

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Birmingham Community Charter High School

CDS Code: 19 64733 1931047

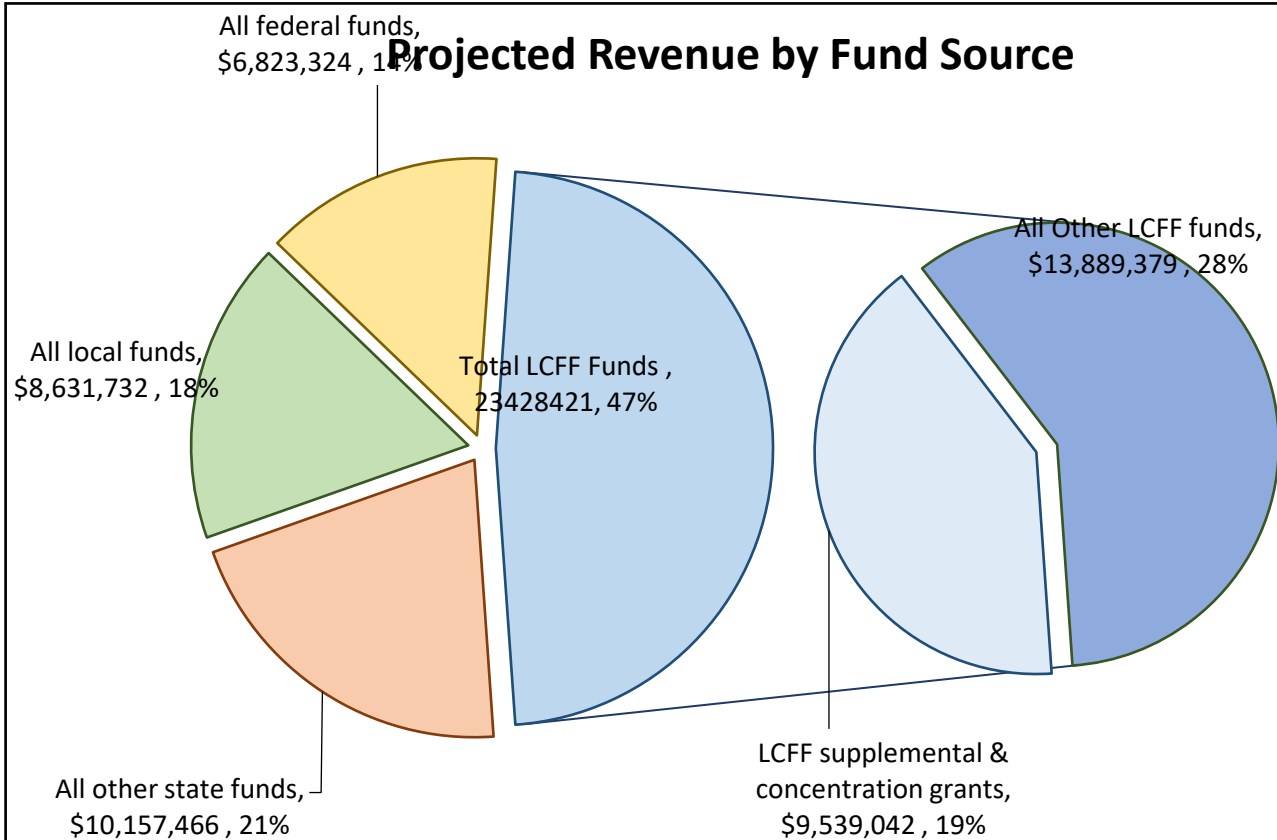
School Year: 2021 – 22

LEA contact information: William Covington, (818)758-5251 w.covington@birminghamcharter.com

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

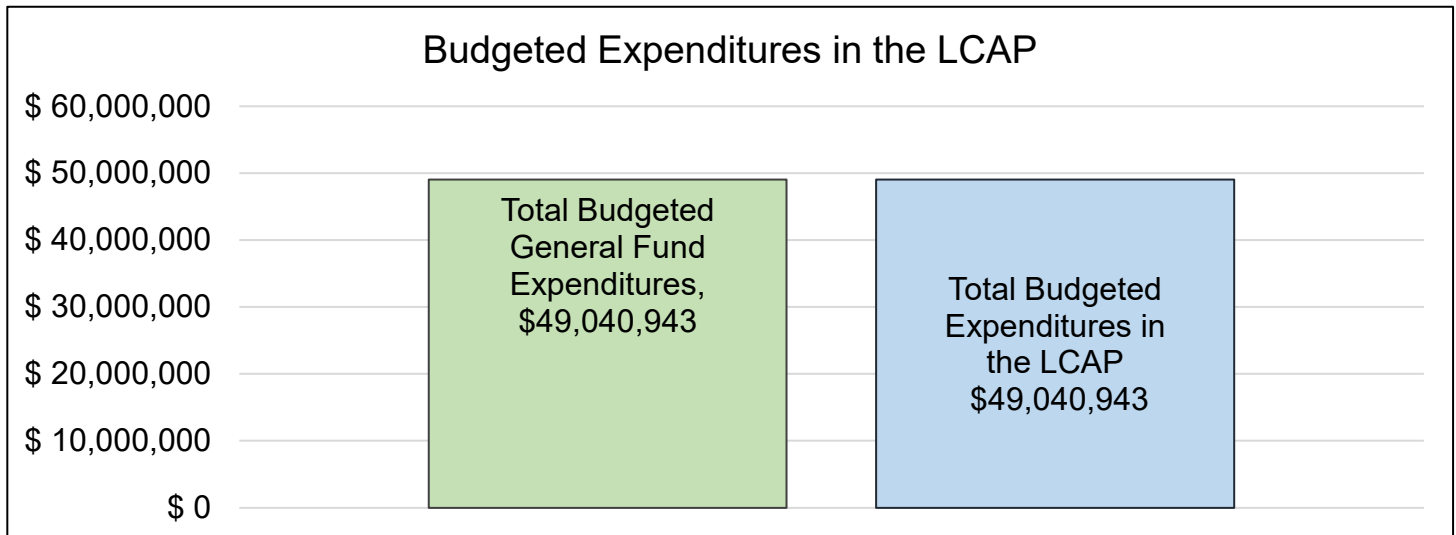


This chart shows the total general purpose revenue Birmingham Community Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Birmingham Community Charter High School is \$49,040,943.39, of which \$23,428,421.00 is Local Control Funding Formula (LCFF), \$10,157,465.92 is other state funds, \$8,631,732.00 is local funds, and \$6,823,324.47 is federal funds. Of the \$23,428,421.00 in LCFF Funds, \$9,539,042.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Birmingham Community Charter High School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Birmingham Community Charter High School plans to spend \$49,040,943.00 for the 2021 – 22 school year. Of that amount, \$49,040,943.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

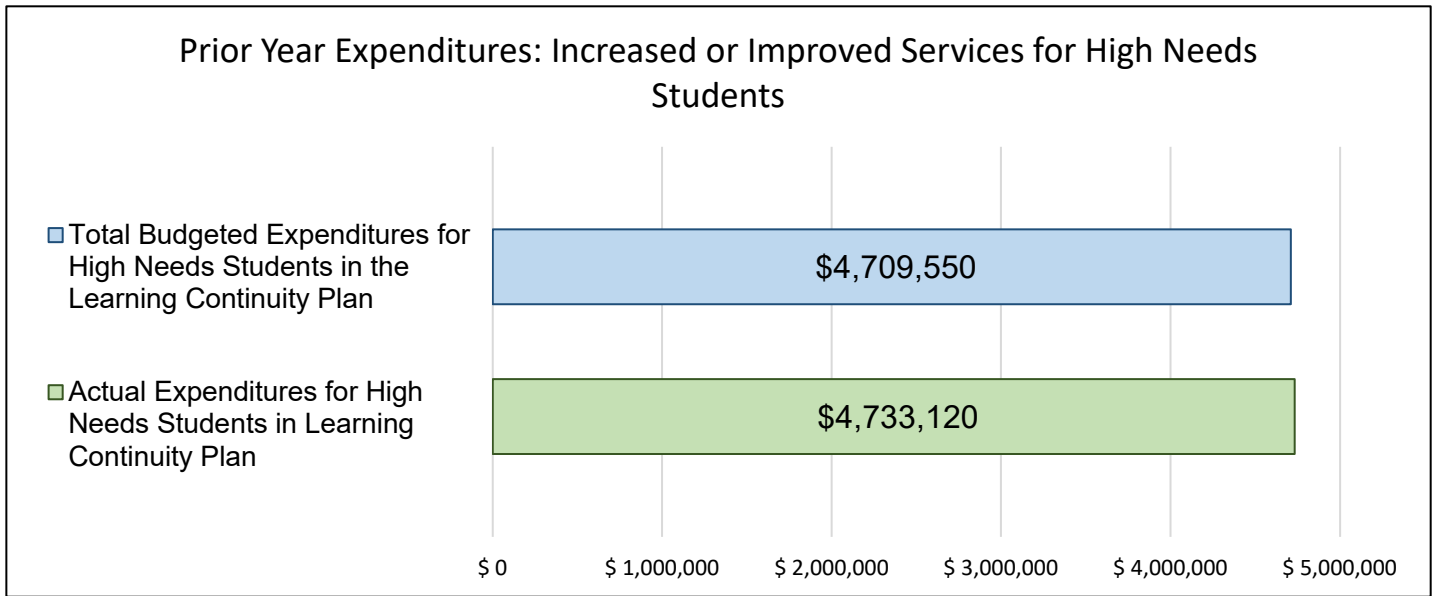
n/a

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

In 2021 – 22, Birmingham Community Charter High School is projecting it will receive \$9,539,042.00 based on the enrollment of foster youth, English learner, and low-income students. Birmingham Community Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Birmingham Community Charter High School plans to spend \$9,539,042.00 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 Birmingham Community Charter High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Birmingham Community Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Birmingham Community Charter High School's Learning Continuity Plan budgeted \$4,709,550.00 for planned actions to increase or improve services for high needs students. Birmingham Community Charter High School actually spent \$4,733,120.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Birmingham Community Charter High	William Covington Chief Business Officer	w.covington@birminghamchartercom (818) 758-5251

Annual Update

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

To ensure all students demonstrate proficiency in all content areas

Note: Previous year's Goal 2 -To ensure all students are diploma eligible is being subsumed in current Goals 1 and 2.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes
Local Priorities: Increase Achievement/Proficiency in English and Math

