated instruction for both struggling students and students who are achieving above standard in core areas.	Provide curriculum and supplies for advanced students and incorporate project-based learning	Books and Supplies 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>in every subject area (ES) 4000-4999: Books And Supplies Supplemental and Concentration 5,500.00</p> <p>Provide after school academic tutoring ASAT (ES) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,000.00</p> <p>MS 6th period pay for MS teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56,000.00</p> <p>Provide extra curricula opportunities for advanced students (ART, STEAM, Music, etc and summer school (ES)) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 74,317.74</p> <p>Title 1 Employees Benefits (ES) 3000-3999: Employee Benefits Title I 60,115.88</p> <p>Maintain ESL, Intervention Teachers, and Reading Specialists and subs salaries (ES) Hire ART Teachers Salary (ES) starts January 2020 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 308,511.32</p> <p>Corresponding benefits for all personnel costs (ES and MS) 3000-3999: Employee Benefits Supplemental and Concentration 169,070.05</p>	<p>Supplemental and Concentration 6,153.30</p> <p>Teachers Extra Hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 182,880.00</p> <p>Para Educators Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 79,576.00</p> <p>Reading Specialists Benefits 3000-3999: Employee Benefits Title I 51,764.07</p> <p>Teachers Salaries and Subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 481,681.69</p> <p>Employees Benefits 3000-3999: Employee Benefits Supplemental and Concentration 233,223.13</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Reading Specialists, Summer school teachers and admin salaries (ES) 1000-1999: Certificated Personnel Salaries Title I 189,433.00</p> <p>MS and ES Reading Specialists and Subs Salaries 1000-1999: Certificated Personnel Salaries Title III 158,440.00</p> <p>Summer School Classified Personnel Salaries (ES) 2000-2999: Classified Personnel Salaries Title I 18,778.17</p>	<p>Reading Specialists Salaries 1000-1999: Certificated Personnel Salaries Title I 173,132.12</p> <p>Classified Personnel Extra Hours 2000-2999: Classified Personnel Salaries Title I 25,338.47</p>
Provide in-school academic MATH intervention for students in small groups	<p>Maintain Paras Salaries (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31,473.68</p> <p>Employees Benefits (ES) 3000-3999: Employee Benefits Supplemental and Concentration 12,399.05</p>	<p>Paras Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,502.51</p> <p>Paras Benefits 3000-3999: Employee Benefits Supplemental and Concentration 13,086.36</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 17,007.83</p>

Goal Analysis

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

Everything that was planned was implemented and used to support students, families, teachers, and staff.

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

Through the implementation of data driven instruction, technology inside and outside of the classroom, and improved teaching through various professional development opportunities for both classified and certificated staff, COA is successful in preparing students for college and career success. Due to distance learning COA over spent budgeted funds for the purchases of Chromebooks, carts for Chromebooks, headsets, and software such as zoom pro for staff to support online learning. To support and promote reading at COA during pandemic lockdown, various classroom and library books were purchased. In order to support COA staff during distance learning, various online professional development was offered including but not limited to Innovated Ed and Future Management. Through coherence in K/1/2 we were able to work as a team to plan and collaborate around utilizing graphic organizers to help improve and focus reading comprehension skills. We have looked at the standards and framework across our grade levels to better understand and prepare our students for the upcoming school year. At grade level meetings we reflected on how our plan was working and if we needed to change anything to help our students be successful. In 3rd grade the team had subject matter planning teams and collaborated weekly as a team as an entire grade level on what the expected student outcomes of the lessons would be and what growth indicators would be looked at for success. We used graphic organizers to help improve students' comprehension. This year helped us to constantly evaluate and reflect the needs of the students in regards to our SIP goal. This context allowed us opportunities to explore groupings and differentiation while also keeping us focused on planning that was centered on the standards and common outcomes. The gradual release of responsibility instructional model was an effective way to organize this lesson study and will be something we continue with. The lesson studies also were helpful in leading us to work cross curricular as teachers emphasized Native American tribes and Point of View. During this process, teachers recorded their lessons for reflection which was also described with positive impacts on their practice.

Goal 2

COA will provide and maintain a safe and positive environment that ensures instructional practices that meet and support academic, social, emotional, and physical needs of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Parent and Student Surveys, School Cultural Survey

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Annual survey results (parent, student, and staff) * Site Meetings and SSC agendas and minutes * Monthly safety reports * Student assembly schedules * Annual analysis of suspension & expulsion rates * Annual attendance rate * Reports and records of student and staff recognition * Provide engaging and interesting field trips * Service Learning * Home visits records	<p>School survey for students and parents was distributed and a positive growth was shown compared to previous year's areas of need of improvement.</p> <p>Minutes are taken during all site meetings. Meeting agendas are distributed in advance for review. Meeting Sign-in Sheets, Agendas, and Minutes are kept on record in a drive accessible by all staff.</p> <p>Student Management Team meetings, School Site Council meetings and site meetings are held regularly. Every site meeting has at least one item that addresses safety/positive environment. Monthly reports are regularly submitted on a drive accessible by all staff.</p> <p>COA provide Safe School training.</p> <p>Character Education Assemblies are offered on a monthly basis. A trait is chosen for each month, and a Student of the Month is chosen for each month based on that trait. Character education and morning messages helped decrease suspension rates and</p>

Expected	Actual
<p>19-20</p> <ul style="list-style-type: none"> * School annual survey results will demonstrate an overall increase of positive responses. * Every staff and SSC meeting will address safety and facility concerns. * Maintain knowledge of current rules and laws as those pertain to safety and health regulations by attending various trainings and workshops. * Increase student participation in the offered school assemblies. * Evaluate and improve the effectiveness of the task force for improving school's annual suspension and attendance rates. * Seek opportunities for student and /or staff recognition beyond the school level. * Two field trips per grade level are provide each school year. * Service Learning opportunities are provided at each grade level through projects and assemblies. * School admin or representative conducts home visits throughout the school year in order to promote student attendance and academic achievement. *Purchase Flexible Furniture for all classrooms. 	<p>perfect attendance awards were a positive reinforcement for increasing attendance. CKH implementation supported positive relationship and behavior.</p> <p>Staff meetings are held monthly where multiple staff members are recognized with awards such as Principals Choice, Staff Member of the Month, Curriculum Coaches Choice, Teachers Choice, appreciations by site managers, and academic awards. Also, administration sends out a weekly email every Friday in which staff members' are recognized in front of their coworkers for their achievements throughout the month.</p> <p>COA has a theme titled "Save the Earth" and before Earth Day, each grade level is assigned a project to fulfill with the goal of helping preserve the earth. Admin conducted home visits during work off days to support students and familes.</p> <p>Classroom furniture was purchased to support 21st century learning.</p>

Expected	Actual
Baseline *Develop a strong service learning tie in for all grade levels. *Increase security at all sites through various facility improvements. *Increase students and staff recognition. *Increase positive interactions between all stakeholders. *Hire additional personnel for student supervision.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide extra curricula opportunities to foster high student engagement (before & after school clubs)	Maintain salaries for para-educators for the before & after school program & clubs and maintain subs salaries (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 209,872.40 Corresponding benefits for classified personnel costs (ES) 3000-3999: Employee Benefits Supplemental and Concentration 71,364.11 MS Salaries for After School Program. 1000-1999: Certificated Personnel Salaries Title I 20,240.00 MS Employee Benefits. 3000-3999: Employee Benefits Title I 3,913.65	ASES Paras Salaries and Subs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 226,390.93 Employees Benefits 3000-3999: Employee Benefits Supplemental and Concentration 97,179.19 Afterschool Teachers Salaries 1000-1999: Certificated Personnel Salaries Title I 14,390.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Paras and Subs Salaries 2000-2999: Classified Personnel Salaries Title I 50,216.00</p> <p>Employees Benefits 3000-3999: Employee Benefits Title I 28,413.01</p>	<p>Afterschool Paras Salaries 1000-1999: Certificated Personnel Salaries Title I 63,217.28</p> <p>Afterschool Consulting Service/Dance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,000.00</p>
Continue to provide incentives and celebrate staff and students for high achievement	<p>Recognition associated costs for students on Principal List, Honor Roll, Perfect Attendance and Most Improved (ES) 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00</p> <p>Student and Staff Appreciation Events (10K ES) 4000-4999: Books And Supplies Supplemental and Concentration 5,000.00</p> <p>MS Recognition associated costs for students on Principal List, Honor Roll, Perfect Attendance and Most Improved 4000-4999: Books And Supplies Supplemental and Concentration 1,568.24</p> <p>MS Student and Staff Appreciation 4000-4999: Books And Supplies Supplemental and Concentration 5,000.46</p>	<p>Supplies purchased 4000-4999: Books And Supplies Supplemental and Concentration 15,774.27</p>
Provide engaging and interesting field trips for all students.	Provide 2 field trips per grade level per year (ES) 5000-5999: Services And Other Operating	Field Trips Costs 5800: Professional/Consulting Services And Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration 60,000.00 MS Provide Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,430.92	Supplemental and Concentration 31,065.81
Enhance the provided Character Education program	Enhance Character Education curriculum (ES) 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00 Provide Character Education assemblies and events (ES) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 16,000.00 MS Supplement the Character Ed Program 4000-4999: Books And Supplies Supplemental and Concentration 6,045.46 MS Provide Character Education assemblies and events 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 22,646.41	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 33.56 Character Educations Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 39,716.41 Character Assemblies Snacks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20.58
Provide Service Learning opportunities for all students	Provide funds to cover SL stipends (ES) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000.00	Service Learning Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Corresponding Benefits for all Personnel Costs (ES) 3000-3999: Employee Benefits Supplemental and Concentration 193.36</p> <p>MS Provide funds to cover SL stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000.00</p> <p>MS Corresponding Benefits for all Personnel Costs 3000-3999: Employee Benefits Supplemental and Concentration 193.36</p>	<p>SL Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration 397.88</p>
Provide student supervisions	<p>Maintain student supervision personnel, subs and extra duty salaries (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 167,525.29</p> <p>Maintain Campus Monitor Salary (ES) Reallocated Funds 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Maintain Security Cameras (10K ES) 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00</p> <p>Corresponding benefits for classified personnel costs (ES) 3000-3999: Employee Benefits Supplemental and Concentration 49,535.89</p> <p>MS Maintain Student Supervision Personnel 2000-2999: Classified</p>	<p>Playground Assistants salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 187,089.71</p> <p>Campus Monitor Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 26,703.00</p> <p>Security Cameras Purchased 4000-4999: Books And Supplies Supplemental and Concentration 12,995.20</p> <p>Employees Benefits 3000-3999: Employee Benefits Supplemental and Concentration 64,595.52</p> <p>Cell Phone 5900: Communications Supplemental and Concentration 4.60</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries Supplemental and Concentration 48,053.90 MS Corresponding benefits for classified personnel costs. 3000-3999: Employee Benefits Supplemental and Concentration 21,866.59	
School admin/ rep conduct home visits throughout the school year in order to promote student attendance and academic achievement.	Home Visits by Admin/Work hours paid per diem (ES) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000.00 Books and supplies are provided during home visits (ES) 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00 Maintain Saturday school for chronically absent students or students who have multiple missing assignments (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,000.00 Employees Benefits (ES) 3000-3999: Employee Benefits Supplemental and Concentration 1,262.50	Home Visits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,290.00 Saturday School Staff Extra Hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,614.90 Employees Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1,279.44
Replace outdated and broken furniture in classrooms and resource room allowing for flexible seating arrangements	Purchase Furniture (ES) 4000-4999: Books And Supplies Supplemental and Concentration 241,717.90 MS Purchase Flexible Furniture 4000-4999: Books And Supplies	Classroom Furniture Purchased 4000-4999: Books And Supplies Supplemental and Concentration 178,715.20 Flexible Furniture Purchased 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 31,983.26	Supplemental and Concentration 331,244.97 Playground Equipment Purchased 6000-6999: Capital Outlay Supplemental and Concentration 17,247.68 Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 300.00
Maintain Nurses and Nurse Clerk Salaries	Maintain Nurses Salaries (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 48,188.38 Maintain Nurse Clerk Salary (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 14,431.92 Corresponding Benefits for Nurses and Nurse Clerk (ES) 3000-3999: Employee Benefits Supplemental and Concentration 6,316.97	
Facility Improvements and Upgrades	Maintain LED Sign (ES) 4000- 4999: Books And Supplies Supplemental and Concentration 40,000.00 MS Provide extra custodial hours during scheduled breaks in order to prepare the campus for student and staff return 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9,000.00	Extra Custodial Hours (MS) 2000- 2999: Classified Personnel Salaries Supplemental and Concentration 9,159.20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>MS Provide extra custodial hours during scheduled breaks in order to prepare the campus for student and staff return 3000-3999: Employee Benefits Supplemental and Concentration 2,661.23</p> <p>MS Facility Improvements and Upgrades 4000-4999: Books And Supplies Supplemental and Concentration 35,000.00</p>	<p>Employees Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1,652.78</p> <p>Building Improvement 6000-6999: Capital Outlay Supplemental and Concentration 35,000.00</p>
Provide extra custodial hours during scheduled breaks in order to prepare the campus for student and staff return	<p>Provide extra custodial hours during scheduled breaks in order to prepare the campus for student and staff return (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 41,257.62</p> <p>Maintain Custodians and Subs Salaries (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 56,067.00</p> <p>Corresponding benefits for all personnel costs (ES) 3000-3999: Employee Benefits Supplemental and Concentration 36,435.55</p>	<p>Extra Custodial Hours (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 64,023.58</p> <p>Employees Benefits 3000-3999: Employee Benefits Supplemental and Concentration 40,821.04</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration 1,433.40</p>

