



CWC – HOLLYWOOD

2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Citizens of the World Hollywood
CDS code:	19 64733 0122556
LEA contact information:	Mark Kleger-Heine
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	4,528,098
LCFF supplemental & concentration grants	\$	391,035
All other state funds	\$	405,990
All local funds	\$	953,105
All federal funds	\$	639,878
Total Projected Revenue	\$	6,527,072
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	6,426,695
Total Budgeted Expenditures in the LCAP	\$	4,048,756
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	437,817
Expenditures not in the LCAP	\$	2,377,939
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	204,948
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	371,408

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Insurance, some staffing costs such as office staff and after school staff, subs. Also the meal program, some supply purchases and other operational costs.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Citizens of the World Hollywood

CDS Code: 19 64733 0122556

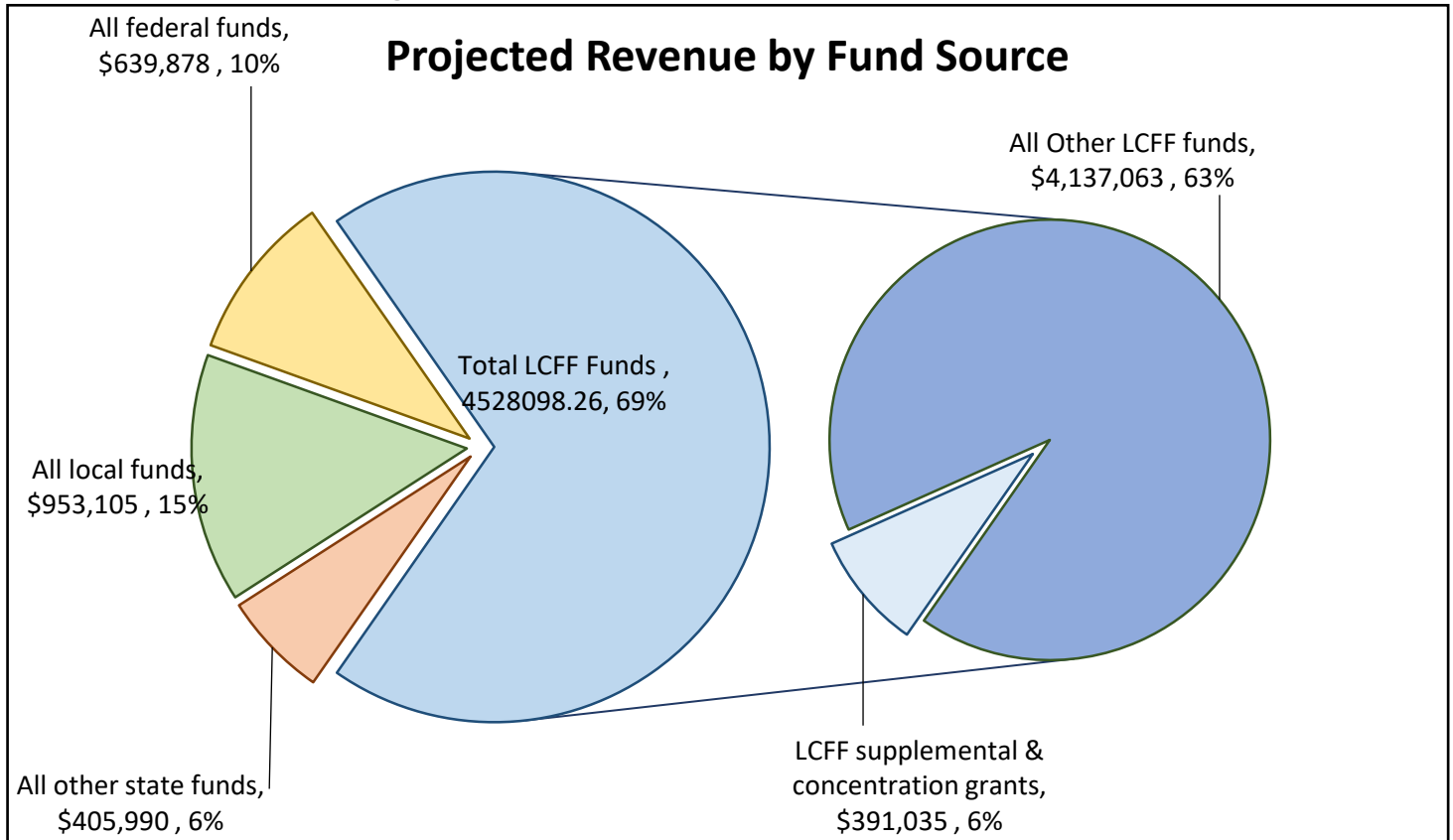
School Year: 2021 – 22

LEA contact information: Mark Kleger-Heine

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

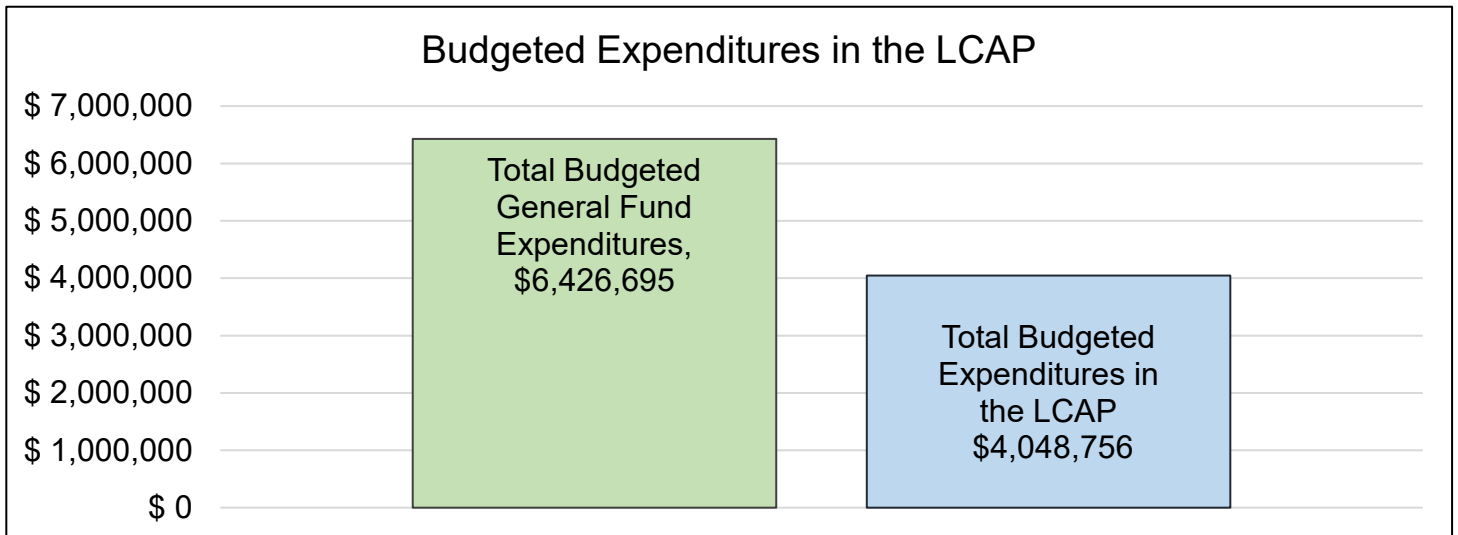


This chart shows the total general purpose revenue Citizens of the World Hollywood expects to receive in the coming year from all sources.

The total revenue projected for Citizens of the World Hollywood is \$6,527,071.54, of which \$4,528,098.26 is Local Control Funding Formula (LCFF), \$405,990.02 is other state funds, \$953,105.41 is local funds, and \$639,877.84 is federal funds. Of the \$4,528,098.26 in LCFF Funds, \$391,035.20 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 Citizens of the World Hollywood plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Citizens of the World Hollywood plans to spend \$6,426,695.04 for the 2021 – 22 school year. Of that amount, \$4,048,756.00 is tied to actions/services in the LCAP and \$2,377,939.04 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