Annual Measurable Outcomes

Expected	Actual
Percentage of eligible students enrolled in courses aligned to the CA Content Standards. 2019-20 100% of students.	19-20: 100%
Percentage of teachers appropriately assigned and fully credentialed in the subject area to which they are assigned. 2019-20 100% of teachers.	19-20: 100%

Percentage of students school wide meeting or exceeding the SBAC ELA standard.	2019-20 Increase % students school wide meeting or exceeding the SBAC ELA standard to 72% .	65.5%
Percentage of students school wide meeting or exceeding the SBAC Math standard.	2019-20 Increase % students school wide meeting or exceeding the SBAC Math standard to 34% .	33.2%
Increase in percentage points of students in subgroups meeting or exceeding the SBAC ELA standard.	2019-20 Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2018-19.	African Am: 57.7% Filipino: 81.8% Hispanic: 65.6% White: 60.0% Sped: 25.4% NSLP: 65.9% English Learner: 7.2%
Increase in percentage points of students in subgroups meeting or exceeding the SBAC Math standard.	2019-20 Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2018-19.	African Am: 15.4% Filipino: 27.3% Hispanic: 33.4% White: 41.7% Sped: 4.5% NSLP: 33.45% English Learner: 8.9%

Percentage of EL students advancing one proficiency level on CELDT/ELPAC.	2019-20 Increase % EL students advancing one proficiency level on CELDT/ELPAC 2 percentage points.	% of Students Tested with Overall Score of 3 on ELPAC - 33.47% Score of 4 on ELPAC - 12.81% Score sum of 3+ ELPAC - 46.28%
School wide CAST Science Results	2019-20 Increase % students meeting or exceeding CAST standards 2 percentage points over baseline results from 2018-19.	Met/Exceeded Standard for Science: 16.72%
Subgroup CAST Science Results	2019-20 Increase % students in subgroups meeting or exceeding CAST standards 2 percentage points over baseline results from 2018-19.	African Am: 12.12% Filipino: 28.57% Hispanic: 14.77% White: 29.63% Sped: 0.00% NSLP: 15.45% English Learner: 0.00%
Annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	2019-20 Identify and establish annual measure of student progress toward end of course proficiency in New Graduation Science Standards (NGSS).	Measure replaced by percentage students Met/Exceeded CAST.
Percentage of students earning score of 3 or better on AP exams.	2019-20 Increase % students earning score of 3 or better on AP exams 2 percentage points over 2018-19.	19-20: 60.9% unduplicated students.

Percentage of students passing the FitnessGram by the senior year.

2019-20

Increase % students passing the FitnessGram in grade 9 4 percentage points over 2018-19.

N/A

19-20 Fitnessgram testing suspended.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensure all teachers are subject matter proficient and fully credentialed in the subject area to which they are assigned. This includes teachers in all subject matter areas and CTE teachers with designated subjects credentials.</p>	<p>\$11,573,044 - LCFF - 1000-1999 Certificated Salaries - Teachers \$4,924,802 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits \$1,240,050 - LCFF - 1000-1999 Certificated Salaries - Admin \$389,052 - LCFF - 3000-3999 Employee Benefits - Admin Benefits</p>	<p>\$10,640,708 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries \$4,273,545 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits \$1,108,575 - LCFF - 1000-1999 Certificated Salaries - Admin - Admin Benefits - reflected in prior item (repeated expenditure)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development to all teachers to support rigorous and appropriate initial instruction to increase the first-time pass rate of all students, particularly those in targeted subgroups, in a broad course of study. All teachers, including CTE teachers, will engage in professional development to support students' mastery of content knowledge and skills.</p>	<p>\$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PD for CTE teachers to employ strong instructional strategies to support all CTE students. (repeated expenditure) \$0 \$0</p>	<p>- Reflected in other actions (repeated expenditure)</p>

Action 3

Planned

Budgeted

Actual

Actions/Services	Expenditures	Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide targeted support to all teachers with three years or less experience to include intensive mentoring and professional development to:</p> <ul style="list-style-type: none"> • Deepen instructional skills • Develop effective classroom management systems • Plan effective lessons • Problem solve classroom issues • Meet all compliance requirements 	<p>\$199,953 - LCFF - 1000-1999 Certificated Salaries - Instructional Coaches</p> <p>\$76,062 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$210,280 - LCFF - 1000-1999 Certificated Salaries - Instructional Coaches</p> <p>\$76,504 - LCFF - 3000-3999 Employee Benefits</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide collaboration time during non-work days to create course plans and instructional lessons that increase curricular rigor and include effective learning opportunities for all students. Provide collaboration time during workdays and non-work days, including summer planning time, for CTE teachers to align curriculum to model curriculum standards.</p>	<p>\$14,031 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - PD - Collaboration Mtgs - ELA and Math with EL and SpEd Teachers; CTE Teachers in cohorts to develop curriculum with MCS (repeated expenditure)</p> <p>\$20,000 - LCFF - 1000-1999 Certificated Salaries - Collaboration time and PD for CTE teachers to develop curriculum and lesson plans aligned with MCS</p>	<p>- Reflected in other actions (repeated expenditure)</p> <p>- Reflected in other actions (repeated expenditure)</p>

Action 5

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue expand tutoring programs for all students including targeted student populations.</p>	<p>\$250,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p> <p>\$21,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p> <p>\$25,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$216,701 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>- Reflected in other actions (repeated expenditure)</p> <p>- Reflected in other actions (repeated expenditure)</p>
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Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Provide supplemental instructional materials and supplies for targeted subgroups to increase student achievement of those students.</p>	<p>\$490,461 - LCFF - 4000-4999 Books and Supplies - Supplemental/Concentration</p> <p>\$1,338,291 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$705,883 - LCFF - 4000-4999 Books and Supplies - Supplemental/Concentration</p> <p>\$955,723 - LCFF - 4000-4999 Books and Supplies - S&C</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue summer orientation programs for all grades to ensure all incoming students receive an introduction to skills needed for high school success and to support all students success in a college-going culture.</p>	<p>\$6,500 - Federal Revenues - Title I - 4000-4999 Books and Supplies (repeated expenditure)</p> <p>\$60,000 - LCFF - 1000-1999 Certificated Salaries</p>	<p>- Reflected in other actions (repeated expenditure)</p> <p>- Reflected in other actions (repeated expenditure)</p>

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide additional personnel to implement instructional supports for all students in ELA and Math in grades 9 and 10 and targeted subgroups in all grades.</p>	<p>\$22,750 - Federal Revenues - Title I - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>\$33,037 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide and train additional certificated and classified personnel, including Testing Coordinator, to broaden use of progress monitoring assessment systems to determine and monitor student progress in ELA, math and NGSS.</p>	<p>\$99,562 - LCFF - 1000-1999 Certificated Salaries - Testing Coordinator \$27,285 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$108,510 - LCFF - 1000-1999 Certificated Salaries \$25,025 - LCFF - 3000-3999 Employee Benefits</p>

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$200,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated)</p>	<p>\$76,050 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue school wide intervention programs during the regular instructional day to ensure that all students receive the support needed to access all levels of curriculum. Programs include:</p> <ul style="list-style-type: none"> • Achieve3000 • Acellus • Math XL • eMath 	expenditure)	
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Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Provide professional development to Math teachers to:</p> <ul style="list-style-type: none"> -Deepen knowledge and application of CA Math Practice Standards -Increase instructional expertise to effectively shift classroom delivery to align with an inquiry-based, student-centered approach -Administer pre- and post- assessments to identify learning needs in Math. -Support implementation of new Algebra 2 curriculum. 	<p>\$150,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental Concentration - Ivan Chang CTL PD for math</p>	<p>\$151,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to</p>	<p>\$0 - LCFF - 5000-5999 Services and</p>	<p>\$0</p>

meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: Schoolwide Location: All Schools Maintain co-teaching program in ELA and Math classes to ensure all Students with Disabilities (SWD) have the support needed to meet or exceed the CA ELA and Math Standards.	Other Operating Expenses - Supplemental/Concentration - Co-teaching	
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Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Provide an EL Summer Institute for EL teachers to ensure instruction for EL students promotes increased student achievement through: <ul style="list-style-type: none"> • Curriculum planning • Instructional strategy development • Data analysis • ELPAC Boot Camp preparation 	\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental/ Concentration (repeated expenditure) \$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental/Concentration (repeated expenditure)	\$0 - Reflected in other actions (repeated expenditure) - Reflected in other actions (repeated expenditure)

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	\$45,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental/ Concentration : Campus-based supports for students	- Reflected in other actions (repeated expenditure) - Reflected in other actions (repeated expenditure)

<p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Continue to provide supplemental materials and instructional supports for English Learners.</p>	<p>newly arrived to the U.S. (repeated expenditure)</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental/ Concentration: EL Students - Supplemental Vocabulary Materials (repeated expenditure)</p>	
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Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Continue professional development to all counselors to ensure SWD and EL students have equitable access to electives, advanced courses and after-school academic programs</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental and Concentration - Equity training for counselors</p>	<p>\$0</p>

Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide personnel and instructional materials to continue Extended School Year (ESY) program to increase student achievement among SWD.</p>	<p>\$125,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$20,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$56,427 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$10,558 - LCFF - 4000-4999 Books and Supplies</p>

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Continue EL supports to include specialized personnel with EL authorization to monitor EL identification, program placement, reclassification, program quality, compliance and update EL test data in the SIS.</p>	<p>\$90,894 - LCFF - 1000-1999 Certificated Salaries - Supplemental/Concentration - EL Coordinator</p> <p>\$179,473 - LCFF - 2000-2999 Classified Salaries - Supplemental/Concentration - EL Liaison and Bilingual Aides</p> <p>\$189,935 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$72,679 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$42,229 - LCFF - 2000-2999 Classified Salaries</p> <p>\$264,084 - LCFF - 3000-3999 Employee Benefits</p>

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue Birmingham Summer School to provide credit recovery, enrichment opportunities and access to CTE course pathways.</p>	<p>\$300,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>\$274,980 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>

Action 19

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: Schoolwide Location: All Schools Expand and/or maintain college classes to provide college and career readiness opportunities	\$0 - LCFF - 1000-1999 Certificated Salaries - Supplemental and Concentration	\$0
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Action 20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Increase the rigor of honors level and AP courses.	\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development for AP/Honors teachers	\$15,352 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 21