Goal Analysis

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

Student and staff appreciation events were budget and implemented without cost due to pandemic. LED sign was budgeted but is still in process due to planning and permit regulations and is scheduled to be completed next school year. Middle school after school program was budgeted but not implemented due to closure of onsite school during pandemic. Fieldtrips were limited due to pandemic.

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

Safety of our students, parents, and staff is a priority for COA. COA takes great measures to maintain the safety of our students, parents, and staff through constant campus supervision before, during, and after school, security cameras, direct communication with parents via telephone, email, phone app, and radio, maintaining a clean campus through custodial staff and cleaning services, and a close partnership with our district police department. COA has a high student attendance rate and maintains a low student suspension rate. Due to implementation of SEL, character education was overfunded. Due to safety regulations during Covid-19 additional furniture was purchased for the safety of staff, students, and families.

Goal 3

COA will improve and increase parent, community, and stakeholders' involvement and participation in the school learning community.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	School and Community Events, Partners, 360 Cultural Survey, Parent Survey

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator * Volunteer logged hours * Radio programs schedules * Parent, staff, and community newsletters, newspapers * Calendar, brochures, sign in sheets from various school and community events * Schedule of educational parent workshops offered * Parent liaisons job description and responsibilities	<p>COA had limited volunteer hours due to pandemic.</p> <p>The variety of speakers and topics covered during the radio shows has increased. Multiple staff, both from the Elementary and Middle school, have participated in the radio shows. Multiple guests from the community and district have participated as well.</p> <p>The number of articles about the educational process and school community has increased in our school parent newsletter as well as in community newspapers and magazines.</p> <p>COA organizes multiple events and opportunities for parental and community engagement and participation onsite and online such as Back to School Night, Family Movie Night, Family Reading Night, Family Science Night, Student Talent Show, Winter Celebration, Spelling Bee, Math Competition, Trimester Award Assemblies, Cultural Fair, Parent Appreciation Breakfasts & Tea, Parent Meetings, and the Parent Summit.</p> <p>COA offers multiple parent workshops onsite and online such as the curriculum and assessments, KG Orientation, social media</p>

Expected	Actual
<p>19-20</p> <ul style="list-style-type: none"> * Demonstrate at least 1% increase in the number of volunteer hours compared to the previous school year. * Increase the variety of speakers and topics covered during the radio shows. . * Expand the variety of venues for publishing educational and news articles regarding the school community. * Increase opportunities for parental and community engagement at various school events by expanding beyond the immediate local community. * Increase the number of parent workshops offered. <p>Baseline</p> <ul style="list-style-type: none"> *Establish an effective system for tracking volunteer hours. *Ensure regular broadcast of educational radio shows. 10 times per year *Regular publishing of parent, staff, and community newspapers. Monthly newsletters *Increase opportunities for parental engagement at various school events Currently 8 opportunities. 	<p>workshop, digital age awareness workshop, safety workshop, distance learning support, and technology support during distance learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Enhance the information distribution system	<p>RAM, Afisha, and other radio & publishing costs (ES) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000.00</p> <p>Research and purchase a school app to allow for two way communication within the school community (ES) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500.00</p> <p>MS RAM, Afisha, and other radio & publishing costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,012.03</p> <p>MS School App 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,962.19</p> <p>MS Supplies and Materials for Parent Universities 4000-4999: Books And Supplies Title III 5,667.33</p>	<p>School Advertisement Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 39,701.71</p> <p>School App 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,520.00</p>
Offer various opportunities for parental involvement and recognition	Various parent celebrations to encourage and highlight parent involvement (ES) 4000-4999: Books And Supplies Supplemental and Concentration 5,000.00	Supplies purchased 4000-4999: Books And Supplies Supplemental and Concentration 3,027.89

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Parent Refreshments and Catering (ES) 4000-4999: Books And Supplies Supplemental and Concentration 3,600.000 MS Celebrate Parents 4000-4999: Books And Supplies Supplemental and Concentration 266.00	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 2,902.19
Maintain Student Support Specialist Salary	Student Support Specialist Salary (ES) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 46,303.00 Corresponding benefits for student support specialist salary cost (ES) 3000-3999: Employee Benefits Supplemental and Concentration 25,559.19 MS Parent Liaison Salary 2000-2999: Classified Personnel Salaries Title I 47,461.00 MS Parent Liaison Benefits 3000-3999: Employee Benefits Title I 29,539.52	Student Support Specialist Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,100.95 Student Support Specialist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 12,615.32 MS Parent Liaison Salary 2000-2999: Classified Personnel Salaries Title I 50,385.98 MS Parent Liaison Benefits 3000-3999: Employee Benefits Title I 23,285.93
Cover costs associated with school's participation in various local community events	Cover costs associated with school's participation in various local community events (ES) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,000.00 Provide supervision of students during their participation in community events (ES) 2000-2999: Classified Personnel	Talent Show Professional Service 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 120.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries Supplemental and Concentration 500.00</p> <p>Corresponding benefits for classified personnel (ES) 3000-3999: Employee Benefits Supplemental and Concentration 147.85</p> <p>MS Local Community Events Cost 4000-4999: Books And Supplies Supplemental and Concentration 1,132.32</p> <p>Parent Liaison Salary (ES) 2000-2999: Classified Personnel Salaries Title I 56,348.00</p> <p>Parent Liaison Stipend (ES) 2000-2999: Classified Personnel Salaries Title I 1,000.00</p> <p>Parent Liaison Benefits (ES) 3000-3999: Employee Benefits Title I 28,825.10</p> <p>Title I Indirect Cost 5700-5799: Transfers Of Direct Costs Title I 17,485.62</p>	<p>ES Parent Liaison Salary 1000-1999: Certificated Personnel Salaries Title I 56,347.94</p> <p>Parent Liaison's Stipend 2000-2999: Classified Personnel Salaries Title I 1,000.00</p> <p>Parent Liaison Benefits 3000-3999: Employee Benefits Title I 27,333.41</p>
Maintain an informational parent corner	<p>Purchase equipment/ supplies/ furniture for parent usage to complete surveys, applications, etc (ES) 4000-4999: Books And Supplies Supplemental and Concentration 3,000.00</p> <p>MS Parent Corner 4000-4999: Books And Supplies Supplemental and Concentration 3,396.96</p>	<p>Parent Technology Support Supplies 4000-4999: Books And Supplies Supplemental and Concentration 300.00</p> <p>Parent Corner Meeting Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,552.26</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Parent Event Support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 149.00
Podcast/school radio program and recording studio equipment and supplies	Enhance equipment for recording podcasts and radio programs (ES) 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00 MS Podcast Studio 4000-4999: Books And Supplies Supplemental and Concentration 5,661.60 Podcast advertisement and service (ES) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,500.00	Recording Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 7,483.65

Goal Analysis

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

Student support salary was budget but was not fully implemented due to FMLA. Due to pandemic some of the student, parent, community were either cancelled or were online. Due to campus closure, the parent corner hours were limited.