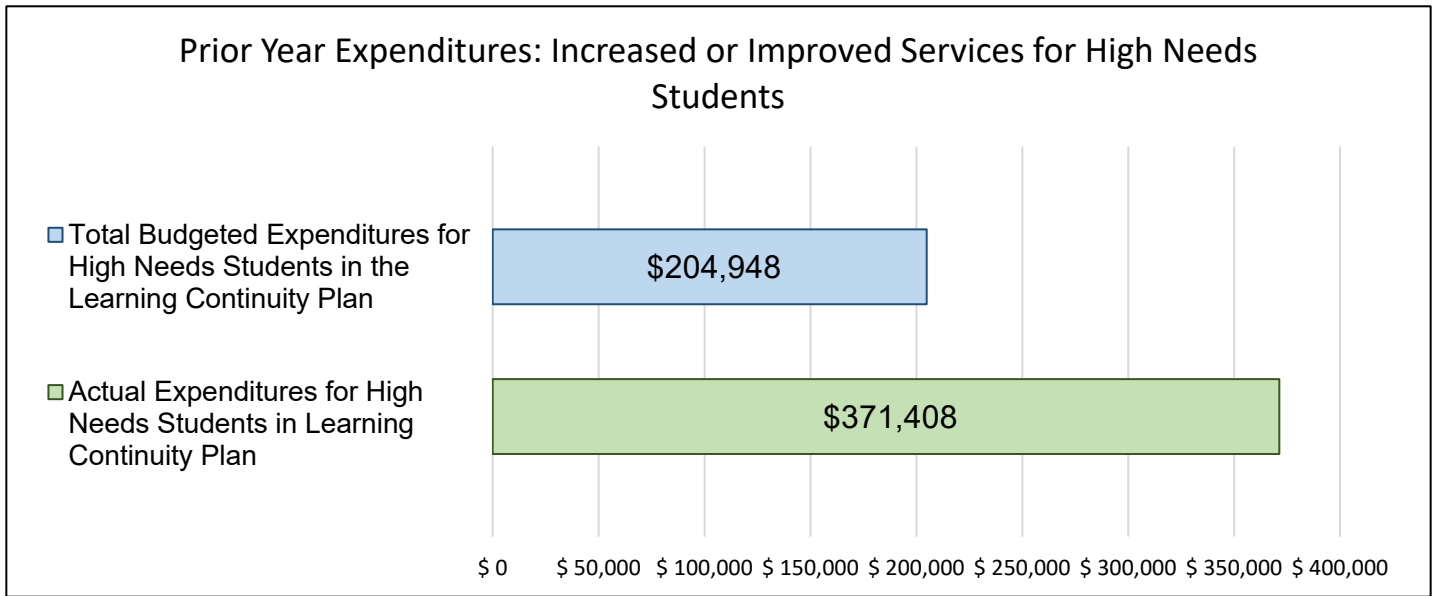
Insurance, some staffing costs such as office staff and after school staff, subs. Also the meal program, some supply purchases and other operational costs.

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

In 2021 – 22, Citizens of the World Hollywood is projecting it will receive \$391,035.20 based on the enrollment of foster youth, English learner, and low-income students. Citizens of the World Hollywood must describe how it intends to increase or improve services for high needs students in the LCAP. Citizens of the World Hollywood plans to spend \$437,817.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Citizens of the World Hollywood 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 Citizens of the World Hollywood 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, Citizens of the World Hollywood's Learning Continuity Plan budgeted \$204,948.00 for planned actions to increase or improve services for high needs students. Citizens of the World Hollywood actually spent \$371,408.00 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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Citizens of the World Charter School - Hollywood	Mark Kleger-Heine, Executive Director	mkleger-heine@cwcclosangeles.org 323.491.8015

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

LEA will provide all students access to fully credentialed teachers, instructional materials that align with state standards, and a broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: 1, 7

Annual Measurable Outcomes

Expected	Actual
100% of students are taught by teachers demonstrating subject matter competence.	100% of teachers were appropriately credentialed & assigned.
LEA will retain 86% of highly qualified lead teachers who do not relocate outside of Los Angeles.	Teacher retention rate: 90%

Expected	Actual
The school will provide 100% of student with sufficient access to 100% of standards aligned instructional materials necessary to participate fully in the educational program.	100% of students had access to standards aligned instructional materials.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
To ensure LEA will only hire teachers holding a bachelor’s degree, credentials in core subjects and have subject matter competency, the LEA’s Regional Support office will seek to hire additional capacity to provide supports in the area of Human Resources and Talent Management to ensure staff meet all applicable requirements for their position.	\$ 509,867 LCFF Base 7311 – Indirect costs	\$1,242,766
To retain 86% of highly qualified lead teachers, LEA will offer various incentives, such as flexible professional development opportunities throughout the school year and provide coaching for staff to help with the maximization of performance. In addition, LEA will create a positive work environment where teachers will have the ability to contribute and voice their opinions to continue the growth and development of the school and its curriculum.	\$ 318,322 LCFF Base 1300	\$63,975 Teacher stipends and Literacy coach
The school will provide 100% of students with sufficient access to 100% of standards- aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS or other adopted state materials.	4110: \$796 4210: \$6,250 4310: \$35,751 LCFF Base, Title III, Lottery 4110, 4210, 4310	\$18,428
The LEA will provide access to a board course of study to all students, including English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, and Physical Education.	Duplicate expense Goal 1/Action 2 (Administrator Salaries). Duplicate expense Goal 2/Action 4 (Teacher Salaries). N/A	\$0 Duplicate expense: Goal 1, Action 2 (teacher salaries)

	N/A	
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Goal Analysis

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

To avoid duplicated expenses, total teacher salaries were encumbered in goal 1, action 1, which reflect actions throughout the 2019-20 LCAP. Actual expenditures for several actions exceeded budgeted expenditures however funds budgeted for actions/services were fully implemented. Therefore, there were no substantive changes.

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

All teachers at CWC – Hollywood were appropriately credentialed and assigned and participated in robust professional development throughout the academic school year. All students had access to standards aligned curriculum.

Goal 2

LEA will strengthen student achievement through implementation of Common Core Standards (CCSS) and various assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: 1, 2, 4, 8

Annual Measurable Outcomes

Expected	Actual
100% of all classes will be administered all network required NWEA assessments during all administration periods.	100% students were administered NWEA assessments in Fall and Winter. Spring administration was suspended by the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Increase the percentage of students who have met or exceeded NWEA's national norm in Math & Reading. All students: Math 65%; Reading 68%	Reading: 60% Math: 58%
Increase the percentage of students who have met or exceeded NWEA's growth projections. All students: Math 54%; Reading 57%	Reading: 53% Math: 59%
100% of students identified as performing below standards will receive extra support in the form of tutoring, small groups, and 1:1 assistance.	All students performing below standards received academic support & intervention.
As measured by the LAUSD 300 report, all students with an IEP will achieve Tier 1 status for IEP service delivery by June.	100%
LEA will monitor English Learner adequate progress through assessment.	Summative ELPAC was not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Due to the flexibility allowed by Every Student Succeeds Act (ESSA) that was signed into law, LEAs will not be held accountable for their performance against AMAOs 1, 2, and 3. Annual Measurable Outcome to be discontinued/removed and will not be reported on in the 2019-20 school year.	This is not an AMO.
School reported English Learner Reclassification rates will be at least 11% on average over the previous 3 years.	2019-20: 17.9%
Increase percentage of students achieving Level 3 or 4 on annual CAASPP Math and ELA assessments. By 3% in Math and 3% in ELA.	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
LEA will administer network required NWEA assessments.	\$5,332 LCFF Base 4310	\$5,554
LEA will ensure there are adequate SPED resources and personnel to provide required services to students with IEPs.	1110: \$124,000 1200: \$241,489 1300: \$90,000 2100: \$197,795 5851: \$172,000 IDEA, AB 602, LCFF Base Salaries: 1110, 1200, 1300, 2100 Instructional Consultants: 5851	\$904,538

<p>LEA will provide professional development opportunities for teachers to deepen their knowledge of the common core state standards.</p>	<p>Administrator Salaries: Duplicate expense with Goal 1, Action 2 Professional development support provided by RSO: Duplicate expense with Goal 1, Action 1 N/A N/A</p>	<p>\$192,982 Administrative Salaries and PD costs</p>
<p>LEA will continue to strengthen the ability to meet the needs of all learners through differentiation small group instruction and/or intervention/enrichment.</p>	<p>1110: \$1,306,593 2100: \$524,934 LCFF Base, LCFF S&C, Title I, Title III and Fundraising 1110, 2100</p>	<p>\$314,805 Teacher Associates (TA) costs</p>
<p>Due to the flexibility allowed by Every Student Succeeds Act (ESSA) that was signed into law, LEAs will not be held accountable for their performance against AMAOs 1, 2, and 3. Annual Measurable Outcome to be discontinued/removed and will not be reported on in the 2019-20 school year.</p>	<p>Duplicate expense Goal 2/Action 4 (ELD/Intervention Teacher salary) Goal 1/Action 2 (Administrator Salaries) N/A</p>	<p>\$0 Not an action</p>
<p>LEA will provide supports necessary to increase the reclassification rates of English Learners at least 11% on average over the next 3 years by providing supports for English Learners, Standard English Learners, and struggling readers, inclusive of reclassified fluent English proficient students (RFEP).</p>	<p>Duplication expense to Goal 1/Action 2 (Administrator Salaries) N/A</p>	<p>\$0 Duplicate expense</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.