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: Schoolwide Location: All Schools Provide certificated personnel, including a Special Education Coordinator, to support development and monitoring of all instructional support and compliance programs for SWD.	\$206,272 - LCFF - 1000-1999 Certificated Salaries - Supplemental/Concentration - Special Education Coordinator and School Psychologist \$103,776 - LCFF - 1000-1999 Certificated Salaries - Supplemental/Concentration - DIS Counselor / ERICS \$116,135 - LCFF - 3000-3999 Employee Benefits	\$223,241 - LCFF - 1000-1999 Certificated Salaries - S&C \$109,660 - LCFF - 1000-1999 Certificated Salaries - S&C - DIS \$95,562 - LCFF - 3000-3999 Employee Benefits

Action 22

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Create accelerated course pathways in the master schedule to increase student access to instructional opportunities.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Supplemental/Concentration - additional course sections</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Supplemental/ Concentration</p>	<p>\$0</p> <p>\$0</p>

Action 23

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Implement targeted academic support to African American students to close the achievement gap.</p>	<p>\$46,451 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental/Concentration - Support Specialist for African American students</p> <p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental /Concentration - Enrichment activities, Village Nation, HBCU</p>	<p>\$24,074 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$41,044 - LCFF - 5000-5999 Services and Other Operating Expenses - S&C</p>

Action 24

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$24,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p>

Provide professional development and consultation services to general education teachers, special education teachers and administrators to support co-teaching, differentiated instruction and Universal Design for Learning (UDL).

Action 25

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Maintain appropriate personnel and training to ensure compliance in all aspects of the IEP and to provide curricular access and increased student achievement for SWD.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Supplemental and Concentration</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p>

Action 26

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development, including UCLA Center X training in CDE CAST, Stanford NGSS and the new CA Science Framework, for all science teachers to increase content knowledge and instructional expertise and to effectively shift classroom delivery to align with an inquiry-based,</p>	<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - PD Encumbrance for PI School (See Goal 1 Action 2 for remainder) (repeated expenditure)</p>	<p>\$16,514 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

student-centered approach.

Action 27

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase access to instructional technology tools to ensure all students, especially those in significant subgroups, have multiple methods to learn and demonstrate proficiency in all content areas.</p>	<p>\$200,000 - LCFF - 4000-4999 Books and Supplies - Supplemental and Concentration</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p>

Action 28

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Staff a certificated Tech Coordinator/Coach to support teachers in the effective use of instructional technology to increase student achievement</p>	<p>\$102,392 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Technology Coordinator</p> <p>\$46,468 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>	<p>\$110,895 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Technology Coordinator</p> <p>\$46,500 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>

Action 29

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities, Specific Student Group(s): English Learners; African-American</p> <p>Location: All Schools</p> <p>This action consolidated with action 28.</p> <p>Provide technology hardware and supplemental digital materials to teachers of ELs, SWD and African American students to enhance and differentiate instruction, bridge learning gaps and provide individualized support to increase student achievement of targeted subgroups.</p>		
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Action 30

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Moved from Goal 2 - Action/Service 1:</i> Continue to provide Math, ELA and science intervention programs both inside and outside of the school day</p>	<p>\$130,000 - LCFF - 4000-4999 Books and Supplies - Chromebooks</p>	<p>\$606,578 - LCFF - 4000-4999 Books and Supplies</p>

Action 31

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p>		

<p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 7: Continue to provide services and staff to support the implementation of the Master Plan for English Learners and Title III Plan:</p> <ul style="list-style-type: none"> • English Learner (EL) identification, program placement, monitoring, reclassification, program quality, compliance monitoring. • Change classified of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after reclassification • Continue to provide training for counselors and administrators regarding equitable access for ELs to electives, advanced course work, after school programs, extracurricular and co-curricular activities, athletics. 		
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Action 32

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Actions/Services 14: Plan, develop, and implement specialized resources, services and ELD courses to support Long-Term English Learners (LTELs) to have access to all core curriculum and reclassify in a timely manner.</p>	<p>\$90,894 - LCFF - 1000-1999 Certificated Salaries - Supplemental and Concentration - EL Coord</p> <p>\$55,031 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$80,791 - LCFF - 1000-1999 Certificated Salaries - S&C - EL Coordinator</p> <p>\$17,451 - LCFF - 3000-3999 Employee Benefits</p>

Action 33

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Supplemental and</p>	<p>\$0</p>

<p>meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 17: Continue to provide study skills classes based on need to increase academic support for SWD to improve executive functioning skills and organizational and study skills.</p>	Concentration	
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Action 34

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 18: Continue to provide Universal Design for Learning (UDL) training for teachers and administrators.</p>		

Action 35

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase A-G class offerings in academic and elective subjects to ensure students are qualified to attend UC and CSU institutions.</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.

Expenditures were approximately the same amount as budgeted in Goal 1 as a whole to provide a strong instructional program to support student academic proficiency in all content areas. Students were supported with highly qualified certificated staff, classified program support personnel and instructional materials including books, supplies, software and technology. Faculty received training and access to professional development materials and planning time to implement instructional best practices.

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

Successes in implementing the actions/services to achieve the goal:

BCCHS has continually improved instructional focus and practice program-wide leading to successes in academic proficiency in a number of areas. We continue to maintain a high percentage of total students meeting/exceeding proficiency in ELA. While math has had a lower percentage of students demonstrating proficiency, we have increased overall math proficiency on SBAC and increased math proficiency among our highest priority subgroups: English Learners, Students with Disabilities and Socioeconomically Disadvantaged students. The ongoing emphasis of our math department to work collaboratively in consistent and ongoing professional development has resulted in aligned curriculum and assessments and significant proficiency gains for our students in math. The Hispanic student subgroup, our largest subgroup, also demonstrated gains in math proficiency as a result of our efforts. Traditionally, increasing math proficiency for our students has been an ongoing challenge; therefore, seeing positive results in proficiency for our students school wide and among targeted subgroups is a tremendous success for our school.

Another noteworthy success is the increase for English Learners and Students with Disabilities in ELA Proficiency. Both of these targeted and high priority subgroups increased in ELA proficiency as a result of ongoing support to develop and support strong literacy skills and language fluency. We have allocated resources to increased support personnel (EL Liaison and EL Coordinator) for our English Learners as well as invested in additional rigorous instructional materials and textbooks. Lastly, we had a significant rise in our English Learner reclassification rate over the prior year, which resulted from increased and improved services and information to families of our English Learners.

Challenges in implementing the actions/services to achieve the goal:

While we have had a relatively high percentage of students meeting/exceeding proficiency in ELA school wide and among most subgroups, we had a decrease in the number of students demonstrating ELA proficiency school wide and among most subgroups except EL and SWD. This demonstrates a considerable need for us to continue investing resources to better align course curriculum and assessments to monitor student progress toward benchmarks and develop common outcomes and skill sets for each grade. Where smaller teams of teachers for EL and SWD subgroups aligned practice and intervention or instructional strategies, students in those subgroups experienced gains. It's reasonable to conclude, therefore, that a similar common approach to strategic instruction and intervention methods should be adopted program wide. Currently, there is greater variety school wide among ELA instructors. Without an instructional progression that builds on prior content or skills (such as there is in math), we can see the need for greater alignment across the ELA department. The majority of our students, particularly significant subgroups, will benefit from a greater focus on alignment of instructional practice and common outcomes. Additionally, as a result of declines in ELA and math for most of our subgroups, it is evident that they need targeted attention and interventions to support them in reaching established academic proficiency benchmarks.

Goal 2

To increase student college and career readiness

Note: Previous year's Goal 2 -To ensure all students are diploma eligible is being subsumed in current Goals 1 and 2.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: All Students are at least CSU eligible and participate in a CTE exploration pathway.

Annual Measurable Outcomes

Expected		Actual
Percentage of students school wide who meet or exceed the SBAC ELA standard.	2019-20 Increase % students school wide meeting or exceeding the SBAC ELA standard to 72% (See Goal 1).	65.5%
Percentage of students school wide meeting or exceeding the SBAC Math standard.	2019-20 Increase % students school wide meeting or exceeding the SBAC Math standard to 34% (See Goal 1).	33.2%
Percentage points increase of students in subgroups meeting or exceeding the SBAC ELA standard.	2019-20 Increase % students in subgroups meeting or exceeding the SBAC ELA standard 2 percentage points over 2018-19 (See Goal 1).	<u>African Am: 57.7%</u> <u>Filipino: 81.8%</u> <u>Hispanic: 65.6%</u> <u>White: 60.0%</u> <u>Sped: 25.4%</u> <u>NSLP: 65.9%</u> <u>English Learner: 7.2%</u>

<p>Percentage points increase of students in subgroups meeting or exceeding the SBAC Math standard.</p>	<p>2019-20 Increase % students in subgroups meeting or exceeding the SBAC Math standards 2 percentage points over 2018-19 (See Goal 1).</p>	<p><u>African Am: 15.4%</u></p> <p><u>Filipino: 27.3%</u></p> <p><u>Hispanic: 33.4%</u></p> <p><u>White: 41.7%</u></p> <p><u>Sped: 4.5%</u></p> <p><u>NSLP: 33.45%</u></p> <p><u>English Learner: 8.9%</u></p>
<p>Percentage of EL students advancing one proficiency level on CELDT/ELPAC.</p>	<p>2019-20 Increase % EL students advancing one proficiency level on CELDT /ELPAC 2 percentage points (See Goal 1).</p>	<p><u>% of Students Tested with Overall Score of 3 on ELPAC - 33.47%</u></p> <p><u>Score of 4 on ELPAC - 12.81%</u></p> <p><u>Score sum of 3+ ELPAC - 46.28%</u></p>
<p>Schoolwide CAST Science results</p>	<p>2019-20 Increase % students meeting or exceeding CAST standards 2 percentage points over baseline results from 2018-19.</p>	<p><u>Met/Exceeded Standard for Science: 16.72%</u></p>
<p>Subgroup CAST Science Results</p>	<p>2019-20 Increase % students in subgroups meeting or exceeding standards 2 percentage points over baseline results from 2018-19.</p>	<p><u>African Am: 12.12%</u></p> <p><u>Filipino: 28.57%</u></p> <p><u>Hispanic: 14.77%</u></p> <p><u>White: 29.63%</u></p> <p><u>Sped: 0.00%</u></p> <p><u>NSLP: 15.45%</u></p> <p><u>English Learner: 0.00%</u></p>