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

COA constantly strives to find various ways to improve and increase parent, community, and stakeholders' involvement and participation in the school learning community even during the pandemic by creating a safe and welcoming environment. Parents do volunteer work at home, in the classrooms, for school events, and on field trips. COA appreciates and celebrates volunteers' and stakeholders' contribution through outlets such as Certificated Staff Appreciation Week, Classified Staff Appreciation Week, Parent Appreciation Breakfasts and Tea.

Based on collected data from our volunteer hours tracking system, COA volunteer hours remain high and continue to increase. During pandemic parent participation increased via parent community viber group, online workshops, updated school app, radio participation, newsletters. Parent Liaisons keep constant contact with parents and Student Support Specialist keeps constant contact with students to keep the connection between students, parents, and staff. COA's

parent surveys show a high level of overall satisfaction. During pandemic COA enrollment was decreasing, but through staff involvement and parent support of understanding policies, COA regained its enrollment.

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
Purchase PPE equipment: plexiglass, masks, face shields, hand sanitizer, gloves, antibacterial wipes, etc.	10,370.00	32,672.09	Yes
Custodial Training and Support COVID 19 Protocols	0.00	0.00	No
Purchased Laptops and Chromebooks	10,856.78	759,206.02	Yes
T Mobile Hot Spots	4,180.00	45,648.14	Yes
Health and Safety posters/banners	1,000	1,000	No
Rearrange Classrooms for In Person Instruction	0.00	0.00	

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.

Due to about 1500 students at COA, during distance learning, every students needed a technology device for learning from home, thus more devices were purchased. Due to opening of school during pandemic, there was a high need of safety equipment at COA. Due to high demands, the cost of safety materials tripled; tripled there's a discrepancy of what was budgeted and the actual expenditure. COA has a large socio-economic population with limited access to network resulting in purchasing of hot spots to support student learning during pandemic.

Analysis of In-Person Instructional Offerings

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

March 13, 2020 was the last day of traditional classroom instruction due to pandemic. Through the purchase of more devices, 100% of our students had access to their instruction and were able to do online learning. School communicated with families on a daily and weekly basis to support student, families and community. All safety regulations were successfully regulated during in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase PPE equipment: plexiglass, masks, face shields, hand sanitizer, gloves, antibacterial wipes, etc.	see prior action in person instruction	see prior action	
Re Assign ASES ParaEducators and Playground staff to support student learning and technology	0.00	0.00	Yes
Purchase Computers	See prior action inperson instruction	see prior action	Yes
T-Mobile Hot Spots	See prior action inperson learning	see prior action	Yes
Teacher training distance learning instruction and technology, social emotional learning, intervention strategies in distance learning	0.00	0.00	No
Zoom Pro Licenses/Large Meeting License	4,500.00	4,500.00	Yes
Parent Workshops - technology and curriculum at home, social emotional learning	0.000	0.00	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.

Zoom pro accounts were purchased for all certificated staff members and administrative team for online instruction, trainings, workshops, and meetings.

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.

COA students completed both online and hard copies of assignments. Classroom teachers provided virtual lessons and communicated with students and families on a daily basis to support students and families in their distance learning environment. Due to closure, at first, the parents were a bit overwhelmed with virtual learning due to lack of technology skills. Staff members had reassigned roles to better support English language learners, special ed, and those that are low academically. Staff members were provided trainings to support students during distance learning. Workshops were offered to support parents during distance learning.

Continued technical support for students and families including software upgrades, hardware and screen replacement, and online support. 1:1 student ration of devices for students and staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assign one para educator per grade level to translate for families who don't speak English.	0.00	0.00	Yes
Administer assessment and assign students to small groups for instruction targeted to student needs	0.00	0.00	Yes
Additional online programs such as: Lexia, Math Whizz, Razz Kids, Xtra Math, etc. so students can work independently to aid instruction.	35,000	185,553.78	Yes
ELD teachers working with ELPAC Level 1 and Level 2 students in small groups.	0.00	0.00	Yes
RSP teachers, psychologist, speech therapist and SPED working with SPED students	0.00	0.00	Yes
Translation provided for all instructional materials for families who don't know English	0.00	0.00	Yes
Technology para educator supports families who need help with technology use during instruction with designated office hours	0.00	0.00	Yes
Library open for those who need to borrow books based on their levels.	0.00	0.00	Yes
Purchase ELA Benchmark Advanced curriculum which includes online resources.	10,856.78	10,228.95	
Math intervention teacher working with small groups to help students struggling in math.	0.00	0.00	Yes
Admin and curriculum coaches meet with teachers to analyze student data and facilitate placing students in small groups by level.	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.

Due to pandemic we had to purchase additional online programs and professional services to support our student, staff, families, and stakeholders' needs.

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.

COA is piloting online ELA Benchmark curriculum with online ELD component to support all students. COA was able to purchase additional online programs for students to work independently to aid instruction. COA worked closely with Innovated Ed and Future Management Company to drive instruction through coherence work. COA teachers use online platform including google classroom, class dojo, zoom, and all online lessons are taught online and recorded for additional viewing and support. Teachers used paraprofessionals to do small groups and one-on-one student support. Paraprofessionals were used for translation to support students and families.

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.

Morning messages, CKH, and character education supported students' social-emotion well-being. SEL lessons were implemented by teachers during class time. Student support specialist worked in tandem with MS counselor to help students cope with everyday stressors than interfere with learning. SEL concepts were integrated into our summer school program curriculum to promote engagement and/or participation.

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.

COA engaged parents through various ways. Family viber group was very active to support and communicate with parents. Parent workshops, newsletters, and radio was used for communication and engagement. Parent workshops were offered to various updates, information, and training.

Analysis of School Nutrition

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

COA has been working with GCC and Twin Rivers Unified School District Food Services Department to provide information to families about available meals within Twin Rivers Unified District. We have communicated this information to families through email, newsletters, website, and Aeries Communication to direct families to available food and social services options within their neighborhood. E have also shared information with families about other available food sources in the community such as food banks, County, faith based organizations, nonprofit organizations, and City programs during Distance Learning. Our parent liaisons and key staff have responded to families who have reached out for information on key supports and services they are looking for at this time including school meals and available food resources.

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.

No additional expenditures was implemented and expended on the action plan.

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.

COA has learned to always have online programs and platforms available for parents, staff, and families. Curriculum must be available in both online and hard copy format. COA is to continue keeping our campuses safe and clean and always have cleaning supplies on hand. SEL component must be used in classroom daily to keep our students healthy.

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

All COA staff members work closely together to support the unique populations at COA including EL and SPED. Teachers and admin analyze data to support student instruction and achievement. We provide trainings and educational workshops in person and distance learning for all stakeholders to support unique populations. We utilize staff members to support SEL.

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.

No differences.

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.

During distance learning, attendance was monitored through Weekly Engagement Log. COA will continue monitoring attendance and to better support enrollment.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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	4,978,093.00	5,549,194.80
Supplemental and Concentration	4,146,434.55	4,999,026.98
Title I	551,768.95	486,195.20
Title II	43,776.39	14,625.00
Title III	220,898.38	23,576.59
Title IV	15,214.73	25,771.03

* 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	4,978,093.00	5,549,194.80
1000-1999: Certificated Personnel Salaries	1,327,628.71	1,602,072.03
2000-2999: Classified Personnel Salaries	1,406,350.55	1,224,111.32
3000-3999: Employee Benefits	1,054,135.96	1,032,062.91
4000-4999: Books And Supplies	563,565.65	952,934.32
5000-5999: Services And Other Operating Expenditures	163,181.91	24,095.10
5700-5799: Transfers Of Direct Costs	17,485.62	0.00
5800: Professional/Consulting Services And Operating Expenditures	285,527.86	491,162.98
5900: Communications	0.00	4.60
6000-6999: Capital Outlay	160,000.00	222,751.54
7000-7439: Other Outgo	216.74	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,978,093.00	5,549,194.80
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	915,739.32	1,280,359.69
1000-1999: Certificated Personnel Salaries	Title I	209,673.00	307,087.34
1000-1999: Certificated Personnel Salaries	Title II	43,776.39	14,625.00
1000-1999: Certificated Personnel Salaries	Title III	158,440.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,200,261.13	1,124,899.83
2000-2999: Classified Personnel Salaries	Title I	173,803.17	76,724.45
2000-2999: Classified Personnel Salaries	Title III	32,286.25	22,487.04
3000-3999: Employee Benefits	Supplemental and Concentration	884,210.21	916,073.92
3000-3999: Employee Benefits	Title I	150,807.16	102,383.41
3000-3999: Employee Benefits	Title III	19,118.59	0.00
3000-3999: Employee Benefits	Title IV	0.00	13,605.58
4000-4999: Books And Supplies	Supplemental and Concentration	537,514.12	939,679.32
4000-4999: Books And Supplies	Title III	10,836.80	1,089.55
4000-4999: Books And Supplies	Title IV	15,214.73	12,165.45
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	163,181.91	24,095.10
5700-5799: Transfers Of Direct Costs	Title I	17,485.62	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	285,527.86	491,162.98
5900: Communications	Supplemental and Concentration	0.00	4.60
6000-6999: Capital Outlay	Supplemental and Concentration	160,000.00	222,751.54
7000-7439: Other Outgo	Title III	216.74	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	3,273,823.91	3,825,012.44
Goal 2	1,382,401.38	1,472,356.13
Goal 3	321,867.71	251,826.23

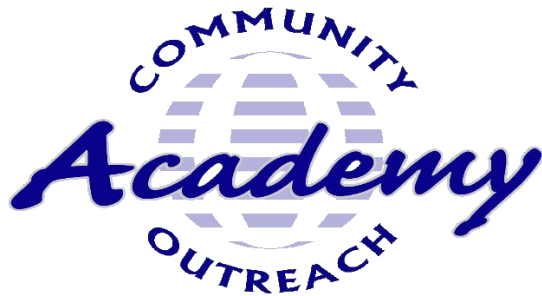
* Totals based on expenditure amounts in goal and annual update sections.