To avoid duplicated expenses, total teacher salaries were encumbered in goal 1, action 1, which reflect actions throughout the 2019-20 LCAP, rather than duplicate them in Goal 2, Action 4; Administrative salaries were identified in Action 3; and Teacher Associates (TA) were identified in Action 4. Actual expenditures for several actions exceeded budgeted expenditures however funds budgeted for actions/services were fully implemented. Therefore, there were no substantive changes.

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

CWC – Hollywood administered NWEA MAP assessments in fall and winter. Spring administration was suspended by the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic. Our SPED Department provided all required services to Students with Disabilities.

Teacher Associates provided small group instruction/academic support for students struggling academically.

Goal 3

LEA will encourage parent involvement and participation to ensure stakeholders are engaged in the decision-making process and the education programs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
Local Priorities: 3

Annual Measurable Outcomes

Expected	Actual
At least 80% of parents who participate in the CWC LA Family Survey will report they know how they can get involved to voice a concern about an issue.	Parent survey participation rate: 28% Due to low parent participation rate, an analysis of survey results was not conducted.
At least 80% of parents who participate in the CWC LA Family Survey will report they feel the school challenges their child academically.	Parent survey participation rate: 28% Due to low parent participation rate, an analysis of survey results was not conducted.
At least 70% of parents who participate in the CWC LA Family Survey will report their child’s school provides forums and opportunities for parents to understand and engage in major decisions.	Parent survey participation rate: 28% Due to low parent participation rate, an analysis of survey results was not conducted.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>LEA will provide opportunities to educate and engage parents through school events, meetings, volunteer opportunities, and surveys.</p>	<p>Duplicate expense Goal 1/Action 2 (Administrator Salaries). N/A</p>	<p>\$0 Duplicate expense</p>
<p>LEA will engage staff and larger community to define diversity and equity as it relates to how our school mission and its impact on programs, initiatives and school-wide events and communications.</p>	<p>Duplicate expense Goal 1/Action 2 (Administrator Salaries). N/A</p>	<p>\$0 Duplicate expense</p>
<p>The school will provide forums and opportunities for parents to understand and engage in major decisions.</p>	<p>\$0 N/A</p>	<p>\$0 Duplicate expense</p>
<p>LEA will encourage parent involvement and participation to ensure stakeholders are engaged in the decision-making process and the education program of students identified as Unduplicated Pupil Count and students with exceptional needs. CWC HW will actively recruit at least one parent representative from each of the identified sub-group (SPED, FRL and EL) to be part of the school's Principal's Council, appoint a Spanish speaking and Korean speaking parent liaison and host quarterly Parent Coffees in Spanish and Korean, and will continue to provide opportunities to educate and engage parents through its school events and volunteer committees.</p>	<p>\$0 N/A N/A</p>	<p>\$6,250 Translation costs</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.

There were no additional funds budgeted for any of the actions/services to support Goal 3. However, there were costs identified for translation services which were identified in Goal 3, Action 4. Upon analysis there was no longer a need to appoint multi-lingual parent liaison, however, translation services were provided as requested. All materials issued to parents/guardians were translated to Spanish, the language group identified as meeting the “15% and above” translation needs, per CDE requirements.

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

Citizens of the World – Hollywood has implemented numerous methods for engaging and soliciting input and feedback from parents/families through parent Coffees (Cafecitos), annual surveys, hosting school events, workshops, meetings, and opportunities to serve on a committee. As noted above, translation services are provided to non-English speaking families upon request.

As a result of school closure in mid-March due to the COVID-19 pandemic, annual parent surveys were administered but participation rate was low at 28%, therefore an analysis of results was not conducted. However, during the Spring school closure communication continued regularly between school staff and home (families/students).

Staff surveys were administered reflecting the following results with 90% Participation rate:

- 75% agreed that the school values employees with varied backgrounds and experiences.
- 73% agreed the school values differences in employees’ individual characteristics (i.e., race, gender, age, disability stat, family caregiver status, etc.)
- 80% agreed CWC is realizing its Core Values of Community: care deeply about people, share & build partnerships; and celebrate, laugh, and seek joy, even in tough times.
- 96% agreed the Principal models and demonstrates the CWC Core Values of Community.
- 86% agreed the Principal builds and maintains a positive staff culture founded on trust and professionalism.

Goal 4

LEA will support student engagement and create a safe and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: 1, 5, 6

Annual Measurable Outcomes

Expected	Actual
An average attendance rate of at least 94%.	95.3%
No significant subgroup (ELL, SPED, low-income) will be above 5% in suspension rates and 5% expulsion rates.	2019-20 Suspension rate 0.2%
School wide chronic absenteeism rates will not be above 10%.	2019-20 Chronic Absenteeism Rate: 10.4%
LEA will maintain leased sites in good repair and will report deficiencies to LAUSD for Prop 39 sites.	2019-20 FIT Report Score: Good

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
LEA will notify parents of their child's attendance and provide positive reinforcement supports to encourage a high rate of attendance. Office support staff will monitor truancy and chronic absenteeism using a new student information system, Illuminate. Teachers and school administrators will also intervene through various parts of the process to curtail the progression of the absenteeism rate.	Duplicate expense Goal 1/Action 2 (Administrator Salaries). N/A N/A	\$5,408 Illuminate & Fresh Schools
LEA will continue to provide student expectations designed to promote positive behaviors and utilize a system for acknowledging and encouraging appropriate behaviors. Staff and school administration will have a clear understanding of	Duplicate expense Goal 1/Action 2 (Administrator Salaries).	\$55,825 Director of SEL

<p>how behaviors will be managed in the classroom, develop a plan to apply consistent consequences, and create a system for collecting and reviewing data to determine the success or required modification of the approach.</p>	<p>Duplicate expense Goal 2/Action 4 (Teacher Salaries). N/A N/A</p>	
<p>LEA will perform annual building assessments using the FIT Tool in addition to routine checks to and reports deficiencies to LAUSD for Prop 39 school sites.</p>	<p>Duplicate expense Goal 1/Action 2 (Administrator Salaries). Duplicate expense Goal 4, Action 1 (Operations Salaries) N/A N/A</p>	<p>\$0 Duplicate expense</p>
<p>LEA will implement an attendance improvement process supported by office support staff that will monitor truancy and chronic absenteeism using the student information system, Illuminate. In addition, Swift Reach (SIS integrated communication system) will be acquired to help schools communicate absenteeism and truancy.</p> <p>Teachers and school administrators will also intervene through various parts of the process to curtail the progression of the absenteeism rate.</p>	<p>Duplicate expense Goal 4/Action 1 N/A N/A</p>	<p>\$33,785 Community Coordinator</p>
<p>LEA will receive additional resources, established protocols, and training to focus on attendance rates provided by the LEA's Regional Support Office.</p>	<p>Duplicate expense Goal 1/Action 1 N/A N/A</p>	<p>\$0 Duplicate expense</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.

There were no additional funds budgeted for any of the actions/services to support Goal 4. However, there were costs for the Director of Social-emotional Learning (SEL) and Community Coordinators essential to actions identified to support Goal 4.

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

The Director of SEL leads the schoolwide PBIS, provides a series of trainings for all staff, and coordinates/facilitates monthly assemblies with student leaders. Our school has successfully implemented the Peacemaker of the Month Program. The Community Coordinator has implemented the attendance improvement process to identify root causes of chronic absenteeism and implemented evidence-based practices to reduce chronic absenteeism rates.

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
<p>[PPE] Personal protective equipment (facemasks, gloves) was purchased for all staff members managing our technology, student supplies, and meal distribution at the school. The school has been able to provide technology and student supplies for distance learning. Meals were provided for families throughout the summer and through the duration of distance learning. Additionally, schools are purchasing additional personal protective equipment (including face shields) for all staff members and students in preparation for hybrid learning.</p>	\$17,715	\$23,176	N
<p>[Instructional Spaces] Outdoor canopies were purchased to provide additional learning spaces for students and teachers. Schools are also purchasing plexiglass for special education providers to be able to continue services with students with special needs. Plexiglass will also be used for the main office area to ensure families and students are being served in a manner consistent with safety guidelines when we transition to hybrid learning. Lastly, the school hired a facility consultant, and the school will pay for supplies the school will need to make things safer.</p>	\$15,098	\$22,562	N
<p>[Cleaning and Sanitizing] Hand sanitizer and additional cleaning supplies were purchased to ensure students and staff members could sanitize throughout the day, and that high touch areas were cleaned multiple times per day.</p>	\$73,059	\$11,988	N
<p>[Screening] Thermometers were purchased to screen essential workers at the school site and will be on-hand to use for staff and students during hybrid learning. Testing will be provided to students and staff as a screening and safety measure.</p>	\$81,635	\$5,604	N

COVID Safety Associates (3): provided assistance with a safe reopening, morning and evening checklists, and provided supervision for students as they returned to hybrid instruction with proctored distance learning.	--	\$5,881	Y
Staffing: Principal & teachers to provide in-person and distance learning	--	\$1,685,481	Y

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

The following are the substantive differences between the planned actions and what was actually implemented:

- COVID Safety Associates (3)
- Staffing: Principal & Teachers to provide in-person and distance learning

Citizens of the World – Hollywood provided a total of 180 Instructional days, including 300-330 daily instructional minutes, that exceeded SB98 requirements of 175 instructional days: and 180-240 of daily instructional minutes. All teachers participated in 4 non-instructional days during the academic school year for professional development to support teachers with the implementation of distance learning, including strategies to increase student engagement and participation in distance/virtual learning, including strategies to support English learners and Students with disabilities.