<p>End of course proficiency in New 2019-20 Generation Science Standards (NGSS)</p> <p>Identify and establish measure of student progress toward end of course proficiency in New Generation Science Standards (NGSS).</p>	<p>Measure replaced by percentage Met/Exceeded CAST.</p>
<p>Graduation Rate</p> <p>2019-20 Increase graduation rate 1 percentage point over 2018-19 (4-year cohort) (Goal 2).</p>	<p>19-20: 93.2% Grad Rate</p>
<p>Dropout Rate</p> <p>2019-20 Maintain dropout rate that does not exceed 1%.</p>	<p>19-20: 2.9% Dropout Rate</p>
<p>Percentage students completing A-G requirements with C or better.</p> <p>2019-20 Increase % students completing A-G requirements with C or better 2 percentage points over 2018-19.</p>	<p>19-20: 62.4% A-G Completion Rate with C or better.</p>
<p>Percentage of students earning GPA greater than 2.0 (See Goal 1).</p> <p>2019-20 Increase % students earning GPA more than 2.0, 2 percentage points over 2018-19.</p>	<p>19-20: 70.4% total students earning GPA greater than 2.0.</p>
<p>Percentage of students completing CTE course sequence.</p> <p>2019-20 Increase % students completing CTE course sequence 3 percentage points over 2018-19.</p>	<p>19-20: 21.8%</p>
<p>Percentage students taking SAT or ACT exams.</p> <p>2019-20 Increase seniors taking SAT or ACT exams to 85%.</p>	<p>19-20: 93.1%; 619 seniors took SAT or ACT exam.</p>

Percentage of students enrolled in Advanced Placement (AP) classes.	2019-20 Increase % students enrolled in Advanced Placement (AP) classes 3 percentage points over 2016-17.	19-20: 23.4%; 716 students enrolled in AP classes.
Enrollment in Advanced Placement (AP), by Subgroup (excluding SWDs).	2019-20 Increase percentage of students, by ethnic and program subgroup (excluding SWDs), enrolled in Advanced Placement (AP) by 2 percentage point over 2018-19.	20-21: EL: 6.8% Foster: N/A Homeless: N/A African-American : 23.7% Filipino: 43.9% Hispanic: 20.8% White: 26.4% Two or more races :23.5%
Percentage of students earning score of 3 or better on AP exams (See Goal 1).	2019-20 Increase % students earning score of 3 or better on AP exams 2 percentage points.	19-20: 60.9%
Seniors applying to 4-year colleges and universities.	2019-20 Establish baseline of number/percentage of seniors applying to 4-year colleges or universities.	19-20: 86.5% seniors applying to 2-year and 4-year colleges and universities.
Number/percentage of seniors accepted to 4-year colleges and universities.	2019-20 Establish baseline of number/percentage of seniors accepted to 4-year colleges or universities.	19-20: 77.5% seniors accepted to 2-year and 4-year colleges/universities.
Seniors accepted post-secondary educational institutions.	2019-20 Increase % seniors accepted to post-secondary educational institutions 5 percentage points over 2018-19.	

**Frequency of student to academic
counselor face-to-face
interactions.**

**Maintain 2018-19 student to
academic counselor face-to-face
interaction, at least once per
semester.**

19-20: 86.5% through Feb. 2020.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase A-G class offerings in academic and elective subjects to ensure students are qualified to attend UC and CSU institutions.</p>	\$0 - LCFF - 1000-1999 Certificated Salaries	\$0

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Monitor alignment of curriculum and instruction with CA standards, A-G graduation requirements, and CTE Model Curriculum Standards.</p>	<p>\$717,950 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$294,624 - LCFF - 3000-3999 Employee Benefits</p> <p>\$260,480 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - College & Career Counselors</p> <p>\$124,951 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$862,757 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$302,949 - LCFF - 3000-3999 Employee Benefits</p> <p>\$200,269 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$60,465 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p>	\$144,800 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental and Concentration - administration of PSAT and SAT	\$18,474 - LCFF - 5000-5999 Services and Other Operating Expenses

<p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Continue annual PSAT test administration for all students in grades 9-11 and administer SAT to grades 11 and 12 to monitor college readiness and student achievement in ELA and Math.</p>		
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Continue on-site SAT preparation opportunities for all students and expand activities to increase number of participating students in targeted subgroups to increase college and career readiness.</p>	<p>\$45,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental & Concentration</p>	<p>\$47,671 - LCFF - 5000-5999 Services and Other Operating Expenses - S&C</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide online classes to address credit deficiencies of all students.</p>	<p>\$38,781 - LCFF - 1000-1999 Certificated Salaries - Accelerate courses \$26,197 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$35,731 - LCFF - 1000-1999 Certificated Salaries \$0 - Reflected in other actions (repeated expenditure)</p>

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Continue to provide College and Career Center personnel and resources to ensure that all students, including specific subgroups such as English Learners, are provided the support and information needed to apply to pursue post-secondary options including financial aid.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Supplemental and Concentration</p>	<p>\$0</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Provide targeted support in college and career readiness to identified subgroups: Hispanic/Latino, African American, SWD, English Learners</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Supplemental and Concentration</p>	<p>\$0</p>

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to</p>	<p>\$50,433 - LCFF - 1000-1999 Certificated</p>	<p>\$0 - Reflected in other actions (repeated</p>

<p>meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide Foster Youth Liaison to provide services to Foster Youth subgroup and to ensure equitable access to education, opportunities to achieve academic success, and set and reach graduation and post-secondary goals.</p>	<p>Salaries - Supplemental and Concentration - Foster Youth Liaison \$23,083 - LCFF - 3000-3999 Employee Benefits</p>	<p>expenditure) \$0 - Reflected in other actions (repeated expenditure)</p>
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Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Homeless</p> <p>Location: All Schools</p> <p>Provide Homeless Youth Liaison to meet the needs of the homeless student subgroup.</p>	<p>\$50,433 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Homeless Youth Liaison \$23,083 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$0 - Reflected in other actions (repeated expenditure) \$0 - Reflected in other actions (repeated expenditure)</p>

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): Redesignated fluent English proficient</p> <p>Location: All Schools</p> <p>Continue to provide certificated and administrative staff of counseling center to ensure the following services:</p>		

<ul style="list-style-type: none"> • Monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP, enrollment in CTE pathways, and other elective courses to ensure college and career readiness for RFEPs. • Provide appropriate support for students to meet the criteria to receive the State Seal of Biliteracy upon graduation. • Develop a master schedule to provide support and intervention to increase student enrollment in UC/CSU-aligned, A-G, honors, higher-level math and science and elective courses. • Monitor academic progress toward A-G completion to ensure all students meet graduation requirements (moved from 18-19 Goal 2 - Action/Service 4). 		
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Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Continue to provide certificated and administrative staff of counseling center to ensure the following services:</p> <ul style="list-style-type: none"> • Monitor appropriate educational placement, enrollment in courses required for graduation including A-G, equitable enrollment in honors/AP, enrollment in CTE pathways, and other elective courses to ensure college and career readiness for RFEPs. • Provide appropriate support for students to meet the criteria to receive the State Seal of Biliteracy upon graduation. • Develop a master schedule to provide support and intervention to increase student enrollment in UC/CSU-aligned, A-G, honors, higher-level math and science and elective courses. • Monitor academic progress toward A-G completion to ensure all students meet graduation requirements (moved from 18-19 Goal 2 - Action/Service 4). 	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Supplemental and Concentration</p>	<p>\$0</p>

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue to staff an SAS Coordinator position to facilitate and provide dual enrollment/college credit courses as part of the enrichment program.</p>	<p>\$7,500 - LCFF - 1000-1999 Certificated Salaries - SAS Coordinator</p>	<p>\$4,657 - LCFF - 1000-1999 Certificated Salaries - SAS Coordinator</p>

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to staff a full time CTE Coordinator to provide support services to CTE students, ensure high quality CTE programs, and monitor CTE program outcomes.</p>	<p>\$83,978 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Salary for full time Career Counselor \$120,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Provide full time CTE Coordinator \$53,663 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$89,479 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$120,110 - LCFF - 5000-5999 Services and Other Operating Expenses \$53,601 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide a full spectrum of CTE courses taught by highly</p>	<p>\$960,056 - LCFF - 1000-1999 Certificated Salaries - Salaries for CTE faculty with designated subjects credentials \$337,087 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$1,104,686 - LCFF - 1000-1999 Certificated Salaries \$386,668 - LCFF - 3000-3999 Employee Benefits</p>

qualified CTE Credentialed Faculty for students to enroll in pathway programs reflective of labor market jobs that are high wage, high demand, and high skill.

Goal Analysis

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

Expenditures were approximately the same amount as budgeted in Goal 2 as a whole to provide support systems and resources for students to develop college and career readiness skills. Students were supported with highly qualified certificated staff, classified program support personnel and instructional materials including books, supplies, software and technology to prepare for future college and careers. They have access to robust CTE programs, college and career counseling. Faculty received training and access to professional development materials and planning time to implement instructional best practices.

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

Successes in implementing the actions/services to achieve the goal:

We have had several successes in implementing the actions and services to reach Goal 2: increased college and career readiness for our students. Year over year since 2017-18, we have seen an increase in A-G completion for all students, and an increase of three percentage points in A-G completion for our 4-year cohort of seniors over the past year. We continue to focus on and emphasize college and career readiness through enrollment in college-preparatory a-g courses. Central to this effort is the alignment of our course outlines and content to A-G approved courses. Ensuring all of the classes we offer are A-G approved has helped our students make more progress toward college-readiness. Additionally, we have also seen a rise in other college readiness indicators such as CTE pathway participation and completion, SAT participation rate, AP course enrollment and increased enrollment in AP courses among our targeted subgroups: EL and SWD from 18-19 to 19-20. We continue to streamline efforts to inform students of post-secondary options with improved progress monitoring, grade-level progress checkpoints and outreach for special programs such as SAS and CTE. Our College and Career Indicator increased the percentage of students designated as prepared by almost 4% from 18-19 to 19-20. The successes in this goal result from other integrated efforts school wide to better monitor student performance at regular intervals and address any gaps in forward progress early. Data collection and analysis has become regular practice for certificated faculty and directly informs the supports we implement for all of our students.