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	\$26,406.78	\$838,526.25
Distance Learning Program	\$4,500.00	\$4,500.00
Pupil Learning Loss	\$45,856.78	\$195,782.73
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$76,763.56	\$1,038,808.98

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,000.00	\$1,000.00
Distance Learning Program		
Pupil Learning Loss	\$10,856.78	\$10,228.95
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,000.00	\$1,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$25,406.78	\$837,526.25
Distance Learning Program	\$4,500.00	\$4,500.00
Pupil Learning Loss	\$35,000.00	\$185,553.78
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$64,906.78	\$1,027,580.03



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 Outreach Academy	Larissa Gonchar Director	Larissa.Gonchar@gcccharters.org

Plan Summary [2021-22]

General Information

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

Community Outreach Academy (COA), is a WASC-accredited K-12th grade school, currently operating as a K-8. COA is now in its fifteenth year of operation. It is located in North Highlands, California at McClellan Business Park, which is formerly McClellan Air Force Base. Because of the size of the school population as well as the lack of adequate facility funding from the state, the school leases seven separate buildings, all in close proximity to each other. Kindergarten and first grade is housed in two buildings, second grade is in a separate building, with third through fifth in three other buildings. The middle school grades, 6th, 7th & 8th, are currently housed on a separate campus nearby. Because student enrollment fluctuates each year, the grade configurations and locations change as needed to meet the instructional space requirements of our successful program. COA is currently serving grades Kindergarten through eighth grade with 1,616 students. The vision of Community Outreach Academy is to continue successful implementation of a program that fosters high academic achievement in a safe, nurturing environment. Our vision is for faculty, staff, and parents to work together to offer students the best educational experience possible. The program will retain the most highly qualified teachers as well as offer faculty opportunities to grow professionally and offer students the highest quality of public education available. Our charter is written with a strong emphasis on supporting English Language Learners' academic success. The school has a high percentage (66.5%) of English Language Learners. 31% of the students have been reclassified as fluent in English or English is their first language.

79.6 % of students qualify for either free or reduced meal prices based on family income. Students qualifying for free or reduced lunch are counted as Socioeconomically Disadvantaged. About 4% of Community Outreach Academy's total enrollment is students being served with special education services. The student population of our school is ninety-eight percent white (representing many Eastern European countries (Russian, Ukrainian, Belarussian, Moldavian, Armenian, Kyrgyzstan, Tajikistan, etc.), one percent Asian, one percent Hispanic, and one percent African American.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard, therefore this description of successes and/or progress is based on the limited availability of data accessible through the CA School Dashboard. With regards to the teacher instructional materials, implementation of academic standards, parent and family engagement, local climate, and access to a broad course of study, COA has consistently qualified as having met the standard according to the CA School Dashboard. With regards to mathematics and English Language Arts, previous years' data have highlighted a slight decline, however, given the lack of currently available data, it is unclear as to whether or not this trend continued this school year. Besides the lack of current data available, the standards would also be different considering the majority of the school year was held in a distance learning format and therefore, would not accurately be representing COA's academic potential. Based on analysis of the most recent CAASPP/SBAC performance data, 45% of eligible students met the achievement standard in English Language Arts with Reading being the most deficient claim. In the area of mathematics, 44% of eligible students met the achievement standard while concepts and procedures were highlighted as the most deficient claim. Despite a decline in the CA School Dashboard and CAASPP/SBAC performance in previous years, local data garnered between August 2020 and February 2021 through Renaissance Learning has highlighted an increase in the overall Scale Score (SS) and Grade Equivalency (GE) of our student population. In the area of mathematics, our students, on average, have demonstrated a 93 point increase in Scale Scores and an average 47 point increase in reading. In mathematics, our students have demonstrated an average of .8 months growth in their GE scores and have shown an average of 1.9 months growth in reading. Based on previous year's CA School Dashboard data and analysis of the current school year's local data, it is reasonable to suggest that we will need to anticipate the need to emphasize vocabulary and reading skills across all grade levels. Therefore, as we prepare for the next school year, we plan to provide targeted opportunities to address reading and vocabulary across subject matter, refine our intervention programs, and maintain a commitment to Social Emotional Learning and high expectations for all students.

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.

Upon reflecting on the Dashboard data provided for the 2018/2019 school year we have one subgroup that is our lowest-performing in ELA and Math. Our Students with Disabilities are 115.9 points below in ELA and 124.5 points below in Math. Due to the global pandemic and the decision to not assess students on CAASPP in the 2019/2020 school year, this data does not reflect the most recent internal changes within COA's RSP program. In 2018/2019 COA had to contract out for RSP services and we had little control over how the program was run and

how our students were supported and serviced. 2019/2020 was the first year COA had full control over our RSP program. We made significant changes and improved not only the identification of students who needed RSP services but also the curriculum used and the support offered to students and teachers. We also assigned one of our Vice Principals and Curriculum Coaches to oversee the department and monitor student progress. We have seen positive improvements in the short time since we initiated our program. With that being said we still have a need to continue to improve our program. With the size of our school and increasing numbers of RSP students being identified, we need the following in order to create the most supportive and effective program possible:

- Another credentialed RSP teacher and FT Para Educator;
- Ongoing training for our RSP teacher(s), paras, and curriculum coach to continue to be up to date, so they are receiving the best and most effective information possible and growing in their understanding and skills in order to best support our students;
- A new ELA curriculum that better supports students who need interventions inside and outside the classroom;
- A school social worker who can support our students who have needs beyond RSP.

With the changes we have made over the last year and a half to our RSP program and with the added support stated above, COA is confident that we can close the achievement gap between our RSP students and general education students on the dashboard as well as within our internal assessments.

Another group that needs additional support is our English Language Learners. These students are not performing as low as our RSP students, but those who have not been reclassified are performing lower on the Dashboard as well as on internal assessments. Due to the COVID-19 pandemic, we were, unfortunately, unable to reclassify any of our students this school year. What we have noticed is that students who perform well overall on the ELPAC, unfortunately, score lower in the writing section as well as our Renaissance Learning tests, both ELA and Math, and this has made it to where we were unable to reclassify those students. We need to continue to support our students and teachers to help increase their achievement. In order to increase our achievement we need the following:

- An ELD curriculum that directly aligns with and supports our ELA curriculum;
- Designated and Integrated ELD training for curriculum coaches, teachers, and para-educators;
- Designated ELD time built into teachers schedules;
- ELD professional development for teachers to go over strategies to help our ELs in all subject matter areas.

With the support listed above, COA would be able to continue to support our ELLs in their acquisition of English as well as in their academic achievement overall.

Upon review of the dashboard and CAASPP performance student data of math and ELA, we have identified a high need for emphasis on vocabulary and reading. This emphasis on vocabulary and reading stems from an analysis of CAASPP data over time. Currently, a substantial proportion of our students are reading 1-2 grade levels below their current grade level, and therefore it is reasonable to suggest that a proportion of our students at this level lack the necessary reading skills and exposure to the vocabulary needed to meet or exceed the standard as it pertains to the SBAC/CAASPP ELA and Math assessments. Therefore, in anticipation for CAASPP/SBAC testing, emphasis will be on the inclusion of targeted reading strategies, graphic organizers, novel studies, discussions centered on text and vocabulary, explicit strategic use of academic language by teachers, math vocabulary, and test release question practice across all subjects. Math and ELA reading go hand in hand, thus an improved math curriculum and training for teachers is required. In order to improve our CAASPP ELA/Math performance we need the following:

- pilot and adopt new ELA/Math curriculum that supports all students;
- ongoing training for teachers in a better way to support subgroups in ELA/Math;
- support our lowest-performing students in ELA/Math intervention programs;
- offer after school ELA/Math support in extended day programs;
- challenge our higher-performing ELA/Math students through extra-curricula math programs;

With the supports listed above, we will be able to support students in not only math comprehension and vocabulary but increase our CAASPP ELA/Math scores.

English Learner students scored on the low end of the state spectrum. In order to address the achievement gap, the school puts a great emphasis on literacy and vocabulary. We provide small group English Development as well as specialized reading and math courses. In the past two school years, we hired new Reading Specialists, and Intervention Teachers for math and reading to further differentiate instruction. We provide pull-out/push-in, small group, and one-on-one teaching sessions. Our school offers extended day programs such as After School Academic Tutoring and the after-school program which provide tutoring sessions to struggling students as well as extra help with homework for those students who cannot receive that help at home due to language barriers for their parents. We also employ a full-time Student Support Specialist who provides mentoring to students who need extra attention, whether it is for academically, behaviorally, or socially struggling students.

LCAP Highlights

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

This year's LCAP key features are:

1. Provide conditions of learning that will develop College and Career Ready students;
2. Develop plans and provide data from assessments that will maximize pupil outcomes; and
3. Foster positive relationships with all stakeholders and the community.

At COA, we strive to provide a rigorous academic program that meets the needs and challenges all of our students. Our goal this year is to do everything in our power to close the achievement gap between our students and prepare them for the world whether it be college or 21st century career readiness. We have small group enrichment for lower students as well as advanced classes such as STEAM, ART, Music, Video Production, Mental MATH and GATE for more advanced students. We continue to focus on creating a physically, emotionally, mentally, and socially safe learning environment for all students. We continue to support our students through Socially Emotional Learning in the classroom and through activities on campus. We strive to keep open communication and connection with our parents and our stakeholders to ultimately support our students even further.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

COA strives to find ways to improve and increase parent, community, and stakeholders' involvement and participation in our school on a regular basis by creating a safe and welcoming environment. Stakeholder engagement is key to our school's success, which is why we create many opportunities for our parents and community members to get involved in our school and students' lives. We do everything we can to organize many appreciation events to honor and celebrate their involvement and contribution to our school. When implementing anything new at our school we always consider our parents' stake and responsibility for their children and involve and educate them on changes that are made to our curriculum, policies, etc. Parents volunteer by working on projects from home for teachers, helping in the classrooms, participating in school events, and helping with supervision during field trips. We appreciate and celebrate all volunteer contributions through Parent Appreciation Tea annually. We celebrate our staff members by having Certificated and Classified Staff Appreciation Breakfasts during Appreciation Weeks every year as well.

A summary of the feedback provided by specific stakeholder groups.