*As a result, 10% of salaries were funded with LCFF S&C funds (Contributing).

Analysis of In-Person Instructional Offerings

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

On April 20th Citizens of the World – Hollywood opened for hybrid instruction, serving grades TK-5, one day per week comprised of 3 cohorts in order to adhere to state and county health guidelines. Hybrid instruction was expanded to two days per week until the end of the school year. Approximately 73%% of its students (families) opted for in-person instruction, and 27% remained in distance learning. Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child is struggling with distance learning and experiencing isolation.

Students were placed in one of 3 Cohorts:

- Cohort A – Initially On-campus Tuesday, then extended to Mon/Tues – until the end of the school year
- Cohort B – Initially On-campus Thursday, then extended to Thurs/Fri – until the end of the school year

- Cohort C – Distance learning only

All Citizens of the World Schools implemented a surveillance testing program as an additional layer of protection for our students, families and staff. Students and staff returning to campus were tested on a weekly basis as part of the program requirements. CWC-Hollywood implemented safety trainings in multiple languages (English, Spanish) and safety training videos and presentation took place for stakeholders and recorded videos were uploaded to the school's website in addition to other tools and resources: 8 Safety strategies, Return to in-person learning FAQ, caregiver morning checklist, onsite meal and recess protocols, etc.

Despite our numerous outreach efforts led by the Principals, leadership team and our educators to have disengaged students return to hybrid instruction, 27% of families opted to remain in distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>[Software and Platforms] The following platforms and software licenses were purchased to create a rigorous academic program for all students - Nearpod, IXL Math, and Mystery Science. Additionally, Teachers College Reading and Writing Project Virtual Teaching Resources subscriptions were purchased. This includes videos that students can watch for asynchronous lessons and orientation videos for caregivers. Schools also paid for Pro Zoom accounts for teacher leads so they could provide small group instruction or pull-out services or lead large assemblies and/or professional development.</p>	\$18,230	\$10,629	N
<p>[Technology and Support] Chromebooks and hotspots were purchased to ensure all students had access to the different platforms used during distance learning. GoGuardian licenses were also purchased to allow teachers to better monitor student activity during a synchronous session. Additionally, Office Associates provide tech guru support and DelTechis has facilitated the set-up of student computers with the appropriate software required for distance learning.</p>	\$60,473	\$167,264	Y
<p>[School Supplies] School supply kits were purchased for families that included paper, ruler, pencils, pens, markers, erasers, science scale, graph paper, notebooks, and crayons. Additional supplies were purchased for students with special needs specific to the student to ensure they would be able to engage in distance learning along with all general education students. Math workbooks and phonics materials were purchased for TK-5 students to mirror the classroom experience. Virtual Units of Study materials for Readers and Writers Workshop were also purchased to support distance learning.</p>	\$3,000	\$3,020	N
<p>[Safety Consultant] Consulting services were provided to create and advise on safety protocols and standard operating procedures for technology/meal/supplies distribution, and staff access to the school building, as well the creation of an exposure management plan.</p>	\$12,000	\$12,000	N

[Materials for Students with Individualized Education Plans] The school purchased psychology platforms and supplies such as Presence Learning accounts and mailing supplies to ensure the school psychologist is able to complete triennial and 3-year assessments for students with special needs, it allows the school to continue to quality students in special education to receive appropriate services. These supplies allow for an alternative way for schools to continue to meet requirements.	\$4,038	\$3,687	N
[Summer Planning Time and Summer Institute] School administrators were provided with summer planning time to prepare for the distance learning program, in addition to providing Summer Institute to staff.	\$113,208	\$108,154	N
SPED services including SPED staff and contracted services.	--	\$880,699	Y

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

The following are the substantive differences between the planned actions and what was actually implemented:

- SPED Services including SPED Staff and contracted services

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.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: CWC-Hollywood designed robust distance learning plans that included a full-day of instruction (synchronous/asynchronous) each day. Our students participated in daily morning meetings, core subject area instruction, intervention/support through small group instruction in areas such as phonics, reading, writing and mathematics. EL received designated and integrated ELD in addition to core subject area instruction. To support the mental health and social-emotional needs of our students, our distance learning program incorporated "specials" such as music, art and physical education through synchronous and

asynchronous instruction. Daily instructional schedules varied for students in elementary to adjust for screen time, engagement, and time blocks for different age groups.

Our teachers created and implemented robust structured systems to minimize behavioral issues and provide a culture of learning. Throughout this process our teachers received ongoing coaching, were observed and received feedback from the Literacy Coach and Assistant Principal.

- Challenges: Learning through virtual instruction was a challenge for most of our students for various reasons: amount of screen time,

Access to Devices & Connectivity:

Successes: In accordance with CA Ed Code 43503, CWC-Hollywood offered Chromebooks for every student. A needs assessment was administered (survey) prior to the start of the school year to assess technology device and connectivity needs. Wi-Fi hotspots with 12-months of unlimited internet service was provided with each device to students who lacked internet service at home in order to be able to access the online curricular and instructional programs.

- Challenges: while we provided students who lacked connectivity with Wi-Fi hotspots, some students struggled to connect.

Pupil Participation & Progress:

- Successes: Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning, and Responsive Classroom. Daily student attendance during distance learning improved. Our teachers received training on the SB98 attendance and participation tracking; and tiered reengagement strategies.

- Challenges: Despite numerous efforts including implementing tiered reengagement strategies, our school struggled with student attendance, participation and engagement.

Distance Learning Professional Development:

- Successes: All teachers participated in professional development (summer) prior to the start of the school year in addition to ongoing professional development during the academic school year (early release Wednesday). Our teachers have been adept at using multiple technology tools and platforms as a result of the transition to distance learning.

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Our staff collaborated to address the needs of our students/families this past year. For some staff, roles were repurposed to address additional needs with distance learning and hybrid instruction.

- Challenges: there were no identified challenges.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless

- Successes: To support and improve academic outcomes for English Learners teachers provided designated and integrated ELD in addition to small group instruction. Our teachers received GLAD training to support the learning needs of our ELs. English 3D curriculum was used for designated LED (Grades 3-5).

Students with Disabilities were able to receive their services through Zoom and made numerous efforts to maintain consistent schedules for our students.

- Challenges: Despite the numerous interventions including SGI, ELs struggled during distance learning. Specific strategies that teachers used with English Learners do not translate easily into an online learning environment. Instruction for ELs requires students to be speaking English while teachers provide scaffolds to support them during academic discussions. This is a very challenging task in a large, online classroom environment. Virtual instruction was also challenging for ELs because hearing language spoken over zoom is a different experience than in-person. There were less opportunities for students to speak individually with adults and less time for student-to-student interaction. Feedback for writing is not as fluent as when it administered virtually.

For Students with Disabilities – challenges varied student-to-student but a common issue was the lack of tactile learning opportunities for mathematics since students did not have typical math manipulatives normally available to them in the classroom. To address this issue, we distributed math manipulatives to SWD and other students who struggled and would benefit from this resource. Despite providing multiple useful tools for struggling learners, some continued to struggle with math concepts due to the visual dissonance of seeing a teacher model something on a screen rather than in person.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Small group instruction for targeted intervention will be conducted both by Leads and TAs, ELA curricular materials that support targeted instruction in small groups (Units of Study online subscription services), EL support will be conducted by Lead Teachers, implementation of our new math curriculum, Illustrative Mathematics, which includes learning loss materials.	\$118,474	\$306,971	N

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

There were no substantive differences between the planned actions and what was actually implemented.

Analysis of Pupil Learning Loss

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

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: as a result of distance learning we adjusted our scope and sequence focusing on power standards (what students need to know and be able to do) with a focus on these as a foundation, and focusing on reading, writing and mathematics. All teachers provided SGI Tier 1 or 2 support, daily support/intervention for students that were struggling in literacy and/or math.

To support and improve academic outcomes for English Learners teachers provided designated and integrated ELD in addition to small group instruction. Our teachers received GLAD training to support the learning needs of our ELs.

- Challenges include some of our young-aged students did not have a stay-at-home parent (or consistent adult) that could facilitate/assist with distance learning and ensure students were logged on and participating daily.

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.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

Our staff was able to provide SEL focused classes to students twice per week, in addition to options for social interaction in spaces such as lunch/brunch to ensure school would still be a joyful experience. Our school also increased counseling services and the school psychologist allotment to support students moving forward. Our students benefitted from in-person/hybrid instruction.