Challenges in implementing the actions/services to achieve the goal:

A challenge that has perpetuated for a long time is the difficulty in establishing and communicating common processes across departments and certificated roles with regard to college and career readiness. There has also been inconsistent progress monitoring for individual students, and prior to this year, no comprehensive data analysis for individual students. Counselors often view a students academic performance indicators along with engagement and positive progress toward graduation and post-secondary

benchmarks, but this information has not been used in a proactive way to design systems to help students stay on track toward graduation and college admission or entry level careers. As a result of this challenge, we previously had no streamlined approach for early identification of students in need of additional supports and interventions at various chronological benchmarks. We are working on improving our practice related to more comprehensive data collection and analysis as it relates to college and career readiness. We are using school wide tools, such as Naviance, and procedures to record and review student information more regularly. We saw a slight increase in dropout rate in the 19-20 school year, however, we attribute this to the sudden shutdown of the schools in-person instructional program. With the challenges related to Covid-19, and communication specifically, we consider the increase in dropout rate as directly related to the shutdown. We expect that our increased methods of closely monitoring students will result in a lower dropout rate this year. We also saw a slight decrease in AP enrollment this year, which may have been due to the added stress for students in the transition to online learning and a reduced course load overall. As a result, students only had six classes (rather than eight as in the year prior) and were therefore limited in their enrollment options.

Goal 3

To provide positive engagement.

Note: Goal 4 To increase parent participation for student academic success is subsumed here.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities: All Student are Responsible Citizens

Annual Measurable Outcomes

Expected		Actual
Attendance Rate	2019-20 Maintain target attendance rate of 95% throughout the school year.	19-20: 94.9%
Chronic Absenteeism Rate	2019-20 Decrease number of students chronically absent by 10 students compared to previous year.	18-19: 16.3% (531 students)
Frequency of student to counselor 1on1 meetings.	2019-20 Establish a baseline of frequency of student interaction with GLA certificated staff by grade.	19-20: 86.5% of students had face-to-face meeting with counselor
Expulsion Rate	2019-20 Maintain an expulsion rate of no more than .1 %	19-20:0.09%
Suspension Rate	2019-20 Maintain suspension rate at less than 1%.	19-20: 2.2%

Graduation Rate	2019-20 Maintain graduation rate of 95% or better.	19-20: 93.2% (4 yr cohort)
Dropout Rate	2019-20 Reduce dropout rate by 1%.	19-20: 2.9%
Number of student referrals to the dean's office.	2019-20 Decrease the number of student referrals to the dean's office by 5%.	19-20: Unduplicated ADS pupil referrals = 529; 16.3% Unduplicated DIS pupil referrals = 746; 23%
Percentage of participation in qualified free/reduced lunch program.	2019-20 Increase qualified free/reduced lunch participation to 75%.	19-20 (through February 2020): 51%
Increase percentage of students who report that they feel Safe or Very Safe on the annual California Healthy Kids Survey.	2019-20 Increase % of students who report Safe or Very Safe (or some comparable measure) on annual CHKS by 10 percentage points.	N/A = CHKS not administered in 19-20.
Parents utilizing school information system. (Moved from prior year's Goal 4).	2019-20 Increase % parents enrolling in school information system 5 percentage points over 2018-19.	
Parents attending school-sponsored activities. (Moved from prior year's Goal 4).	2019-20 Increase % parents attending school-sponsored activities 5 percentage points over 2018-19..	This measure will be replaced in the 20-23 LCAP will of measure of parent engagement in ParentSquare communication system.
Parents attending informational workshops. (Moved from prior year's Goal 4).	2019-20 Increase % parents attending informational workshops 5 percentage points over 2017-18.	This measure will be replaced in the 20-23 LCAP will of measure of parent engagement in ParentSquare communication system.

Parents responding to school requests for information. (Moved from prior year's Goal 4).

2019-20

Increase % parents responding to school requests for information 3% over 2018-19.

19-20: Parents responding to the LCAP and Climate Survey = 150 parents.

20-21: Parents responding to the LCAP and Climate Survey - 1,310 parents.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Implementation of Positive Behavior Intervention & Support (PBIS) program, including:</p> <ul style="list-style-type: none"> the use of restorative justice practices for intervention. PD to provide social-emotional behavioral support for all students including targeted subgroups 	<p>\$557,548 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental and Concentration</p>	<p>\$29,637 - LCFF - 5000-5999 Services and Other Operating Expenses - S&C</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue staffing both management and classified positions in custodial, campus security, IT, and lifeguard functions positions in order to:</p> <ul style="list-style-type: none"> Maintain safe, clean, and secure facilities to sustain an environment conducive to learning and increased student achievement. Provide active and effective supervision of all students throughout the school day. 	<p>\$1,990,109 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,192,991 - LCFF - 3000-3999 Employee Benefits</p> <p>\$4,690,369 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$2,782,490 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,340,539 - LCFF - 3000-3999 Employee Benefits</p> <p>\$7,291,320 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

- Provide 24-hour security to ensure safe, graffiti-free, and drug-free environment.

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to provide full-time school nurse and LVN to attend to physical health needs of students including referrals for glasses, hearing and other health needs.</p>	<p>\$44,014 - LCFF - 2000-2999 Classified Salaries</p> <p>\$38,434 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$145,223 - LCFF - 2000-2999 Classified Salaries</p> <p>\$80,728 - LCFF - 3000-3999 Employee Benefits</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Expand drug and alcohol awareness program school-wide and provide support program to affected students.</p>	<p>\$30,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$12,629 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0</p> <p>\$0</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>\$123,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$20,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p> <p>\$3,713 - LCFF - 2000-2999 Classified Salaries</p>

<p>Location:</p> <p>Provide ongoing professional development and training of various staff groups, including teachers and counselors, to ensure:</p> <ul style="list-style-type: none"> • Safe, clean and secure school facility. • Best practices of safe schools, including child abuse reporting, blood borne pathogens, sexual harassment, etc. • Social emotional welfare of students including identifying suicidal ideation, bullying, cyberbullying and student discipline. • support is differentiated to reflect needs of various subgroups to improve student engagement. 		
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Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implementation of Positive Behavior Intervention & Support (PBIS) program, including:</p> <ul style="list-style-type: none"> • the use of restorative justice practices for intervention. • PD to provide social-emotional behavioral support for all students including targeted subgroups 	<p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p>	<p>\$30,944 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental and Concentration (repeated expenditure)</p>	<p>\$56,858 - LCFF - 5000-5999 Services and Other Operating Expenses - S&C</p>

<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Continue to supplement differentiated cost for reduced price breakfast and lunch participants. Continue campaigns and promotions to increase school breakfast and lunch participation. 		
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Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue use of stakeholder surveys including <i>California Healthy Kids Survey (CHKS)</i> annually to identify needs.</p>	<p>\$2,500 - LCFF - 5000-5999 Services and Other Operating Expenses - WESTED SURVEY</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 3: Provide attendance and social-emotional supports to identified subgroups:</p> <ul style="list-style-type: none"> Student support staff will identify chronic absentees and provide tiered intervention to address such Counselors and office staff will counsel students to increase attendance rate and decrease absenteeism 	<p>\$2,555,755 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,612,132 - LCFF - 3000-3999 Employee Benefits</p> <p>\$144,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - PSA</p>	<p>\$3,882,907 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,816,053 - LCFF - 3000-3999 Employee Benefits</p> <p>\$139,387 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

- Staff full time PSA Counselor (1 FTE).

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 5: Provide professional development for all staff regarding social-emotional learning and curriculum to support interventions designed to increase academic success of all students.</p>		

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 8: Provide services to Foster Youth:</p> <ul style="list-style-type: none"> • Counselors will collaborate with student support services personnel to ensure appropriate services for Foster Youth. • Provide training for counselors, classified staff, administrators, and teachers to address issues and needs of Foster Youth. 	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental and Concentration</p>	<p>\$0</p>

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Moved from Goal 2 - Action/Service 18: Explore campus-based options more appropriate for a single-site to provide social, emotional, and academic support for students newly arrived to the country in lieu of a district-wide Newcomer Center model designed to accommodate multiple sites.</p>		

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from 18-19 Goal 4 Action/Service 4.1:</p> <p>Continue to provide support for meaningful two-way engagement of parents in decision making tied to academic achievement and through advisory groups:</p> <ol style="list-style-type: none"> 1. Continue implementation of California Department of Educations (CDE) Parent Engagement Framework as foundational to the parent engagement system, per LCAP, Federal Addendum, and ConApp. 2. Ensure parent engagement in School Site Council and English Learner Advisory Committee (ELAC) for input into LCAP, Federal Addendum and ConApp. 	<p>\$22,000 - Federal Revenues - Title I</p> <p>\$0 - Encumbrance - Family Engagement</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p> <p>\$0</p>

3. Increase number of parents participating in school governance and in decision-making regarding school initiatives attendance at Board meetings, participation in Board sub-committees, site councils, parent institute		
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Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Moved from 18-19 Goal 4 Action/Service 4.2:</p> <p>Sustain meaningful parent engagement to support all students as follows:</p> <ol style="list-style-type: none"> 1. Provide opportunities and options for parent engagement and participation, such as PTSA, Summer Orientation programs, parent information nights and workshops, FACTOR, open house, parent conferences, parent newsletters, updated school web page, and open enrollment information events. 2. Provide translation stipend to assist in providing information to parent/guardians in their primary language. 3. Continue to expand parent outreach plans to address needs of all parents. 4. Continue to improve outreach to parents through programs such as FACTOR and ESL classes. 5. Continue Parent Center Liaison position. 	<p>\$45,230 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Encumbrance - Family Engagement</p> <p>\$38,772 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$27,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$2,979 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Remainder captured in other actions</p> <p>\$0 - Reflected in other actions (repeated expenditure)</p> <p>\$25,229 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from 18-19 Goal 4 - Action/Service 4.3:</p>	<p>\$0 - LCFF - Supplemental</p>	<p>\$0</p>

Provide additional opportunities for meaningful parent engagement and participation as follows:

1. Offer opportunities for parents/guardians at school site to learn about various topics based on need/interest.
2. Offer additional means for parents to engage in the educational process and provide feedback on schools programs.
3. Provide budget for childcare and translation services as needed.
4. Provide materials and supplies for parent meetings/education opportunities.
5. Provide parent recognition activities to validate and sustain active participation.
6. Expand use of parent surveys to improve parent involvement and gather input tied to academic achievement goals

Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from 18-19 Goal 4 Action/Service 4.4:</p> <p>Continue Parent University and/or Parent University Symposium to address topics such as CA Standards, STEM/STEAM, VAPA, 21st century skills, financial literacy, RTI/social-emotional supports, wellness policies, and planning for college and career.</p> <p>Provide budget for additional hours for presenters.</p> <ol style="list-style-type: none"> 1. Provide materials and supplies. 2. Continue specialized parent training to increase parent awareness of school initiatives and post-secondary options. 3. Plan and implement weekend visits to local colleges 	<p>\$0 - Federal Revenues - Title I</p> <p>\$0 - LCFF - Supplemental</p>	<p>\$0</p> <p>\$0</p>

for parents and students to increase awareness of post-secondary options 4. Plan and implement college information nights to increase parent awareness of career options.		
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Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from Goal 4 Action/Service 4.5:</p> <p>Provide training opportunities and attendance at CCSA, CABE, and other conferences for parents of targeted student subgroups, including SSC and ELAC parents, to support and increase leadership capacity.</p>	<p>\$23,570 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</p>

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from Goal 4 Action/Service 4.6:</p> <p>Provide additional hours for teachers/staff to facilitate additional parent engagement activities, per Parent Engagement Plan, LCAP and/or Federal Addendum.</p>	<p>\$0 - LCFF - Base grant.</p>	<p>\$0</p>

Action 19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from 18-19 Goal 4 Action/Service 4.7:</p> <p>Provide materials and supplies for parent engagement including:</p> <ol style="list-style-type: none"> 1. Student/Parent Handbook. 2. Parent Newsletters. 3. Pamphlets on high-interest topics such as college planning and CTE programs. 4. Additional information packets distributed at PTSA, SSC and ELAC meetings. 	<p>\$39,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Encumbrance - Family Engagement plus Base Grant</p>	<p>\$37,151 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Moved from 18-19 Goal 4 Action/Service 4.8:</p> <p>Provide website and web-based parent portals to increase meaningful parent engagement and to engage and inform parents regarding student progress in support of student achievement, per LCAP and Federal Addendum.</p> <ol style="list-style-type: none"> 1. BCCHS website - Parent and Community sections 2. AERIES web-based attendance and grading system 3. Calendar of school events 	<p>\$27,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Base grant.</p>	<p>\$0 - Reflected in other actions (repeated expenditure)</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.

We expended more funds than originally budgeted in actions and services to implement Goal 3 and ensure a positive school climate for students. Students had access to highly qualified classified support personnel and services to establish and maintain a clean and safe school plant and well-maintained facilities as well as support services to ensure positive engagement.

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

Successes in implementing the actions/services to achieve the goal:

Our successes in achieving the actions for this goal, providing a positive climate, can largely be attributed to a comprehensive approach to shared ownership of the educational program and increased data monitoring. This year, we established a comprehensive multi-tiered systems and support team that met monthly to review student data related to academic progress and student engagement. We frequently collected and analyzed student data such as attendance, GPA, lexile level, trauma data from a resiliency check in (RCI) survey, and discipline data in order to identify students needing intervention. Then, as a team, we developed strategies to address the needs. This approach to provide integrated support resulted in several indicators of our success in meeting this goal. Year over year for the past three years we have maintained or increased a high average daily attendance. Additionally, we have decreased both suspension and expulsion rates while increasing graduation rate. Another success as a result of targeted efforts was increased parent engagement. We implemented improved communication tools such as ParentSquare and our monthly online eNewsletter, which contributed to much higher levels of parent participation at school board meetings, on parent committees, such as our Parent Family Engagement Team, and a tremendous increase in parents responses on our parent LCAP survey.

Challenges in implementing the actions/services to achieve the goal:

The challenge this past year with the Covid-19 shutdown made it difficult to cultivate a positive climate and promote positive engagement. Providing services to students or recruiting students to engage in activities was challenging overall via zoom or online classes. Specific challenges arose as a result of behavioral norms and class expectations in the transition to an online learning environment. However, despite the challenges of the transition, norms were established which allowed faculty and students to move forward the instructional program. Our leadership and staff created opportunities to engage families and recognize students through on-campus drive through recognition events, teacher appreciation and senior spirit days. While there was some loss of student engagement and a slight increase in dropout rate last year, we provided comprehensive services to students such as referrals for counseling and services as needed.

Goal 4

NOTE: Goal 4 To increase parent participation for student academic success is being subsumed by Goal 3.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities: All parents and guardians will be actively engaged in meaningful collaboration and/or shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including English proficiency for English learners, graduation rates, and college and career readiness.

Annual Measurable Outcomes

Expected		Actual
Percentage of parents utilizing school information system. - Moved to Goal 3.	2019-20 <i>Consolidated into Goal 3 and moved.</i>	
Percentage of parents attending school sponsored activities. - Moved to Goal 3.	2019-20 <i>Consolidated into Goal 3 and moved.</i>	
Percentage of parents attending informational workshops. - Moved to Goal 3.	2019-20 Consolidated into Goal 3 and moved.	
Percentage of parents responding to school requests for information. - Moved to Goal 3.	2019-20 Consolidated into Goal 3 and moved.	

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Consolidated into Goal 3 and moved.</i></p>		

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><i>Consolidated into Goal 3 and moved.</i></p>	<p>\$11,303 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent Engagement - Title I required encumbrance (repeated expenditure)</p> <p>\$5,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent Engagement - supplemental encumbrance for Newsletter & Postage (repeated expenditure)</p> <p>\$5,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent Engagement - ELAC and SpEd Parent Support (repeated expenditure)</p> <p>\$52,800 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Parent Liaison - Salary & Benefits</p>	

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Consolidated into Goal 3 and moved.</i></p>	<p>\$7,500 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent ESL Classes (Levels 1 and 2) (repeated expenditure)</p> <p>\$7,500 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Parent ESL Classes (Levels 3 and 4) (repeated expenditure)</p>	

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Consolidated into Goal 3 and moved.</i></p>	<p>\$4,520 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Family College Tours - Students & Parents (repeated expenditure)</p>	

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth,</p>	<p>\$5,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Conference (2-3 people) - Title I or similar (repeated expenditure)</p>	

<p>Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p><i>Consolidated into Goal 3 and moved.</i></p>		
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Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Consolidated into Goal 3 and moved.</i></p>		

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><i>Consolidated into Goal 3 and moved.</i></p>		

Action 8

Planned

Budgeted

Actual

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

Consolidated into Goal 3 and moved.

Goal Analysis

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

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

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$39,068,735	\$41,611,891
1000-1999 Certificated Salaries	16,204,448	15,327,362
2000-2999 Classified Salaries	4,887,381	6,859,541
3000-3999 Employee Benefits	9,589,787	8,839,674
4000-4999 Books and Supplies	2,208,752	2,278,742
5000-5999 Services and Other Operating Expenses	6,178,367	8,306,572

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$39,068,735	\$41,611,891
Federal Revenues - Title I	943,390	1,133,278
Federal Revenues - Title II	148,860	157,395
Federal Revenues - Title III	0	0
LCFF Base/Not Contributing to Increased or Improved Services	33,798,008	37,385,157
LCFF S & C/Contributing to Increased or Improved Services	4,178,477	2,936,061

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$39,068,735	\$41,611,891
1000-1999 Certificated Salaries	Federal Revenues - Title I	394,891	597,765

1000-1999 Certificated Salaries	Federal Revenues - Title II	102,392	110,895
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	15,164,896	14,132,331
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	542,269	486,371
2000-2999 Classified Salaries	Federal Revenues - Title I	98,030	2,979
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	4,609,878	6,814,333
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	179,473	42,229
3000-3999 Employee Benefits	Federal Revenues - Title I	240,469	114,066
3000-3999 Employee Benefits	Federal Revenues - Title II	46,468	46,500
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	8,918,666	8,302,011
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	384,184	377,097
4000-4999 Books and Supplies	Federal Revenues - Title I	0	0
4000-4999 Books and Supplies	Federal Revenues - Title III	0	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	180,000	617,136
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	2,028,752	1,661,606
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	210,000	418,468
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	0	0
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	4,924,568	7,519,346
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	1,043,799	368,758

Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
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Goal 1:

To ensure all students demonstrate proficiency in all content areas

Note: Previous year's Goal 2 -To ensure all students are diploma eligible is being subsumed in current Goals 1 and 2.

All Funding Sources	\$22,435,283	\$20,690,160
Federal Revenues - Title I	0	524,718
Federal Revenues - Title II	148,860	157,395
LCFF Base/Not Contributing to Increased or Improved Services	18,928,810	17,224,626
LCFF S & C/Contributing to Increased or Improved Services	3,357,613	2,783,421

Goal 2:

To increase student college and career readiness

Note: Previous year's Goal 2 -To ensure all students are diploma eligible is being subsumed in current Goals 1 and 2.

All Funding Sources	\$3,362,099	\$3,287,517
Federal Revenues - Title I	596,588	403,814
LCFF Base/Not Contributing to Increased or Improved Services	2,502,195	2,817,558
LCFF S & C/Contributing to Increased or Improved Services	263,316	66,145

Goal 3:

To provide positive engagement.

Note: Goal 4 To increase parent participation for student academic success is subsumed here.

All Funding Sources	\$13,218,553	\$17,634,214
Federal Revenues - Title I	294,002	204,746
LCFF Base/Not Contributing to Increased or Improved Services	12,367,003	17,342,973
LCFF S & C/Contributing to Increased or Improved Services	557,548	86,495

Goal 4:

NOTE: Goal 4 To increase parent participation for student academic success is being subsumed by Goal 3.

All Funding Sources	\$52,800	\$0
Federal Revenues - Title I	52,800	0

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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
Facilities cleaning and maintenance aligned to county health guidelines	\$56,253	\$56,253	No
Personal Protective Equipment (PPE) (Plexiglass, masks, gloves, thermometers, etc.)	\$70,784	\$130,391	No
Additional support personnel to facilitate COVID screenings and regulate access to campus facilities	\$ 6,700	\$ 40,665	No

Additional personnel if needed to support instructional needs (additional faculty/tutors/bilingual aides/Sped aides)	\$95,949	\$95,949	No
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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.