We promote two way input and full engagement of all of our stakeholders in order to ensure that our public school serves the needs of all our students while making a positive impact on the local community. According to student survey results, students in general feel that they are learning and have the support of their teachers. They feel safe and cared for by their teacher and staff at school. They feel like they are challenged in their academics but also have the support and tools they need to learn. According to survey results regarding our Principal and administration, we work well with our students, parents, and stakeholders to support student learning and and their growth in our community. This year, the highest scores in the 360 Principal's Evaluation was for: strengthens GCC, school, family and community engagement, accepts responsibility, motivates staff, demonstrates tact, candor and professionalism, creates a sense of community, represents self and situations honestly, actively listens, links goal with organizational goal and priorities, sets goals for improvement, works to maintain a safe, nurturing and healthy environment, builds and maintains fiscal integrity and responsibility, works to recruit, retain and recognize quality staff, allocates available resources to achieve school goals, promotes a positive learning environment, works to support student learning and academic outcomes, works to maximize technology to deliver, and enhances instruction. This year has, without a doubt, been very challenging and we are so grateful for all of the opportunities we received to show ourselves to be strong leaders. It was a part of our Team PEP Plan to increase the team's leadership and achievement impact at our school. The results of this survey reflect that we have achieved these goals. According to the survey results, we are in tune with our community and we do well to bridge any gap there might be between our staff and families. It also indicated that we are transparent, encouraging, personable, approachable, and professional. These type of results motivate us even further to continue to work closely with our students, parents, teachers, staff, and all stakeholders involved to help our students grow and be as successful as they can be in whatever they set out to accomplish. According to our annual Cultural Survey among our staff, our lowest score was in how our school staff embraces diversity. Our areas of strength on this year's survey focus on how we celebrate student accomplishments, how we clearly communicate the mission and vision of

the GCC and the school, and how we model and support CKH principles/components, which fall directly in line with Social and Emotional Learning.

Every year, we also send out surveys to our parents and on average we receive a 85% response rate. Last year, 480 families out of 570 responded last year. About 90% of parents recognize that our staff and teachers are educated, knowledgeable, and do well to communicate in a timely manner with them. They feel that their children are being educated to the highest degree and that they are being prepared with 21st century skills to succeed in the world. They are also grateful for recognition of our students' accomplishments and academic achievements and how we intentionally celebrate student success. COA volunteer hours remain high and continue to increase based on our Volunteer Hours Tracking System. Parent Liaisons work very closely with parents and the Student Support Specialist works closely with students to keep a strong connection between students, parents, and staff.

All stakeholders' survey results showed that programs like our art classes, music classes, after school program, after school tutoring, field trips, student assemblies, and other similar programs are highly effective in engaging student interest and learning.

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

Every year, we take the results of all stakeholder input under consideration very seriously.

We base our LCAP on the results of all four surveys that we send out into consideration, and we use stakeholder input in all the decisions we make.

COA's Student Surveys show a high level of satisfaction, which encourages us that we are going in the right direction and that what we do is, in fact, working. We will continue to support and monitor student growth and satisfaction at our school. Student celebrations are highly appreciated and effective, according to several of our surveys across the board, so we will continue to make this aspect of high priority. One of our low areas, according to our Cultural Survey, was how our staff embraces diversity. Because our charter was written with a focus on the Slavic Culture and language preservation, the vast majority of our students are Slavic, which makes it seem like the population is not very diverse. The Slavic community in itself is greatly diverse and consists of multiple countries in both Europe and Asia. We will continue to try and create more diversity among students and staff. We will continue to educate our staff members on the diversity of the Slavic community. In addition to this, we have enacted a Diversity Plan focusing on our students, staff, and parents that we will continue to develop. We will also be adding world languages to our school for students to learn Spanish and French.

Because CKH principles and components as well as Social and Emotional Learning is also rated as one of our strengths, we want to continue to reinforce this area by hiring a social worker for our student body.

According to all stakeholders' survey results, the programs at our school like our art classes, music classes, after school program, after school tutoring, field trips, student assemblies, and other similar programs are highly effective in engaging student interest and learning. We understand that we need to work to continue to motivate our students, so we intend to add art projects and visuals to make our campus more inspiring for learning.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: COA 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 year at COA we continued to develop and use data, assessments, and accountability systems to monitor, improve, and extend educator practices around distance learning and the hybrid model to enhance student achievement. In order to improve our standards based practices, grade levels have looked at our math and ELA framework to find the focused standards and major clusters that they need to focus on to help their students be successful in the following grade level. This has helped them make a plan due to the change in our school system the past year in hopes to close the learning gaps in between grade levels. From there, teachers have worked with coaches to help find strategies to implement these standards and to be able to differentiate instruction to target all students. As a school we decided to focus on our academic vocabulary and reading comprehension in hopes to help our students become proficient or above in English Language Arts and Mathematics.

COA is researching, adopting and implementing a current curriculum that aligns with common standards and will serve our population. K-8 staff will have access to a leveled library, school and classroom libraries to supplement curriculum and ensure accessibility for all levels of learners.

This year, more than ever, as a school, we had to rely on technology in order to help our students be successful in distance learning. Teachers implemented Google Classrooms to be able to monitor student work, have recorded lessons, as well as be able to communicate with families. We utilized Zoom to work with our students where they implemented our curriculum platforms such as Benchmark Advanced, National Geographic, Go Math, StemScopes, and Social Studies Weekly. All these platforms have various strategies and programs that you can utilize and differentiate to help target the individualized level of our students. Students utilized these curriculum platforms as well as Math Whizz and Lexia. These online platforms help monitor student progress as well as helped guide instruction for our students.

One of COA's main focuses is for students feel safe on campus, supervised by well trained adults that respond appropriately to all behavior and code of conduct issues. All staff and students are well trained and practiced in campus wide safety drills and emergency processes (fire, earthquake, etc.) and show their understanding in both the importance and necessary steps in these drills at regular intervals throughout the school year. Classrooms are safe places for learning. Students learn and grow independently in and outside of the classroom.

All staff members are always alert to the cleanliness of the campus and make sure that facilities are always clean.

Whenever anyone walks on to COA campus, it has a specific "look and feel" that transmits the shared commitment to growth, academic success, and a college-ready future for all students and families. The campus layout and visual elements reflect pride in how the campus looks which in turn reflects the pride felt by students and staff in their collective accomplishments. Careful attention is paid to the visual elements of the school and how those elements support a strong school culture. Staff continually draw student, family, and visitors attention to these illustrations of the core elements of the COA culture and representations of the impact of the academic work and student commitment.

The goals have been developed to assess COA's development over the 2021-22 academic year. In order to achieve these goals, there is a need to:

- Provide up-to-date, relevant, and rigorous state-adopted curricula;
- Provide high-quality professional development and collaboration for all staff;
- Increase the use of and access to technology in all aspects of the school program in order to enhance instruction and improve students' performance;
- Increase security at all sites through various facility improvements;
- Purchase Flexible Furniture for all classrooms;
- Add art projects and visuals to make our campus more inspiring for learning. COA campuses also highlight the school's emphasis on college readiness (such design elements as college banners, etc);
- Offer and acquire new bilingual languages and materials to enhance student learning.

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)	COA currently has 4 teachers that are missassigned.				All teachers are appropriately credentialed.
All Students have access to standards aligned materials (priority 1B, 2A)	Currently, COA ES is using National Geographics (2015) ELA curriculum, GoMath (2015) MATH, Stemscores				Evaluate and if needed update and/ supplement the existing curricula at least on the annual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020) Science and California Studies Weekly (2020) Social Studies curriculum. COA MS is using Houghton Mifflin Harcourt (2020) ELA , MATH & Science, History-Social Science For California, McGraw Hill (2000) 6th , World History and United States History (2020), Houghton Mifflin Harcourt 7-8 Social Science.				basis to ensure alignment to CCSS. Conduct curriculum survey to determine if present materials are meeting the needs of students. Ensure all students have access to the core curriculum. Adopt up-to-date math and ELA curriculum. Supplement curricula to align to CCSS.
School facilities are in good repair (priority 1C)	Facility is maintained. Classrooms are slowly being transitioned to Flexible Furniture classrooms. Facilities are being continuously cleaned and disinfected for the safety of students and staff.				Increase security at all sites through various facility improvements. All classrooms to be furnished with Flexible Furniture. All classrooms to be deep cleaned 1-2 times annually. All classrooms to be safe places for learning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Language Acquisition Programs (priority 2B, 7B)	Currently, COA ES English Language Development department is using Reach for Reading (2014) and MS National Geographic Cengage (2014) & supplemental curricula. We offer para support as well as ELD programs for beginners.				COA will adopt and utilize a state standard aligned curriculum for our English Learners. COA will utilize various online and computerized programs to support language development and acquisition. COA will integrate ELD curriculum in all subjects to support all students at different levels. ELD curriculum to support in class instruction.
EL Professional Learning (priority 2B)	COA has developed a professional development plan that offers different trainings for staff throughout the school year.				COA will provide high quality PD for ELD staff. The plan will be updated based on feedback and analysis of student performance on state and local assessments.
Programs to support Foster Youth, Homeless, SED, SPED (priority 7B, C)	Special Education Department is developed (speech therapist, psychologist, resource specialist teacher, special education paras) to support				Annually analyze the needs of SPED department. Lower caseload and hire personnel to better support SPED students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	special education students. A student support specialist supports needs of all students but provides additional support to ensure the success of Foster Youth and homeless students by providing resources and academic supports.				
Visual Elements and Displays (6C)	COA visual elements are attractive and impactful, and are convincing testimony to the success of the school, such as CKH Social Contract Monument, Motivational Soccer Ball for staying active, 3 A's Mural, 3D COA Motto, DATA Walls, College readiness displays, Affirmation boards.				COA will continue to add more motivational art displays to inspire student learning and growth.
Technology Inventory and Plan (4A)	Based on COA technology plan, acquire updated hardware and software to ensure that all students and teachers have access to technology to facilitate learning.				Annually update up-to-date technology in order to enhance current instruction. Increase technology availability and usage. The school will provide 1:1 student to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Technology is incorporated into the use of state-adopted textbooks and/or standards-aligned and supplementary materials. The students have access to computers, tablets, electronic books and other electronic devices in the classroom and the computer lab. SMART boards in each classroom and pull out/recourse rooms. Color printers to aid in presenting GLD visuals and realia development.				technology ratio of devices.
World Languages Program (6C)	Currently we provide Russian Language class as a native language for majority of our student population. Other languages staff will be hired to assist students with language acquisition.				To open different language classes to our diverse population. Develop a strong language program to meet diverse student needs. Hire and train personnel to support the language program.
Staff Development and Professional Collaboration	Professional Development Plan is developed based on school-wide goals and				Increase professional development opportunities allow staff to better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teacher needs to better serve our student learnings.				implement district-wide initiatives.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum	Purchase Curriculum and Pilot Benchmark Advance Curriculum	\$550,000.00	Yes
2	Supplies and Materials	Provide supplies and supplemental materials to ensure all students have access to the core curriculum.	\$223,759.00	No
3	Reading Materials	Add new reading material to the classroom and school libraries.	\$111,230.00	No
4	Technology Para Educator	Maintain technology para educator (salary and benefits) that supports staff and families who need help with technology use during instruction. Maintain IT para salary - Substitute	\$59,244.00	No
5	Reading Para Educators	Maintain reading library para educator salaries and benefits to support students in providing reading time and borrowing books based on their levels.	\$91,037.00	Yes
6	SMART Boards, Computers, Laptops and Chromebooks	Purchase, maintain the cost of, and update technology & software.	\$322,072.00	No
7	Facility improvements and upgrades	Facility Improvements and Upgrades, such as LED signs, classroom remodel, playground equipment etc.	\$22,280.00	No