- Challenges include: significant increased need for SEL support and during distance learning providing this service is limited.

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.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: In addition to daily synchronous instruction, teachers conducted at a minimum weekly check-ins with students and provided office hours and small group instruction. Students who were disengaged and/or absent were contacted by their teacher, and/or support staff to identify root cause and/or implement tiered reengagement strategies.

- Successes with parent engagement: We had several layers of strategies to ensure students participated in school, engaged during the year. We found that multiple types of communication were required to ensure all families had the information needed so their children could be successful at home. Through communication via text, email, and phone calls, we were able to mitigate a lot of stress and frustration from parents who felt well informed of our programming and how to best keep their students engaged at home virtually. We also created spaces for caregivers to receive support with technology, guides to support learning at home, and even parent workshops on different parenting topics. During a very isolating time, we were intentional about how to build and retain a sense of community, and this is what enabled us to have students engaged throughout the year.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

The Community Coordinator including teachers and SPED team conducted wellness checks at least on a weekly basis and also for students who were absent/disengaged. Targeted outreach took place by the Community Coordinator to assess the root cause of absences.

- Challenges include: Although we strongly encouraged a quiet learning environment with a clear internet connection, not all students have access to the same resources when at home. While we provided hot-spots, at times they were unreliable. There is an inherent challenge in students from very diverse socio-economic backgrounds having visual access into their peers' homes, and some students decided to attend school off-camera. This created an additional layer of inequity because if you cannot see students, then it is more challenging to adapt and respond to their less overt needs. Families struggled with their children who were not participating regularly and/or were fully disengaged, especially for students who lacked adult supervision while in distance learning at home.

Analysis of School Nutrition

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

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well Being	Each school site has a school site counselor who will be available for student referrals during the time of distance learning. The school site counselor will then meet with the student on a short-term basis to develop rapport and assess current need. As appropriate, the school site counselor may transition the student into a counseling group that supports the unique students need (ex. group to support anxiety).	\$6,400	\$24,000	N
Family Engagement	A regional communication platform, ParentSquare, was adopted to ensure all families could receive school communication via email and text. (Possip)	\$2,604	\$5,805	N
Essential Worker Pay	Members of the school operations teams were provided with essential worker pay to ensure the school was able to distribute meals, student supplies, and technology.	\$17,650	\$53,249	N
DEI Instructional Leadership Team	Select staff will receive stipends to build a diverse curriculum to support all students.	\$3,000	\$0	N
Mental Health & Social-Emotional Well-being	Director of SEL	--	\$73,365	Y

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

Citizens of the World - Hollywood incurred additional expenses (noted above) that were not previously identified in the LCP which includes the following:

- Director of SEL

- DEI Instructional Leadership Team: there was no additional costs for this leadership team.

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.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school’s safe re-opening plan and school safety plan in adherence to state and local county health department guidelines. All Citizens of the World Schools will continue to implement a surveillance testing program as an additional layer of protection for our students, families and staff. Students and staff will be tested on a weekly basis as part of the program requirements. CWC-Hollywood will continue to implement safety trainings in multiple languages (English, Spanish) and safety training videos and presentations for stakeholders including recorded videos that will be uploaded to the school’s website in addition to other tools and resources.
- Distance Learning: will not take place in 2021-22, however we will incorporate essential tools and applications in the classroom.
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: There is a need to continue to strengthen and expand Responsive Classroom and SEL supports, and student goal setting, to support the social-emotional well-being of our students.
- Student Engagement: With the return to in-person instruction there is a need to provide students with experiential learning opportunities to maintain student engagement and improve student learning.
- Family Engagement: CWC-Hollywood staff have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

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

Citizens of the World – Hollywood has implemented the following cycle of assessments that will be incorporated in the school’s 2021-24 LCAP and used to assess all student and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- NWEA MAP Reading & Math (Gr 2-5): 3 times/year
- Fountas & Pinnell (F&P) Benchmark Assessments (TK-5)
- For SWD: Wilson Reading Assessment End of STEP Unit Assessment (K-5)
- For SWD: Wilson Reading System Progress Monitoring – Charting System (K-5)
- Foundations Unit Assessments: (K-3)
- Illustrative Math Summative Assessments (K-5)

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.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

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.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Longer school day and longer school year
- Implement a cycle of assessments and universal screeners to identify academic and social emotional needs and provide targeted tiered interventions; and use data to monitor and measure student progress.
- Expand and strengthen Tier 1 and Tier 2 supports in the classroom, and during the instructional day
- Supplemental web-based interventions: iXL Math and Reading A-Z
- Strengthen implementation of Responsive Classroom, SEL supports and restorative practices.
- Collaboration and planning between SPED RSP teachers and General Education teachers
- Robust professional development: Literacy, Illustrative Math and Intervention Model
- Instructional Coaching

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.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Citizens of the World Charter School - Hollywood	Mark Kleger-Heine, Executive Director	mkleger-heine@cwcclosangeles.org 323.491.8015

Plan Summary 2021-22

General Information

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

As the flagship school of the first national charter school network with a commitment to economic and racial diversity, CWC-Hollywood is helping to guide the conversation about defining excellent education, while building a broader base of support for reform. We believe our success will inspire a renewed respect and support for public schools, and the excellent education they can deliver to all students. CWC is focused on an academic program that prizes critical thinking, creativity and community building. So at CWC, art, music, physical education and social-emotional development are core parts of the curriculum for all students.

CWC takes a balanced approach, complementing the creative, project based and constructivist instruction with detailed assessments of each child at the beginning of the year and at three additional times throughout the year. We know with precision how each child is performing and can provide additional phonics and math fact instruction if needed to ensure a strong foundation in core skills.

We believe that the diversity of our communities is not only our greatest strength, but that children who have the lived experience of diversity will be better equipped to be effective citizens of the 21st century, with a unique capacity to engage across the boundaries that have traditionally separated us. Through targeted outreach and recruitment, our schools are designed to reflect their surrounding communities in terms of race, ethnicity and socioeconomic status.

CWC seeks first to build community among students as social emotional development is taught with the same rigor as mathematics. Students gain explicit skills in how to resolve conflicts, manage emotions and have empathy.

On a parallel track, CWC considers parents to be essential partners in education and critical to students' academic success, to long-term educational reform, and to the health of our communities overall. We believe it's our responsibility to partner with all families, regardless of economic standing or cultural background, by providing opportunities for their meaningful involvement, from volunteering in the classrooms, to attending performances and education workshops, or helping with beautification, among many others. Parents are, in fact, the co-creators of CWC schools. Working alongside CWC Schools' leaders, parents have volunteered countless hours toward recruitment, community outreach and school development

Citizens of the World – Hollywood is a WASC-accredited serving approximately 465 students in grades TK-5 with the following student demographics: 41% White, 31% Hispanic, 17% Asian, 55 2+ Races, 4% African American, 1% Filipino, including 11% Students with Disabilities (SWD), 16% English Learners (EL), 0.4% Homeless Youth (HY), and 43% Socioeconomically Disadvantaged (SED). Currently our school does not have any students identified as Foster Youth.

Our mission is to create a high-achieving public school for a diverse community of students, developing their abilities, confidence, and sense of responsibility for themselves and their community.

Students

CWC students engage in rigorous, active learning processes that develop conceptual understanding and self-knowledge. CWC embraces the diversity of individual students' skills, learning styles and array of multiple intelligences, ensuring that children have the opportunity to grow not just in core academic areas, but also in the arts, music, physical education and character development.

Our standards-based curriculum is continuously tailored to individual needs. We utilize assessment data throughout the year to ensure that each student meets and exceeds state performance standards and the academic performance of neighboring schools, as we help each child develop a true lifelong passion for learning.

Teachers

Our collaborative professional community supports CWC's teachers with ample planning time, training, resources and autonomy. Teachers are able to continually develop their skills, collaborate with one another, and create, evaluate and refine curriculum that best fits their students utilizing a variety of ongoing assessments to track students' progress.

Families

CWC emphasizes the school/home partnership and free-flowing communication as integral to the success of the children. All CWC families are urged to participate actively in the school community as volunteers, valued stakeholders and participants in regular family education workshops and school community activities.

Community

As Citizens of the World, we cultivate leadership, independence, self-knowledge, appreciation for different perspectives and respect, both within and beyond school walls. Just as we ask the community to support our school, so too will the school support the community. Student-designed service-learning projects, created during weekly classes devoted to this endeavor, enable each member of our community of learners to make a real and lasting contribution to the world around us.