There were no substantive differences between the planned actions / budgeted expenditures for in-person instruction and what was implemented/expended for the actions.

Analysis of In-Person Instructional Offerings

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

During the 20-21 school year, we only offered in-person instruction to special populations of students in our high need subgroups: English Learners and Students with Disabilities. The primary challenge in implementing in-person instruction was the delicate and constantly changing nature of the Covid-19 crisis. In most cases, prior to the widespread availability of a vaccine, both students and faculty were reluctant to return to in-person instruction. While we did have some students return, like other schools in California, we had to ensure all safety precautions were in place and effectively communicate those measures to our students, families and faculty. Upon offering the in-person instruction, few students attended in person, rather, they continued learning at home. We still maintained all components of our on-campus safety protocols, including additional staffing hours and equipment to manage cleaning of common areas, bathrooms and high traffic areas with increased frequency.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology hardware for students (Chromebooks)	\$585,602	\$585,602	Yes
Technology hardware for teachers	\$180,146	\$180,146	Yes

Instructional Technology support accessories for teachers	\$ 12,150	\$9,730	Yes
Communication and Operations support software (Google Voice, ParentSquare, Zoom, Office 365)	\$ 48,426	\$ 48,246	Yes
School wide software licenses (Nearpod, Kami, Remind, Hapara, etc.)	\$160,902	\$160,902	Yes
E-texts and digital access codes for course content (Digital texts and codes)	\$297,876	\$297,876	Yes
Individual learning materials for student distribution (Visual Arts/ Science lab materials)	\$ 10,040	\$8,399	Yes
Learning support accessories (headsets, hotspots etc)	\$310,527	\$310,527	Yes
Outside Technology contracted support (professional development, training)	\$ 46,987	\$ 46,987	Yes

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

There were no 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.

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 impact of the COVID-19 pandemic on Birmingham and its community has been significant and complex. During the past 15 months, BCCHS implemented a distance learning program in which students continued progress toward graduation. It is a testament to our strong and responsive community that in spite of these challenges, BCCHS maintained high attendance rate during the past year. This reflects the school's success in maintaining high levels of student engagement while delivering a standards-based academic program that incorporated SEL curriculum and support.

Continuity of Instruction - During 2020-21 our instruction continued without interruption. We made some adjustments to our schedule: reduced course load from 8-period schedule to a 6-period schedule, began each semester with a soft start week of light curriculum and SEL training and engagement activities for students to ensure accessibility and comfort with the transition to online instruction, google classroom, zoom, and other software. A success was the high levels of engagement. Some of the challenges were the steep learning curve for teachers to manage instruction via zoom or MS Teams, the time it took to master new software and establish clear expectations about the online classroom. In some cases, technology problems or internet accessibility were temporary barriers for students to access learning on a given day until they were able to bring their device to school for repair or replacement. While fall semester had more challenges with the new learning environment, the spring semester was much smoother, with both teachers and students managing learning online well.

Access to Devices and Connectivity - BCCHS is fortunate to have been in a position as a 1:1 Chromebook school prior to the Covid-19 crisis. Access to devices and connectivity were already established with strong systems in place for managing the IT infrastructure for students in order to address any hardware or software issues that may have arisen. A new challenge that we addressed immediately was the need for hot spots so students could access wifi at home. Prior to the start of fall semester, we made sure all students had devices and internet access in order to mitigate interruptions in learning. Throughout the year, we also provided headsets for students if needed. Faculty also needed some assistance with devices and internet access in some cases. BCCHS Provided laptops, hotspots and other ancillary instructional devices such as electronic tablets, monitors for a dual-monitor set up, and headsets for all faculty. This was a great success and allowed us to manage strong, uninterrupted instruction.

Pupil Participation and Progress - Throughout the 20-21 school year, it came to light that many students are facing high levels of stress and emotional challenges. We monitored student academic progress through grades, progress reports, engagement and attendance, and by referrals. It was a challenge to balance understanding of the difficult situation many students and faculty were experiencing, but also to ensure equal equitable policies for learning and engagement. It took time to create school wide expectations for student engagement in live zoom meeting, how to discuss and require student presence on camera during live instruction and how to manage and support students with home environments that were less conducive to learning. In response to these challenges, we made sure to establish clear and regular communication and to provide increased support personnel, counseling and referrals for students facing difficult circumstances.

Distance Learning Professional Development - While we have had a successful and strong IT department and a dedicated Instructional Technology coordinator, there was still a steep learning curve for the entire faculty and staff in the transition to distance learning. We provided training with software and technology in the summer in preparation for fall. We established a technology support team comprised of a member of each department to provide added support and instruction for department members who needed help using different available tools. We also communicated ideas and modeled them in school wide department meetings and in daily

messages from our principal. Overall, the professional development and access to technology and training throughout this year was a success and our faculty are well-equipped now to integrate a wide variety of technology tools in their classrooms going forward.

Staff Roles and Responsibilities - Roles shifted somewhat during the 20-21 school year. A success was the adaptability of our staff to shift roles and responsibilities as needed. In some cases, where we needed less support or services due to the limited in person programs, we shifted roles to online or support positions in the distance learning program. All out-of-classroom personnel who provided schoolwide supports (deans, instructional coaches, coordinators), all taught at least one class to help reduce class size overall throughout the school. Additionally, we established advisories and all faculty had a class that they taught in advisory to help provide needed supports and information for students. One of the biggest challenges was ensuring clear communication throughout the year, and we adopted procedures and tools to help improve messaging and communication.

Support for Pupils with Unique Needs - We maintained our faculty and support staff who worked directly with pupils with unique needs. Supports included daily tutoring and bilingual support for English Learners, translation for families of English Learners, and small group and one on one supports or individualized instruction during flexible learning time each afternoon. Our instructional schedule took into account the need for added support. Therefore, live instruction took place daily from 8:30am to 1pm with the afternoon hours from 1pm to 3:30pm maintaining a flexible schedule in which faculty would have office hours, provide tutoring, meet with parents or students via zoom or families could come to campus for specialized instruction or technical support for computers and internet access. We also provided mentoring for students with high risk markers and training for faculty work directly with these students to provide needed support or referrals to community resources.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development training and materials to promote social-emotional learning and increased awareness of student/family/personnel needs	\$ 63,117	\$ 68,097	Yes
Intervention supports and personnel (Bilingual Aides, Sped Assistants, Clerks to increase parent contact)	\$ 33,840	\$ 352,560	Yes

Lowered class size with additional personnel teaching sections	\$290,326	\$814,508	Yes
Additional counseling hours and intervention planning time	\$ 79,598	\$ 513,127	Yes

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

There were no 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.

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.

At the beginning of the 2020-2021 school year, our MTSS committee began working with student data to monitor student academic progress and put in place mechanisms for intervention in order to proactively address pupil learning loss. For each child, a comprehensive view of student academic and social-emotional factors were collected and evaluated. Students with multiple risk factors were identified. Data reviewed included: low or decreasing attendance, low or decreasing GPA, multiple Ds or Fs, designation for special populations (English Learner, Foster, Low Income, Special Education, etc), lexile reading level, and current or prior interventions.

Grade level teams comprised of administrators, deans, teacher-leaders, counselors and psychiatric social workers met 1-2x/month to examine student data and identify students in need of immediate intervention. Ideas and information was shared in each academic department in order to implement a unified approach to providing academic support. Committee members selected students to interview, mentor and refer to existing interventions including tutoring, counseling, and additional practice with available software tools such as Achieve 3000 for reading improvement or Dreambox for math support. Students in the EL or SWD special populations were referred for individual and small group tutoring with bilingual tutors or those with acute understanding of SWD learning differences and needs. We also communicated with parents and families about available academic resources to support students in distance learning. Our instructional schedule allowed for tutoring, interventions and meetings with teachers during office hours daily between 1pm and 3:30pm. Many teachers held this time and some portion of class time open through live online video (Zoom/MS Teams) for students to complete work with supervised support and assistance. All of these support structures helped us mitigate pupil learning loss.

Despite the many successes of students doing well through the fall and spring semesters of distance learning, there were still students who demonstrated low engagement and participation during distance learning. In most cases, these students had been chronically

low-performing prior to the Covid-19 shutdown, and efforts to engage them – including increased parent-student-school contact, availability and variety of resources, referrals to support resources such as counseling and other interventions, home visits by administration – were unsuccessful. We continued to focus our efforts on maintaining strong Tier 1 instructional practices school-wide, supporting faculty by providing training and access to online tools and needed technology, and providing targeted interventions to the extent possible for Tier 2 and Tier 3 students with higher levels of need.

We continue to address pupil learning loss by providing summer school sessions – both online and in person. At the time of this writing, over 90% of students attending the first session of summer school in person were passing their summer school courses. The next session of summer school will take place exclusively in person to allow for students to transition back to in-person learning for the fall.

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.

During the 20-21 school year, Birmingham implemented a multi-pronged and multi-tiered support system to monitor and support the mental health and social and emotional well-being of students and families. The core of the school's plan is the MTSS committee and grade-level MTSS teams that meet twice monthly to assess data including attendance rates, grades, and RCI scores (Resiliency Check-In) to identify those students who require additional and immediate support. The MTSS committee is composed of representative teachers and administration and BCCHS' comprehensive team of specialized support personnel including counselors, PSWs, attendance counselors, and deans dedicated to monitoring the welfare of specific populations of students in grade levels and in program subgroups. In addition to the response to data, the MTSS Committee's efforts are supplemented through referrals from within the community and input developed in weekly meetings of the counseling team during which they discuss and identify trends emerging from their daily interactions with students. The monitoring process has facilitated Birmingham to create streamlined systems and procedures/policies to proactively prevent and address specific school-wide mental health and social/emotional needs.

As a direct result of our efforts to increase and improve communication during the pandemic, BCCHS was able to better understand the immediate needs of our students and families and was able to quickly address them and communicate responses effectively. The RCI was administered with a total response of 2263 students, or 73% of total enrollment. The data from the RCI was supplemented with home visits and a schoolwide phone campaign to reach those students most at-risk. Within a two-week period, all students who generated a score of 18 or higher on the RCI were validated by our counseling staff. At that time, each of those students were referred to appropriate services.