Action #	Title	Description	Total Funds	Contributing
8	Classroom Furniture and Supplies	Replace outdated and broken furniture in classrooms and resource room allowing for flexible seating arrangements. Purchase supplies and materials for classrooms use.	\$200,000.00	No
9	Staff Professional Development	Provide high quality professional development for all staff, such as but not limited to Reading, Writing, MATH, TLAC, GLAD. PE conferences, K-3 conferences, SCOE MATH PD etc	\$162,796.00	Yes
10	World Languages	Continuous emphasis of Russian language development. Maintain Russian Teachers/Paras salaries and benefits. Offer other languages. Hire personnel to support the world languages department.	\$318,630.00	No
11	Technology Teacher	Maintain technology teacher's salary and benefits to support 21st century student learning. Maintain IT teacher salary substitute	\$112,839.00	No
12	Art Projects	Facility ART Projects, such as Library Mural, CKH Wall etc.		No
13	Bilingual Programs and Materials	Purchase bilingual programs and books.	\$60,000.00	Yes
14	Staff Planning Days / Professional Collaboration	Provide in-service opportunities throughout the year to ensure that teachers' and para educators' instructional strategies reflect an understanding of content standards. COA ES provides week at a glance for both math and language arts to ensure consistency throughout grades K-8.	\$123,825.00	No
15	Technology Support Personnel	Maintain Technology Support Personnel Salary and Benefits.	\$20,945.00	No

Action #	Title	Description	Total Funds	Contributing
16	Teacher Induction Program	Provide funds to cover stipends for teacher induction support providers and teacher induction liaisons.	\$10,721.00	No
17	Teachers	Maintain Teachers Salaries and Benefits (Substitutes)	\$195,598.00	No
18	6th period pay for MS teachers	Provide salaries and benefits for MS teachers	\$81,117.00	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: COA will 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.

Upon review of the dashboard and CAASPP performance student data, we have identified a high need for emphasis on vocabulary and reading. This emphasis on vocabulary and reading stems from analysis of CAASPP data over time. Currently, a substantial proportion of our students are reading 1-2 grade levels below their current grade level and therefore it is reasonable to suggest that a proportion of our students at this level lack the necessary reading skills and exposure to vocabulary needed to meet or exceed the standard as it pertains to the SBAC/CAASPP assessments. Therefore, in anticipation for CAASPP/SBAC testing, emphasis will be on the inclusion of targeted reading strategies, graphic organizers, novel studies, discussions centered on text and vocabulary, explicit strategic use of academic language by teachers, and test release question practice.

English Learner students scored on the low end of the state spectrum. In order to address the achievement gap, the school puts a great emphasis on literacy and vocabulary. We provide small group English Development as well specialized reading courses. In the past two school years, we hired new Reading Specialists and Intervention Teachers to further differentiate instruction. We provide pull out/ push in, small group, and one-on-one teaching sessions. Our school offers extended day programs such as After School Academic Tutoring and the after school program which provide tutoring sessions to struggling students as well as extra help with homework for those students who cannot receive that help at home due to language barriers for their parents. We also employ a full-time Student Support Specialist who provides mentoring to students who need extra attention, whether it is academically, behaviorally, or socially struggling students.

At COA it is our goal to make sure all students have academic success. If we notice a student is not progressing at the level we are hoping for them to be at and continue to struggle on standard based assessments, teachers reflect with their curriculum coach what the next steps should be. These steps can include reading intervention, ELD, and tutoring. If those steps do not continue to work, teachers fill out SAP paperwork in order to progress to the next steps if needed to make sure our students are successful.

With the COVID - 19 pandemic we have had to really analyze more qualitative then quantitative data to help drive instruction. Grade Levels have adjusted their standard based assessments in order to be able to give them through distance learning that way they still have the opportunity to analyze and discuss them continuously to build on various strategies to help students show academic success. Now that we have begun to move into a hybrid model we continue our coherence work and discussion as a school of what we need to build on in order to target all of our students. Such changes include adjusting curriculum and assessments to be able to close the learning gaps that this pandemic has caused our students. In order to also target these learning gaps, we made sure we are offering our students full days of

instruction and after school tutoring not only in distance learning but in hybrid learning as well. By doing this, we believe our students will continue to grow academically and continue to grow in the years to come.

The goals have been developed to assess COA's development over the 2021-22 academic year. In order to achieve these goals, there is a need to:

- Improve standards-based grading practices;
- Develop and implement a plan to get all students to proficient or above on the English Language Arts and Math local assessments;
- Use online programs to enhance ELA and Math instruction and improve students' performance;
- Provide and monitor appropriate levels of RTI to address the needs of students not scoring proficient;
- Create and implement comprehensive opportunities for high-achieving students;
- Develop and implement a process to analyze data and local assessments and plan long-range instructional plans accordingly;
- Improve differentiated classroom instruction to meet the needs of all learners;
- Offer an extended school day and school year in order to provide additional learning opportunities before and after school.

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)	Based on the CA school dashboard (18-19), our students perform 10.4 points below standard.				All COA students will increase their reading levels by one or more years based on local assessments. A developed and implemented plan in place that supports students in performing at proficient or above levels on the ELA local assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP Math (priority 4A)	Based on the CA school dashboard (18-19), our students perform 19.1 points below standard.				All COA students will increase their math achievement by one or more years based on the local assessments. A developed and implemented plan in place that supports students in performing at proficient or above levels on the ELA local assessments.
CSU and UC and CTE pathway completion percentage (priority 4B)	N/A				N/A
English Learner Progress Indicator (priority 4C)	Based on the CA school dashboard (18-19), our English Learners students perform 27.5 points below standard in ELA and 30.3 in math.				All EL students will make 1 level growth per year based on the local assessments.
EL Reclassification Rate (priority 4D)	Currently (2019) we have 67 of reclassified students.				Offer more extra curricula opportunities for students that have been reclassified.
Percentage of pupils who passed and AP exam of 3 or better (priority 4E)	N/A				N/A
Percentage of pupils who participate in, and	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrate college preparedness pursuant to, the Early Assessment Program (priority 4F)					
College Career Indicator (8)	N/A				N/A
Other student outcomes (8)	Based on the 18/19 school year, 34% of our 5th-grade students met the CAST standard, and 66% have not met the standard.				A coherent integrated NGSS implementation plan developed. GLAD Components integrated into NGSS practices. NGSS Related Events for students and families offered to support students.
Interventions (2B)	<p>Based on the CA school dashboard (18-19), our SPED students perform 115.9 points perform below standard in ELA.</p> <p>Based on the CA school dashboard (18-19), our SPED students perform 124.5 points perform below standard in math.</p>				Place and offer students appropriate pull out/push in groups according to data (including ELD and intervention groups).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standard Based Grading (2A)	Assessments and report cards have been revised to support Standard Based Grading.				Have a gradebook that easily supports SBG and staff, student, parent friendly. All assessments aligned to SBG.
Extended School Support (6C)	Currently we offer after school program (ASES) and after school tutoring (ASAT).				Open more before and after school programs to support an increasing number of students.
Home Visits	Vice Principal and Principal conducted home visits. 10% of families received a home visit in 20-21 school year.				GCC has a policy for a home visitation program. Increase % of families that received a home visit.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data and Student Information Systems	Aeries/IReady/Illuminate and other data systems to support ongoing assessment and data collection and analysis. Adjust assessments as necessary for full SBG implementation. Ensure that assessments drive classroom instruction (reteaching, differentiation, etc.)	\$132,025.00	No
2	LTL 360, Future Management Systems	Professional learning, coaching and leadership support to ensure connections of all systems and programs to support student learning outcomes. Develop one coherent plan.	\$210,000.00	No
3	Field Trips	Field Trips	\$2,478.00	No

Action #	Title	Description	Total Funds	Contributing
4	Intervention Department	Maintain salary and benefits of Reading Specialists and Intervention teachers working with small groups to help students struggling in reading.	\$408,484.00	No
5	Curriculum Coaches	Maintain salary and benefits of curriculum coaches who will observe classroom practices to ensure implementation and consistency, via coach observations, walkthrough observations, co-teaching and co-planning with teachers. Curriculum coaches will meet with teachers to analyze student data and facilitate placing students in small groups by level to support and increase student achievement.	\$309,060.00	No
6	Home Visits	School admin or representative conducts home visits throughout the school year in order to promote student attendance and academic achievement.	\$27,148.00	No
7	Para Educators	Maintain salary and benefits of para educators that provide differentiated instruction for struggling students. Para Educators Substitutes	\$965,160.00	No
8	ASAT Program	Offer additional salary and benefits for staff that will provide after school academic tutoring ASAT.	\$88,297.00	No
9	Enrichment Para Educators	Maintain salary and benefits of para educators that provide extra curricula opportunities for students who are achieving above standard in core areas (ART, STEAM, Music, Mental Math, Video Production, and etc.)	\$324,483.00	No
10	Summer School	Offer Summer School for struggling students and pay salary and benefits for personnel. Pay admin stipend	\$138,890.00	No

Action #	Title	Description	Total Funds	Contributing
11	Extra-Curricula Activities	Provide curriculum and supplies for advanced students and incorporate project-based learning in every subject area.	\$20,224.00	No
12	Supplemental Intervention Programs	Enhance ELA and Math instruction and improve students' performance by expanding online programs, such as: Lexia Core5, Math Whizz, Razz Kids, Xtra Math, etc.	\$63,208.00	No
13	Homework Tutoring	COA ES will offer an afterschool homework tutoring for all grades. Increase hours for ASES paras (20 hrs to 28 hrs) to provide Homework Tutoring for all students.	\$163,775.00	No
14	ELD Teachers	Maintain salaries and benefits for ELD teachers who provide push in instructions for newcomer students.		Yes
15	Increase Hours for PT Para Educators	Offer additional salary and benefits for PT PARAs that will provide academic tutoring and before and after school.		No
16	Staff Stipend	Provide stipends for staff		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.