We are really proud of our progress in mathematics and staying true to our CGI founding philosophy. One of our strengths is the amount of support we have been able to provide for our staff around CGI training, learning our new Illustrative Math Curriculum, and building synthesis, peer conversation and exploration, and gathering data on where students are at with their foundational knowledge and working to build upon their individualized skill level and understanding. With the help of our Regional Instructional Team, our Math Instructional Leadership Team (comprised of administrators and Lead Teachers from across the region) and school site administrators, our level of coaching, professional development, and observation and feedback cycles have led to a more in depth understanding of where our students were struggling and how we can tailor and employ the most effective strategies to support our students. While this curriculum is new to us this year, we are committed with our multi-year priorities to continue engaging in this work and ensuring all of our students continue to grow and progress in mathematics.

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.

Citizens of the World – Hollywood has taken numerous steps to address findings from dashboard data and internal assessment data. This LCAP includes goals and actions that address the identified areas for growth, 8 State Priorities, and LCAP requirements.

CHRONIC ABSENTEEISM RATES

The following chart reflects our school’s chronic absenteeism rates (schoolwide and by student group) and the total number of students identified as chronically absent for the 2017-18 and 2018-19 school year which resulted in the calculation of the Fall 2019 Dashboard.

CHRONIC ABSENTEEISM RATE	Performance Level	2017-18		2018-19	
		Toal #	Rate	Total #	Rate
Schoolwide	ORANGE	49	9.8%	59	11.3%
English Learners	ORANGE	17	13.9%	17	16.2%
Socioeconomically Disadvantaged	ORANGE	26	12.8%	36	13.8%
Students with Disabilities	ORANGE	5	11.1%	10	17.9%
Asian	ORANGE	4	3.9%	8	7.0%
Hispanic	RED	18	13.5%	29	18.5%
White	GREEN	22	9.2%	13	6.1%

After an analysis of regional attendance trends, chronic absenteeism is driven by day #40-110 in the academic school year, approximately from mid-October to late February. There was no specific day of the week that was identified as the most problematic. Essentially within these months our school struggle with consistent student attendance, particularly with identified chronically absent students who drive these trends and account for over 50% of absences in any given year. As a result, our leadership team will formalize attendance meeting practices for the 2021-22 school year, and the Principals will collaborate with coordinators, support staff and parents/families to improve student attendance rates across all grade levels.

We have approached the problem of chronic absenteeism by creating space for educating all stakeholders about the impact of students that are chronically absent. Our Data Coordinator and Community Coordinator work in collaboration with the school administration to educate families on the effects of absenteeism. We hold space monthly in Principal's Council meetings as well as Coffee Socials for reviewing attendance goals and rates across all grade levels. We have educated families about our school's options and guidelines when needing to request Independent Study (due to unforeseen life circumstances) and how to contact the office to notify the school about student illnesses. We have created a direct attendance email address for ease of absence reporting for families and reach out to families daily when an absence is unexcused. We follow all protocols for monitoring chronic absenteeism and enable our SART Team when a child hits the first, second, and third tiers of chronic absenteeism. This process includes multiple reach-outs to the family (verbal and written), SART team review of student data and records, and working with the family to ensure that they feel supported getting their child to school. With attendance goals and procedures being shared so consistently and openly with the school community, we have seen an increase in families reaching out and informing the school of illnesses, requesting Independent Study packets when it falls within the legal parameters, and families responding to our communication efforts when their child is absent. We will continue to set attendance goals each month (internally we have a goal of 96% present, but externally as a community we aim for 98% present) and share them openly with the community while providing updates and goal tracking. We will continue making space in public forums to share procedures, the importance of student attendance, and analyze data and problem solving with all stakeholders.

LCAP Highlights

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

Citizens of the World – Hollywood is in its initial phase of implementing a Multi-tiered System of Supports (MTSS) and strengthening its Response to Intervention (RtI). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens and key areas of focus for Citizens of the World – Hollywood.

- Goal #1: Continue to strengthen the schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs; inform instructional decisions; measure program effectiveness, to improve academic outcomes for all students (schoolwide & student groups).
- Goal #2: Continue to provide all students with an intellectually challenging, experiential learning environment, using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on diversity, equity and inclusion, in order to prepare all students to thrive in high school, college and careers, and emerge as leaders in and ever-changing Global World.
- Goal #3: Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are high school, college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of joy, collaboration and high expectations.

Citizens of the World – Hollywood has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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.

CWC – Hollywood has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

CWC – Hollywood has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

CWC – Hollywood has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Citizens of the World - Hollywood engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Citizens of the World - Hollywood also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
9/2/20-6/16/21	Instructional Staff	PD/Planning recurring weekly to discuss: Instructional Practices, Culture, Data, Curriculum, ELAC Committee Discussion & Parent Input, LCP/Budget, Reopening Calendar Transition to In Person Instruction, LCAP Actions Update. Planning for 21-22 LCAP Goals & Actions 21-22 Budget LCAP, Budget Review, Calendar Review Community Updates, 21-22 LCAP Goals & Budget Overview (Parent Input)	Early Release for Development/Planning Weekly
10/20/20- (Bi-Monthly)	Parents/Families TK-5	EL Student Support, DELD, ELL Data, Subgroup DATA	ELAC
10/20/20- (Bi-Monthly)	Parents/Families TK-5	ELOs, Student Intervention, Budget, Fundraising, Updates, Voluneer, Q+A, Academic Data, ELAC Committee Discussion & Parent Input, LCP/Budget, Reopening Calendar Transition to In Person Instruction, LCAP Actions Update. Planning for 21-22 LCAP Goals & Actions 21-22 Budget LCAP, Budget Review, Calendar Review Community Updates, 21-22 LCAP Goals & Budget Overview (Parent Input)	Principals Council
11/20/20 (Bi-Monthly)	Parents/Families TK-5	Fundraising, Community Building, Feedback	Coffee w/the Principals
12/17/20	Parents/Families TK-5	Framing of Committee, Update on Planning	Family Advisory Council (Zoom Meeting)
1/14	Parents/Families TK-5	8 Safety Strategies for CWC	Family Advisory Council (Zoom Meeting)
1/28/21	Parents/Families TK-5	Facilities Plans for Covid-19	Family Advisory Council (Zoom Meeting)
2/11/21	Parents/Families TK-5	Community Agreements	Family Advisory Council (Zoom Meeting)
2/25/21	Parents/Families TK-5	How to build joy in a Culture of Compliance	Family Advisory Council (Zoom Meeting)
3/18/21	Parents/Families TK-5	Parent Sessions Question	Family Advisory Council (Zoom Meeting)
4/22/21	Parents/Families TK-5	Reopening Feedback Session	Family Advisory Council (Zoom Meeting)
5/5/21	Parents/Families TK-5	Communication Feedback Session	Family Advisory Council (Zoom Meeting)
6/11/21	Parents/Families TK-5	Reflection and Feedback for Reopening with equity in mind	Family Advisory Council (Zoom Meeting)
10/7/20	Parents/Families TK-5	Grounding Re-Opening in Equity for ALL kids	Staff Advisory Council (Zoom Meeting)
10/14/20	Staff	Health & Safety Overview; Deep Dive of Surveillance Testing	Staff Advisory Council (Zoom Meeting)
10/21/20	Staff	Health & Safety; Deep Dive of COVID-19 Facilities	Staff Advisory Council (Zoom Meeting)
11/4/20	Staff	Health & Safety; Deep Dive of PPE	Staff Advisory Council (Zoom Meeting)

Citizens of the World - Hollywood engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Citizens of the World - Hollywood also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
11/10/20	Staff	Day-Rapid Response Protocols and Intro to Phased Reopening	Staff Advisory Council (Zoom Meeting)
11/17/20	Staff	Phased Reopening with an Equity Lens	Staff Advisory Council (Zoom Meeting)
12/2/20	Staff	Classroom Materials/Procedures Protocols	Staff Advisory Council (Zoom Meeting)
12/9/20	Staff	HR protocols (12/9)	Staff Advisory Council (Zoom Meeting)
12/16/20	Staff	Testing plan revisited (12/16)	Staff Advisory Council (Zoom Meeting)
1/6/21	Staff	Hallway and Restroom Procedures in Hybrid	Staff Advisory Council (Zoom Meeting)
1/13/21	Staff	Instructional Updates and Classroom Set-Up	Staff Advisory Council (Zoom Meeting)
1/27/21	Staff	The Science of the Vaccine and Q+A session with Dr. Laura	Staff Advisory Council (Zoom Meeting)
2/10/21	Staff	Potential Revisit of Classroom Set-Up	Staff Advisory Council (Zoom Meeting)

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Administrators/Leadership Team indicated the following areas for growth:

- To increase teacher capacity with supporting English Learners needs
- Expand and provide a robust Math intervention program to address learning gaps and provide additional academic support
- Provide ongoing professional development and instructional coaching in mathematics
- Continue to build teacher capacity
- Continue to strengthen school culture and address identified SEL needs of our students

Teachers indicated they would like to receive coaching on mathematics.

Staff indicated there is a need to address learning loss and address student SEL needs.

Parents including PAC, and ELAC/DELAC indicated concerns over learning loss and SEL needs as a result of distance learning and the COVID-19 pandemic.