Students, staff, and families show their pride in our school motto of "Whatever it takes, our kids are worth it!" through their conduct and attitude that help create a powerful and engaging learning environment. Students show their respect for the opportunity to learn provided by their teachers by getting to school every day and being prepared to learn. All students, staff, and family members show their commitment to building a positive community through their regular interactions with each other. Teachers and administration will provide a constantly visible model and example of these kind of visible interactions. Students and staff are welcoming to all members of the community who come to the COA campuses, showing their understanding of diversity. COA encourages principles of CKH and Social Emotional Learning such as offering a handshake to everyone coming into the classroom, sharing Good Things, self regulating their behavior in the classroom, and more.

COA conducts regular meetings with parents to discuss academic achievement. Student progress will be discussed in student-teacher-parent conferences, held throughout the year. Short and long term goals will be set and criteria that specify goal attainment in behavioral terms will be determined. Students, parents, and teachers will discuss specific steps students will take to progress further as well as the types of support they will receive from teachers and parents to help them attain their goals. In addition to one-on-one communication, we send home regular progress reports, and report cards are generated three times a year. Parents serve on COA School Site Council and DELAC Committees, participating in the school's educational program, budget and governance. Parents receive a revised Parent/Student Handbook each year to keep them abreast of current academic, social, community programs and the code of conduct. Parents are encouraged to volunteer 12 hours annually to assist teachers, chaperone field trips and support fundraisers and afterschool activities.

COA sends home regular communications through our newsletter, which is produced monthly.

The design of the COA school program recognizes the key role that a common sense of pride in the school place in building a driving school community, not just for students, but for staff as well. As a result, school leaders, staff, students, and families, work to provide regular high quality opportunities for students classroom grade levels and the whole community to come together and celebrate the school and individual student achievements. These group events also provide an opportunity for all members of the school community to deepen their commitment to the school's shared expectations and goals.

COA ES has received funds for a more extensive afterschool program through the After School Educational and Safety Grant (ASES). Programs (including online programs) are being researched that would give the correct support for our after school students.

Community Outreach Academy offers Physical Education classes for 1-8 grades.

COA surveys students, parents and staff to communicate support needs and interests. The school implements a school-family compact to outline rights and responsibilities of school staff and families.

The goals have been developed to assess COA's development over the 2021-22 academic year. In order to achieve these goals, there is a need to:

- Focus on learning;
- Increase positive interactions between all stakeholders;
- Increase student participation in the offered school assemblies;
- Evaluate and improve the effectiveness of the task force for improving the school's annual suspension and attendance rates;
- Seek opportunities for student and /or staff recognition;
- Expand the variety of venues for publishing educational and news articles regarding the school community;
- Continue to offer an extended learning day by way of an afterschool program which provides additional instructional time for students;
- Offer PE and ART classes;
- Increase opportunities for parental and community engagement at various school events by expanding beyond the immediate local community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement of all students (priority 3A)	According to our data, parents have volunteer 3,115 hours throughout the year (2019 Parent Survey). 480 families (85%) participated in the parent survey (2019 parent Survey).				Offer various opportunities for parental involvement and recognition. Demonstrate at least a 1% increase in the number of volunteer

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Monthly parents participate in SSC and DELAC.</p> <p>COA has a clearly defined process for addressing parents concerns and questions.</p> <p>Teachers meet with families to review academic progress and share strategies that support learning at home (Tri PTC, Back to school night, Orientations Days, KG Readiness night)</p>				hours compared to the previous school year.
Parent involvement EL, Homeless, FY, SED(priority 3B)	Parents of EL students serve in DELAC participating in the school's educational program, budget and governance (meetings 3 times a year).				COA will promote increasing parental and community participation in LEP programs. COA will hold learning sessions for families before school year begins.
Parent involvement students with exceptional needs (priority 3C)	<p>Annual IEP meetings, SST, and SAP meetings as needed.</p> <p>66% of teachers (2019-20 SEL survey) feel confident about partnering with</p>				<p>Increase parent participation through survey, events, and workshops.</p> <p>Increase translation and interpretation opportunities for parents.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	families to support student learning. Translation provided for all instructional materials for families who don't know English.				
School attendance rates as a percentage (priority 5 A)	Attendance rate for 2020 is 95.94%				Maintain attendance rate above 95%
Chronic Absenteeism rates as a percentage (priority 5B)	8.1% (CAASPP 2019) of our students with chronic absenteeism, increased 1.2% from previous year. Students with disabilities are 8.7% of chronic absenteeism which increased 5.3% (2019 CAASPP)				Decrease the number of students with chronic absenteeism. Offer more incentives for good attendance,
Middle School dropout rates as a percentage (priority 5C)					N/A
High School dropout rates as a percentage (priority 5D)	N/A				N/A
High School graduation rates as a	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage (priority 5D)					
Suspension rates as a percentage (priority 6A)	0.8% suspended at least once, declined 0.4% from the previous year (2019 CAASPP) 1.5% English Language Learners, maintained from the previous year (2019 CAASPP) 1.8% SED students, declined 0.7% from the previous year (2019 CAASPP) 5.6% SPED students, increased 4% from the previous year (2019 CAASPP)				Decrease or maintain suspension rate for all students. Offer positive behavioral learning opportunities for SPED students to decrease suspension rates.
Expulsion rates as a percentage (priority 6B)	*disaggregate by significant subgroup if none, enter none				*this is probably none
School Safety or other school connectedness activities (priority 6C)	85% (2019-20 Parent Survey) of families feel welcomed at school, 75% (2019-20 Parent Survey) of families and 68% (2019-20 Parent Survey) of students responses to perception of school connectedness in				Every staff and SSC meeting will address safety and facility concerns. COA will share results of climate survey with stakeholders and reflect on areas of strength and growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-2020 school year Parent Survey.				
Student Assemblies (5)	Character Education, anti-bullying.				Increase the number and nature of offered assemblies to all student interest.
Service Learning (5)	Service Learning opportunities are provided at each grade level through projects and assemblies.				Develop a strong service learning tie in for all grade levels.
School and Community Newsletters (3, 6)	Regular publishing of monthly parent, staff, and Slavic community newsletters (10 times per year).				Extend publishing in other languages.
School and Community Events (5,6)	School events such as Talent Show, Open House, Back to School Night, Movie Night, and etc. Community events such as Kids Festival, Girls on the Run, Health and Sport Yarmarka.				Increase opportunities for parental engagement at various school and community events.
Parent Educational Workshops and Family Nights (3,6)	1 workshops per semester. Parent and family nights are				Increase the number of parent workshops offered. Parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	designed to build engagement and connect to student learning.				workshops includes training's on both effective parent engagement and cultural competency.
Student and Staff Recognition (6)	The school values are explicitly referenced and reinforced,. Student growth is celebrated and honored: Trimester Academic Recognition, Student of the month, Attendance awards, positive notes. Monthly staff awards and recognition such as coffee with admin, appreciation breakfast, staff affirmations.				Increase student and staff recognition for the purpose of that all staff members would receive at least one recognition or award throughout the school year.
Field Trips (4,5)	Two field trips per grade level are provide each school year.				Provide engaging and interesting field trips that are connected to school wide goals, both onsite and off site.
Social Media and Radio Shows (3)	COA consistently uses social media for effective two-way informational sharing. Regular broadcast of educational radio				Increase the variety of speakers and topics covered during the radio shows and community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	shows (10 times per year). Community newsletters and magazines (3 times)				newsletters/magazines.
Equity (6)	Preliminary diversity plan. Diversity library books. Diverse posters on campus				Fully develop diversity plan.
School Culture (6)	School Themes: AAA (Attendance, Academic, Attitude), CCCC (Collaborate, Communicate, Create, Celebrate) School Motto: Whatever It Takes Staff Focus: One Team, One School				Continue working on our staff focus CCCC (Collaborate, Communicate, Create, Celebrate). Continue supporting our School Theme: AAA (Attendance, Academic, Attitude)
SEL Integration (6)	Teachers monitor and support mental health and social and emotional well-being of students during the school year. Communicated shared vision for SEL to the entire school community, discussed SEL's importance and				Develop and fully implement schoolwide SEL structure such as SEL team, communication plan, implementation plan, professional learning, etc.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	its impact on student outcomes.				
Multi-lingual Library	A multi-lingual corner is available for students to use.				A multi-lingual library will be available for parents, staff and students during and after school.
PE Classes	PE classes are offered for 1-8 grades.				Offer PE classes for all grades.
ART Classes	ART classes are offered for 7-8 grades.				Offer ART classes for all grades.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Capturing Kids Hearts	CKH 1 & 2, refreshers, Process Champions staff trainings and visits	\$26,323.00	No
2	Diversity/Equity/Inclusion/Access SEL (Hanover)	Professional learning for staff and supports for students that align with programs to support Diversity/Equity/Inclusion/Access and SEL	\$36,669.00	No
3	Video Production/Podcast/School Radio Programs	Podcast/school radio program and recording studio equipment and supplies. Podcast advertisement and service costs.	\$84,705.00	No
4	Parent Engagement/Informational Corner	Maintain an informational parent corner. Purchase books/equipment/supplies/furniture for parent usage to complete surveys, applications, etc.	\$3,000.00	No
5	Parent/Community Engagement	Cover costs associated with school's participation in various local community events. Provide supervision of students during their participation in community events	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Parent Liaison	Maintain Parent Liaison Salary, Benefits and Stipends	\$94,148.00	No
7	Student Support Specialist	Maintain Student Support Specialist Salary and Benefits	\$80,965.00	No
8	Parent Engagement	Various parent celebrations to encourage and highlight parent involvement such as parent breakfast, parent awards and recognition, etc.	\$11,500.00	No
9	Communication	Enhance the information distribution system through RAM, Afisha, School App and website	\$1,800.00	No
10	Custodians	Maintain Custodians Salaries & Benefits. Provide extra custodial hours during scheduled breaks in order to prepare the campus for student and staff return	\$229,845.00	No
11	Nurses	Maintain Nurses Salaries	\$55,773.00	No
12	ASES Program	Provide extra curricula opportunities to foster high student engagement (before & after school clubs). Maintain ASES staff salaries and benefits.	\$509,393.00	No
13	Student and Staff Celebrations	Continue to provide incentives and awards. Celebrate staff and students for high achievement	\$23,000.00	No
14	Field Trips	Provide 2 field trips per grade level per year	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
15	Character Education assemblies and events	Enhance the provided Character Education program, such as provide character traits, anti-bullying, educational-related to school wide goals assemblies (STEAM Museum, The NED Show, Art Ark, Character Building)	\$30,500.00	No
16	Service Learning	Provide and fund Service Learning opportunities for all students. Provide funds to cover SL stipends	\$4,828.00	No
17	Para Educators and Playground Assistants	Provide student supervisions. Maintain student supervision personnel, subs and extra duty salaries and benefits	\$270,416.00	No
18	Staff Meetings	Provide food for staff meetings.	\$10,000.00	No
19	School Counselor	Maintain a counselor's salary and benefits who will support students' development of social-emotional skills in ways that are applicable across various areas of their lives. Provide additional hours before and afterschool.	\$106,139.00	No
20	School Website	School Website allows families to easily search and contact teachers and administrators.		No
21	PE Teachers and Para Educators	Maintain salaries and benefits for PE teachers and Para Educators. Hire a FT PE para educator for KG.	\$287,399.00	No
22	Other Schools Visit	Provide funds for admin and classified staff to visit other schools and programs.		No

Action #	Title	Description	Total Funds	Contributing
23	Academic Achievement	Purchase Incentives for academic achievements.	\$15,000.00	No
24	DATA & TECH Staff	Maintain DATA & Accountant TECH Staff Salaries and Benefits	\$20,255.00	No
25	Community Engagement Staff	Maintain Community Engagement Specialist Salary and Benefits	\$31,465.00	No
26	ART Teacher	Maintain ART teacher salary and benefits (Substitutes)	\$96,923.00	No
27	Campus Monitor	Maintain Campus Monitor salary and benefits (Substitutes)	\$45,180.00	No
28	Lead Teacher Stipends	Pay stipends for lead teachers	\$30,902.00	No
29	PE Equipment	Purchase PE Equipment	\$30,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
32.48%	4,372,897

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.

Goal 1: The needs of EL, FY and Low income students are met by providing extended opportunities to become college and career ready
 Action 2: Supplemental materials
 Action 3: Reading materials for classrooms and the school library
 Action 4, 15: Staff to support technology for students in and out of the classroom
 Action 6: SMART boards and computers
 Action 7: Facilities improvements on the playground
 Action 8: Updated classroom furniture
 Action 10: The addition of World Languages
 Goal 2: The needs of EL, FY and Low Income students will be met by providing systems to support data analysis and assessments to allow for targeted instruction and support to maximize pupil outcomes
 Action 1: Data Systems
 Action 3; Field Trips
 Action 4: Reading specialists and Intervention Teachers
 Action 5: Curriculum Coaches
 Action 6: Summer School
 Action 13: Homework/Tutoring
 Goal 3: The needs of EL, FY and Low Income students will be met by providing systems to support school culture and positive relationships.
 Action 1; Capturing Kids Hearts Training
 Action 2: Diversity/Equity and Inclusion Training
 Action 4: parent engagement activities
 Action 6: Parent Liaison
 Action 7: Student support specialist
 Action 2 and 9 Communication tools
 Action 12: Afterschool program
 Action: 19 School Counselor

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

Supports are provided specifically increase and improve services for FY, EL and low income students in the form of specialized staff to provided leveled intervention for students, Professional Learning to increase academic acheivement specific to strategies to support EL (GLAD). Bilingual program materials and curriculum that is desigend to target the specfic academic needs of ELs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,372,898.00	\$599,894.00		\$2,754,661.00	\$7,727,453.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,574,976.00	\$2,152,477.00

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	\$350,000.00			\$200,000.00	\$550,000.00
1	2	All	Supplies and Materials	\$50,000.00	\$139,460.00		\$34,299.00	\$223,759.00
1	3	All	Reading Materials	\$100,000.00			\$11,230.00	\$111,230.00
1	4	All	Technology Para Educator	\$138.00			\$59,106.00	\$59,244.00
1	5	English Foster Youth Low Income	Reading Para Educators				\$91,037.00	\$91,037.00
1	6	All	SMART Boards, Computers, Laptops and Chromebooks	\$308,099.00	\$13,973.00			\$322,072.00
1	7	All	Facility improvements and upgrades				\$22,280.00	\$22,280.00
1	8	All	Classroom Furniture and Supplies	\$200,000.00				\$200,000.00
1	9	English Foster Youth Low Income	Staff Professional Development	\$102,025.00			\$60,771.00	\$162,796.00
1	10	All	World Languages	\$215,124.00	\$97,422.00		\$6,084.00	\$318,630.00
1	11	All	Technology Teacher	\$112,839.00				\$112,839.00
1	12	All	Art Projects					
1	13	English Foster Youth Low Income	Bilingual Programs and Materials	\$60,000.00				\$60,000.00
1	14	All	Staff Planning Days / Professional Collaboration	\$78,105.00			\$45,720.00	\$123,825.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	15	All	Technology Support Personnel	\$20,945.00				\$20,945.00
1	16	All	Teacher Induction Program				\$10,721.00	\$10,721.00
1	17	All	Teachers	\$195,598.00				\$195,598.00
1	18	All	6th period pay for MS teachers	\$81,117.00				\$81,117.00
2	1	All	Data and Student Information Systems				\$132,025.00	\$132,025.00
2	2	All	LTL 360, Future Management Systems	\$210,000.00				\$210,000.00
2	3	Students with Disabilities	Field Trips		\$2,478.00			\$2,478.00
2	4	All	Intervention Department	\$95,872.00			\$312,612.00	\$408,484.00
2	5	All	Curriculum Coaches	\$309,060.00				\$309,060.00
2	6	All	Home Visits	\$6,035.00	\$21,113.00			\$27,148.00
2	7	All	Para Educators	\$226,876.00			\$738,284.00	\$965,160.00
2	8	All	ASAT Program	\$36,213.00	\$35,319.00		\$16,765.00	\$88,297.00
2	9	All	Enrichment Para Educators	\$142,249.00			\$182,234.00	\$324,483.00
2	10	All	Summer School				\$138,890.00	\$138,890.00
2	11	All	Extra-Curricula Activities				\$20,224.00	\$20,224.00
2	12	All	Supplemental Intervention Programs	\$48,000.00			\$15,208.00	\$63,208.00
2	13	All	Homework Tutoring				\$163,775.00	\$163,775.00
2	14	English	ELD Teachers					
2	15	All	Increase Hours for PT Para Educators					
2	16	All	Staff Stipend					
3	1	All	Capturing Kids Hearts	\$3,686.00	\$2,730.00		\$19,907.00	\$26,323.00
3	2	All	Diversity/Equity/Inclusion/Access SEL (Hanover)	\$36,669.00				\$36,669.00
3	3	All	Video Production/Podcast/School Radio Programs	\$15,000.00			\$69,705.00	\$84,705.00
3	4	All	Parent Engagement/Informational Corner	\$3,000.00				\$3,000.00
3	5	All	Parent/Community Engagement	\$2,000.00				\$2,000.00
3	6	All	Parent Liaison				\$94,148.00	\$94,148.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	All	Student Support Specialist	\$80,965.00				\$80,965.00
3	8	All	Parent Engagement	\$11,500.00				\$11,500.00
3	9	All	Communication	\$1,800.00				\$1,800.00
3	10	All	Custodians	\$187,799.00			\$42,046.00	\$229,845.00
3	11	All	Nurses				\$55,773.00	\$55,773.00
3	12	All	ASES Program	\$379,296.00			\$130,097.00	\$509,393.00
3	13	All	Student and Staff Celebrations	\$23,000.00				\$23,000.00
3	14	All	Field Trips	\$70,000.00				\$70,000.00
3	15	All	Character Education assemblies and events	\$30,500.00				\$30,500.00
3	16	All	Service Learning	\$4,828.00				\$4,828.00
3	17	All	Para Educators and Playground Assistants	\$270,416.00				\$270,416.00
3	18	All	Staff Meetings	\$10,000.00				\$10,000.00
3	19	All	School Counselor	\$106,139.00				\$106,139.00
3	20	All	School Website					
3	21	All	PE Teachers and Para Educators		\$287,399.00			\$287,399.00
3	22	All	Other Schools Visit					
3	23	All	Academic Achievement	\$15,000.00				\$15,000.00
3	24	All	DATA & TECH Staff				\$20,255.00	\$20,255.00
3	25	All	Community Engagement Staff				\$31,465.00	\$31,465.00
3	26	All	ART Teacher	\$96,923.00				\$96,923.00
3	27	All	Campus Monitor	\$45,180.00				\$45,180.00
3	28	All	Lead Teacher Stipends	\$30,902.00				\$30,902.00
3	29	All	PE Equipment				\$30,000.00	\$30,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$512,025.00	\$863,833.00
LEA-wide Total:	\$512,025.00	\$863,833.00
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	LEA-wide	English Learners Foster Youth Low Income		\$350,000.00	\$550,000.00
1	5	Reading Para Educators	LEA-wide	English Learners Foster Youth Low Income			\$91,037.00
1	9	Staff Professional Development	LEA-wide	English Learners Foster Youth Low Income		\$102,025.00	\$162,796.00
1	13	Bilingual Programs and Materials	LEA-wide	English Learners Foster Youth Low Income		\$60,000.00	\$60,000.00
2	14	ELD Teachers	Schoolwide	English Learners	All Schools		

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.