Students indicated they would like to return to in-person instruction and have more instructional days, increase academic rigor, focus on school culture, and a return to student exhibitions and performances.

SELPA Consultation – The school’s leadership consulted with its SELPA and suggestions were incorporated into Goal 1, Action 6 Supporting Students with Disabilities (SWD) and throughout components the 2021-22 LCAP

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

The input of stakeholders has been instrumental in the development of our school’s Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Professional Development: Illustrative Math; and Instructional Coaching (Literacy): Goal 2, Action 1
- Professional Development ELD Frameworks, SIOP & GLAD strategies: Goal 2, Action 2
- Instructional Coaching for teachers: Goal 2, Action 1
- Academic Interventions and Supports to address and mitigate learning loss: Goal 1, Action 3
- SEL Supports & Responsive Classroom: Goal 1, Action 4
- Community Meetings, Sports, Field Trips: Goal 3, Action 1

Goals and Actions

Goal

Goal #	Description
1	Continue to strengthen our schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs; inform instructional decisions; measure program effectiveness, to improve academic outcomes for all students (schoolwide & student groups).

An explanation of why the LEA has developed this goal.

There is a need to use assessment results to address achievement gaps among student groups and provide targeted tiered intervention and supports to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	* Not administered				+10 point Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered				+10 point Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+10 point Scale Score gain annually
Attendance Rate	96.9%				>96%
Chronic Absenteeism Rate	7.3%				6%
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered				40%
% of students including Unduplicated Pupils, and Students with Disabilities	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SWD) who have access to Broad Course of Study					
School Facility FIT Report Score of “Good”	Good				Good

* For the 2020-21 school year, NWEA MAP Reading & Math Assessments (Gr 3-5) were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.

** For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

*** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Citizens of the World – Hollywood (CWC-HW) will employ a Principal and a total of 20 appropriately credentialed and assigned classroom teachers for students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s base program. CWC-HW will provide its students with 180 instructional days exceeding CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 7 days of intensive Summer Professional Development (a total of 12 days for new teachers), to prepare for the 2021-22 academic school year, and an additional 7 non-instructional days during the academic year to focus on data analysis, tiered supports, and instructional practice. Our teachers will also participate in weekly Professional Development and/or staff development.</p>	\$1,773,513	Y

Action #	Title	Description	Total Funds	Contributing
		Therefore a portion of salaries will be funded with LCFF S&C.		
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>CWC-HW will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student academic needs through a Multi-tiered System of Supports (MTSS).</p> <ul style="list-style-type: none"> • NWEA MAP Reading & Math (Gr 2-5): 3 times/year • Fountas & Pinnell (F&P) Benchmark Assessments (K-5) • For SWD: Wilson Reading Assessment End of STEP Unit Assessment (K-5) * • For SWD: Wilson Reading System Progress Monitoring – Charting System (K-5) * • Foundations Unit Assessments: K-3 • Foundations Tier 2 Progress Monitoring System* • Illustrative Math Summative assessments (K-5) • Units of Study in Reading End of Unit Performance Assessment (Gr 3-5) • Units of Study in Writing End of Unit On-demand assessments <p>* Not schoolwide - for specifically for identified students</p> <p>Fountas & Pinnell Benchmark Assessment Systems (BAS) are used to determine student’s independent and instructional reading level, document their progress through one-on-one formative and summative assessments. BAS assessments provide teachers with precise tools and texts to observe and quantify specific</p>	\$10,964	N

Action #	Title	Description	Total Funds	Contributing
		<p>reading behaviors and then interpret and use that data to plan meaningful instruction. Each assessment enables teachers to: determine students' instructional reading level; and determine students' independent reading level.</p> <p>The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.</p>		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern are the learning gaps among our student groups including Unduplicated Pupils (UP) and SWD in ELA and Mathematics. A review and analysis of student assessment data indicates that accuracy and fluency are the most patterned hindrance for struggling readers and there is a need to strengthen and ensure consistency with Tier 2 supports. We anticipate learning loss due to constraints with phonics instruction and will provide Tier 2 support and training for staff. Our school will continue with implementation of Illustrative Math and continue to provide small group instruction for struggling students.</p> <p>Our school will employ Teacher Associates (13) to address learning loss and provide students with the following intervention and support programs:</p> <ul style="list-style-type: none"> • iXL Math: Gr K-5 • Reading A-Z: Gr K-5 	\$329,049	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Just Words (Tier 2 support): Gr 4+ <p>An Intervention teacher (Title I funded) will provide Tier 2 small group intervention for K-3.</p>		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>Another area of concern are chronic absenteeism rates and suspension rates as evidenced on the CA Schools Dashboard. CWC-HW is committed to providing and strengthening social-emotional supports through schoolwide implementation of the Responsive Classroom.</p> <p>The Responsive Classroom Approach is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.</p> <p>The Director of SEL will lead the school culture/SEL initiatives schoolwide to support the needs of our students, provide training for TA's on conflict resolution skills, Playworks model, and train teachers on classroom management. In addition will collaborate with the Assistant principal with PBIS, to support a positive school climate in alignment with Responsive Classroom SEL model.</p>	\$93,750	N
5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>CWC-HW strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility</p>	\$237,498	N

Action #	Title	Description	Total Funds	Contributing
		Inspection Tool (FIT) report and will address any issues/findings.		
6	SERVICES TO SUPPORT SWD	<p>CWC-Hollywood's SPED team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school's SELPA provider (Option 3). The SPED Administrator will ensure IEP timelines, IEP Meetings and related services will be addressed and communicated with parents. The SPED Team comprised of the SPED Director, AP of SPED, RSPs, Education Professionals and contracted services (provider) will provide required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and services provided.</p> <p>Members of the SPED team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.</p>	\$1,122,638	N
7	BROAD COURSE OF STUDY	<p>CWC-HW will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> • Music (TK-1) • Performing Arts (2-5) • Art (TK-5) • Multicultural Studies 	\$145,019	N

Goal Analysis

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.

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

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

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.

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

Goal

Goal #	Description
2	Continue to provide all students with an intellectually challenging, experiential learning environment, using evidence-based pedagogical strategies and rigorous standards-aligned curriculum, that focuses on diversity, equity and inclusion, in order to prepare all students to thrive in high school, college and careers, and emerge as leaders in and ever-changing Global World.

An explanation of why the LEA has developed this goal.

There is a need to provide ongoing instructional coaching for all teachers, including observation and feedback cycles in combination with peer observations to improve instructional practice and implement evidence-based pedagogical strategies (differentiation, GLAD, SIOP) to address the diverse learning needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																												
% of students with access to Standards-aligned materials	100%				100%																																												
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>2</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>HEALTH</td> <td>3</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	5	ELD	2	MATH	5	NGSS	4	HISTORY	4	HEALTH	3	PHYSICAL ED.	4	VAPA	5	WORLD LANG.	4				<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	5	ELD	4	MATH	5	NGSS	4	HISTORY	4	HEALTH	4	PHYSICAL ED.	4	VAPA	5	WORLD LANG.	4
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% of Teachers appropriately credentialed & assigned	95%				100%																																												

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency (ELPI)	54.9% (Medium)				60%
EL Reclassification Rate	Pending				20%
% EL with access to CCSS & ELD Standards	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>CWC-HW educators will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes: 7 days of intensive training in the Summer (12 days for new teachers), to prepare for the 2021-22 academic school year, and an additional 7 non-instructional days during the academic year of professional development to focus on data analysis, tiered supports, and instructional practice. Teachers and Teacher Associates will also participate in weekly Professional Development and/or staff development. The following are the areas of focus for training:</p> <ul style="list-style-type: none"> • Foundations (K-3) • Just Words (4-5) • Illustrative Math (TK-5) • Intervention Model (TK-5) • CWC Way & Learning Model • ELD (TK-5): SIOP & GLAD strategies to support the acquisition of academic language, and bridging the transfer of information from L2 (English) to L1 (Primary language) to ensure EL 	\$84,350	N

Action #	Title	Description	Total Funds	Contributing
		<p>students are receiving the support to gain mastery of grade level standards.</p> <p>Additional workshops:</p> <ul style="list-style-type: none"> • Diversity, Equity & Inclusion (DEI) • English 3D (ELD) • Literacy Intervention • Affinity Groups Facilitator – select teachers • Trauma Informed Practices (TIP) • Responsive Classroom • Critical Friends Group Facilitation Group training – 2 teachers • Art of Coaching - for administrators <p>CWC-HW provides “new” teachers with an addition 5-days of summer professional development to participate in the new staff institute that focuses on:</p> <ul style="list-style-type: none"> • Mission, Vision & Core Values • HR New Staff Onboarding • Introduction to Constructivism • Introduction to Readers & Writers Workshop • Introduction to Math Workshop <p>The Literacy Coach and Assistant Principal will provide instructional coaching for our teachers, on effective evidence-based pedagogical strategies, SEL/student discipline and schoolwide initiatives.</p> <p>The Reading & Math Instructional Leadership Team (ILT) will provide professional development, conduct</p>		

Action #	Title	Description	Total Funds	Contributing
		classroom observations, provide feedback, as part of the schoolwide improvement cycle, to ensure strategies and content are implemented with fidelity.		
2	STRENGTHENING EL PROGRAM & SERVICES	<p>Another area of concern is the achievement gap among English Learners (EL) and EO's (non-EL). As a result, teachers will receive training on both SIOP and GLAD strategies to support the acquisition of academic language as "bridging" the transfer of information from L2 (English) to L1 (native language) (cost identified in Goal 2, Action 1). It is critical that ELs receive differentiated supports and instruction to ensure mastery of grade level standards and English language proficiency which will result in higher reclassification rates, improving academic outcomes for ELs. Teachers will continue to receive training on Kagan and SDAIE strategies that will be used in combination with SIOP/GLAD for integrated ELD, Readers, Writers and Math Workshops. The EL Master Plan will also be reviewed and revised to reflect changes to our EL Program.</p> <p>ELs will receive designated ELD 4-5 times/week and integrated ELD across all disciplines daily. Bilingual Teacher Associates (5) will provide supplemental support for EL through small group, and push-in instruction.</p> <p>CWC-HW will continue to implement English 3D curriculum for designated ELD instruction in alignment with the CA ELD Frameworks.</p>	\$108,527	Y
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Illustrative Math 	\$33,391	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Foundations • Mystery Science • English 3D (ELD) (Gr 3-5) • Research ELD curriculum for adoption (K-2) 		
4	CLOSING THE DIGITAL DIVIDE	<p>CWC-HW has implemented a 1:1 student to device ratio, schoolwide: and utilizes Go Guardian licenses for all student devices, and contract IT Support (Deltechis) services. Our school will continue to purchase licenses/subscriptions for:</p> <ul style="list-style-type: none"> • NearPod • Typing without Tears • Wi-fi hotspots/internet 	\$34,211	N

Goal Analysis

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.

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

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

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.

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

Goal

Goal #	Description
3	Continue to engage parents and members of the community as partners through education, communication, and collaboration, to ensure all students are high school, college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of joy, collaboration and high expectations.

An explanation of why the LEA has developed this goal.

There is a need to provide parents with strategies to improve attendance rates (reduce chronic absenteeism) in order to improve student academic outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				1%
Expulsion Rate	0%				<1%
Parent satisfaction rate as measured in the annual survey.	pending				80%
% of students who feel connected, safe and engaged at school as measured in the annual survey.	pending				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff who feel supported and connected as measured in the annual staff survey.	pending				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>CWC-HW will provide all students with opportunities to engage in outdoor learning opportunities through field trips to enhance learning, deepen student engagement and motivation.</p> <p>CWC-HW will continue to implement surveillance testing program (COVID Safety Manager & Associate) in adherence to Health & Safety protocols. The School Safety Plan will be reviewed and revised to adhere with State and County guidance.</p> <p>To support student engagement and a positive school climate, our school will host schoolwide assemblies and:</p> <ul style="list-style-type: none"> • Monthly Assemblies aligned to SEL/DEI Theme • Responsive Classroom morning meetings • Community Circle – end of day • Clubs: Glee, Sports • Heritage Monthly celebrations • Exhibition Night – student culmination (end of year TK-5) 	\$64,216	N
2	PARENT INPUT IN DECISION-MAKING	<p>At CWC-HW parent input in decision-making will take place through the following committees (that includes parents of Unduplicated Pupils and SWD):</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), & DELAC, CA EC 52062(a)(2) 	\$0	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Regional Family Advisory Committee 		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>CWC-HW will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with numerous opportunities to engage as partners in their child’s education.</p> <p>Our staff will communicate with families using Parent Square, gather input using Possip, and provide updates on the school’s website. Parents will have access to Aeries Parent Portal where they can track their child’s attendance, behavior, academic progress and communicate with teachers/staff. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the “15% and above translation needs” criteria.</p> <p>Members of our Leadership Team will host Parent Workshops on the following topics:</p> <ul style="list-style-type: none"> • Academic (literacy/math) • How to support ELs • Social-emotional • Technology Awareness • Other topics as requested 	\$11,628	N

Goal Analysis

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.

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

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

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.

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
9.45%	\$391,035

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.

The following actions were principally directed towards and effective in meeting Citizens of the World – Hollywood’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the detrimental impacts of distance learning has exacerbated learning loss and English language acquisition, all of which resulting in learning loss. Citizens of the World – Hollywood will administer universal screeners as part of its Multi-tiered System of Supports (MTSS); and provide tiered academic supports, that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Longer School Day/Longer school year: Goal 1, Action 1
- Academic interventions, tiered support services to mitigate further learning loss: Goal 1, Action 3
- Strengthening EL Program & Services for English Learners: Goal 2, Action 2

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 9.45% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

An area of concern are the learning gaps among our Unduplicated Pupils (UP) in ELA and Mathematics. A review and analysis of student assessment data indicates that accuracy and fluency are the most patterned hindrance for struggling readers and there is a need to strengthen and ensure consistency with Tier 2 supports. We anticipate learning loss due to constraints with phonics instruction and will provide Tier 2 support and training for staff. Our school will continue with implementation of Illustrative Math and continue to provide small group instruction for struggling students. Teacher Associates (13) will be placed in classrooms to provide push-in and small group instruction. In addition, our students will also access the following intervention and support programs: iXL Math, Reading A-Z, and Just Words (Tier 2 support).

Another area of concern is the achievement gap among English Learners (EL) and EO's (non-EL). As a result, teachers will receive training on both SIOP and GLAD strategies to support the acquisition of academic language as "bridging" the transfer of information from L2 (English) to L1 (native language) (cost identified in Goal 2, Action 1). It is critical that ELs receive differentiated supports and instruction to ensure mastery of grade level standards and English language proficiency which will result in higher reclassification rates, improving academic outcomes for ELs. Teachers will continue to receive training on Kagan and SDAIE strategies that will be used in combination with SIOP/GLAD for integrated ELD, Readers, Writers and Math Workshops. The EL Master Plan will also be reviewed and revised to reflect changes to our EL Program.

ELs will receive designated ELD 4-5 times/week and integrated ELD across all disciplines daily. Bilingual Teacher Associates (5) will provide supplemental support for EL through small group, and push-in instruction.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,007,207	\$ 579,126	\$ -	\$ 462,421	4,048,754	\$ 3,430,121	\$ 618,633

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 1,714,737	\$ 26,873		\$ 31,903	\$ 1,773,513
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 10,964				\$ 10,964
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 162,168	\$ 65,116		\$ 101,765	\$ 329,049
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 93,127	\$ 623			\$ 93,750
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 97,406			\$ 140,092	\$ 237,498
1	6	SERVICES TO SUPPORT SWD	SPED	\$ 509,266	\$ 486,514		\$ 126,858	\$ 1,122,638
1	7	BROAD COURSE OF STUDY	All	\$ 145,019				\$ 145,019
2	1	PROFESSIONAL DEVELOPMENT	All	\$ 46,000			\$ 38,350	\$ 84,350
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 108,527				\$ 108,527
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 33,391				\$ 33,391
2	4	CLOSING THE DIGITAL DIVIDE	All	\$ 34,211				\$ 34,211
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 40,763			\$ 23,453	\$ 64,216
3	2	PARENT INPUT IN DECISION-MAKING	All					\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 11,628				\$ 11,628

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,985,432	\$ 2,211,089
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 1,985,432	\$ 2,211,089

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide	EL, LI, FY	CWC - Hollywood	\$ 1,714,737	\$ 1,773,513
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide		CWC - Hollywood	\$ 10,964	\$ 10,964
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	EL, LI, FY	CWC - Hollywood	\$ 162,168	\$ 329,049
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide		CWC - Hollywood	\$ 93,127	\$ 93,750
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		CWC - Hollywood	\$ 97,406	\$ 237,498
1	6	SERVICES TO SUPPORT SWD	schoolwide		CWC - Hollywood	\$ 509,266	\$ 1,122,638
1	7	BROAD COURSE OF STUDY	schoolwide		CWC - Hollywood	\$ 145,019	\$ 145,019
2	1	PROFESSIONAL DEVELOPMENT	schoolwide		CWC - Hollywood	\$ 46,000	\$ 84,350
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide	EL, LI	CWC - Hollywood	\$ 108,527	\$ 108,527
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		CWC - Hollywood	\$ 33,391	\$ 33,391
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide		CWC - Hollywood	\$ 34,211	\$ 34,211
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide		CWC - Hollywood	\$ 40,763	\$ 64,216
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		CWC - Hollywood		\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide		CWC - Hollywood	\$ 11,628	\$ 11,628

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.