In addition to our monitoring efforts, Birmingham emphasized PD relating to SEL techniques and trauma informed practices to combat student feelings of isolation and anxiety. Birmingham's faculty received training to embed SEL into the daily curriculum and help students process their feelings and manage uncomfortable emotions. Teachers also received a menu of SEL activities of varying lengths to provide students a sense of comfort and safety and encourage re-engagement. Both the Fall and Spring semesters began with a "soft-start" including SEL activities for every grade level facilitated in classes with a focus on community building. BCCHS' consistently high attendance rate of 96.7% during the past year of remote learning reflects the school's success in maintaining high levels of student engagement while delivering a standards-based academic program that incorporates SEL curriculum and supports.

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 effort to ensure strong 2-way home-school communication began in the spring semester of 2020 at the beginning of the Covid-19 shutdown. Immediately, our principal began sending twice daily email updates to all faculty and staff. The practice continued throughout the year in daily morning updates to keep all personnel informed about the quickly changing landscape. By the end of the spring 2020 semester, we had reviewed a number of tools to support strong organizational communication and ensure all stakeholders had up-to-date information about the instructional program. In May 2020, we adopted ParentSquare as our main communication platform. This tool has been extremely effective at engaging families by sending school-wide or targeted individual/class/grade messages to specific groups of students/parents directly to their email or phones via text. Additionally, the platform translates all messages into a family's identified home language, so there are fewer barriers for non-English speaking families. School leadership can send messages to the over 5000 members of our school community (students, parents, faculty and staff), while teachers can message an individual student or an entire class about relevant information or events. Families can respond directly to the school or their child's teacher by using the app on their phone. The tool allows us to see which students/parents received a message, who opened it, and which students have incorrect contact information. It also allows us to manage attendance and engagement analytic data.

Another way we have been successful in engagement families this year is by providing access to meetings and information online via Zoom. All of our committee and board meetings were recorded and translated so that any family who couldn't attend the meeting live could go back and watch the meeting at another time and in their own language. We also recruited several parents to participate on our Parent Family Engagement Team to identify challenges or concerns and ways to address them with tangible solutions. This resulted in the highest response rate for our parent LCAP survey with nearly 50% of our families responding, and of those, half in English and half in Spanish.

Lastly, we prioritized positive engagement practices for students and families through external messaging with recognition banners along the perimeter of our school and by hosting several drive-through celebratory events to recognize students doing well, graduating seniors, and staff and teachers' hard work. These tangible reminders to our community and our students helped them persevere through the long and challenging school year of distance learning. The in-person events were conducted safely and provided positive support for our school community to show them they were being seen and heard.

Overall, the challenges in maintaining high levels of pupil and family engagement were minimal compared to our successes. Like every school, it was a challenge to engage students and maintain strong communication virtually, but we quickly implemented practices that allowed us to keep families and students engaged and informed about the instructional program. As we prepare to transition back to in-person learning, we will maintain a number of practices such as keeping some meetings accessible via zoom recordings, ParentSquare and parent committees such as PFET. We will also continue to monitor pupil engagement via attendance and participation in extracurricular or elective activity to proactively respond to any decrease in pupil engagement.

Analysis of School Nutrition

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

During the 20-21 school year, Birmingham provided nutritionally adequate meals for all pupils including those students who are eligible for free or reduced-priced meals by participating in multiple USDA COVID-19 flexibility waivers. Breakfast and Lunch was served at no cost to anyone under the age of 18. The campus served as a meal distribution location where students or parents/guardians picked-up student meals in a grab-and-go manner. Birmingham served 170,017 meals to the community with an average daily meal count of approximately 700 meals while observing all social distancing requirements mandated by the Los Angeles County Department of Public Health.

Additional actions that contributed to the success of the school nutrition program included the migration online of the meal application process. This resulted in an increase to a 95% return rate for family engagement in the meal application process compared to a 93% return rate in the previous year of 19-20 when paper applications were used. The program also offered a full menu of promotions to increase meal participation during the Halloween, Thanksgiving, and December holiday periods. Each promotion resulted in an increase of 300 meals served during those weeks.

The greatest challenge during the pandemic was the wait for the Child Nutrition COVID waivers to be extended. Before the waiver was extended, it presented a challenge to parents who traveled to various schools to pick up meals for their children. Once the waiver was extended, Birmingham was able to serve all students 18 or under regardless of their enrollment status at Birmingham.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-person instructional offerings	Additional personnel for increased cleaning and campus supervision including facilities,safety and security	\$1,180,253	\$227,947	Yes
In-person instructional offerings AND Pupil Learning Loss and Learning Loss Strategies	Additional personnel for on-campus instruction including certificated and classified staff (bilingual aides, SpEd paraprofessionals). This serves to address assessed learning loss, particularly amongst high risk groups including low income students, Foster Youth and English Learners.	\$ 590,127	\$163,827	Yes
Pupil Learning Loss and Learning Loss Strategies	Supplemental instructional materials and resources	\$ 236,051	\$289,456	Yes
Continuity of Learning	Additional ongoing hardware and software to address cybersecurity, access and distance learning demands	\$354,076	\$331,925	Yes

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.

The difference between planned and actual activities resulted from fewer-than-anticipated students and staff coming on campus for in person support and learning. We were very conservative in our planning to accommodate as many students as possible who may have returned to in-person learning or intervention opportunities, however, the return to campus occurred later than originally anticipated, and there were fewer students, which resulted in less need for more frequent cleaning and fewer cleaning and maintenance personnel.

Because of the fewer number of students, we required less staffing, resulting in lower actual costs for those planned activities. Finally, we had strong cybersecurity and IT infrastructure already in place prior to the shutdown. While the transition to virtual learning required some added hardware, software and technical supports, the need was less than originally anticipated.

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.

While the 2020-2021 school year of distance learning presented a number of challenges, we celebrate our many successes. All of our faculty and staff received enhanced training to implement instructional technology and high-engagement strategies to facilitate online learning. This will allow continued variety and strength in our instructional delivery methods going forward. Students with barriers to regular attendance can access curriculum and receive updated information through the online portals and communication tools we will maintain: paperless classrooms via Google Classroom and online recordings of lessons are now possible and another available tool faculty can use to provide review materials for students who need additional support.

Furthermore, faculty, staff and students are now adept at pivoting their learning and addressing their instructional needs with a multitude of tools and resources available online and in-person. If anything, all of us recognize that learning and content delivery has many options; just as students are not one-size, our instructional delivery can be customized to meeting specific needs of our students.

We know that students thrive and do well in person. We also recognize that our time with them is limited and it is incumbent upon us to ensure that in-person learning time implements the most effective instructional practices to engage students and support them toward content mastery. Going forward, our instructional program will reflect the flexibility and strong tools we have adopted and adapted over the past year. We expect great things for our students and our educational program overall.

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

As referenced above, student progress will be monitored regularly with data points collected frequently each grading period; students in need of support will be identified and referred to targeted interventions aligned with their needs. We are investing in ongoing training, support personnel, increased staffing and implementing best practices for uniform procedures to establish clear benchmarks for student progress and common outcomes for all grade levels. The grade level academy model will continue to anchor our approaches to intervention to best serve students' individual needs based on their grade level academic and social-emotional needs.

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.

The primary differences between the above budgeted additional actions and services and the actual expenditures resulted from fewer than anticipated students receiving in-person instruction and support services. Therefore, there was less need for in-person staff, less need for increased cleaning and maintenance staffing to ensure safety protocols and guidelines were followed.

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

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

The 19-20 LCAP Annual Update reflects some measures of student outcomes, however, most testing and benchmark assessments were suspended during the pandemic. As a result, the most recent standardized testing data is from the 2018-19 school year. Major developments in our educational program reflected in the new actions for the 2021-22 through 23-24 LCAP demonstrate an ongoing commitment to shared ownership and collaborative leadership, data-based decision making that prioritizes the greatest needs for our high risk student subgroups (EL, SWD, Low-Income), an investment in high quality training for teachers, increased opportunities for students and straightforward budget alignment to programs in strong organizational management. We continue to invest in the primary goals to increase academic proficiency, college and career readiness for all students as well as encourage and maintain a positive school climate where student wellness and welfare are primary concerns. In the interest in providing strong mental health supports for students, we continue our investment in grade level academies and adequate support staff to ensure students are in the best position for learning. We maintain our strong fiscal practices to ensure we can provide abundant resources for students as a 1:1 chromebook school and with robust programs with advanced technology and skills to prepare students for 21st century jobs and higher education. We also recognize the ongoing challenge of developing proficiency and mastery for our EL and SWD subgroups. As a school community, it is incumbent upon Birmingham to continue in depth analysis of the root causes for low performance and proficiency in math for all students, in particular the EL and SWD student subgroups. While we will continue to implement additional training and strong instructional practices, another strategy we must incorporate is SEL and its direct correlation with student achievement in content areas such as math. It is evident that emotional resiliency is crucial for these most vulnerable students in order for them to achieve academic success in challenging areas.

Birmingham has continued to show growth in identified areas. Collaboration and systematic structures to support student growth are hallmarks of our educational improvement strategies. We will continue to work on increasing student achievement through leveraged

structures such as our GLAs, committees and specialist personnel. We are also adding personnel to provide subject-matter expertise in math and science and implement best practices to mentor developing teachers.

Our interdisciplinary work will develop appropriate common skills for students and grade-level norms. Our school wide focus on developing literacy and numeracy skills will prepare students for post-secondary college and careers. Birmingham recognizes that improvement is an ongoing cycle of self reflection. We undertake this work mindful of our ongoing impact and lasting investment in our students.

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
Birmingham Community Charter High	Will Covington CBO	w.covington@birminghamcharter.com 818-758-5251

Plan Summary 2021-2022

General Information

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

Birmingham Community Charter High School (BCCHS) is an independent, comprehensive 9-12 charter high school with enrollment exceeding 3100 students located in the Lake Balboa community of the San Fernando Valley. Students who enroll in our school seek a rigorous academic program with strong college-preparatory course offerings as well as broad elective, extracurricular, and athletic opportunities Birmingham provides.

The demographics of our student population include students who identify as 86.5% Hispanic, 4.3% African American, 2.1% Filipino, 4.4% White, and 1.6% two or more races. Over 86.5% of BCCHS students are designated Socioeconomically Disadvantaged. English Learners (ELs) account for 7.5%, Students with Disabilities (SWDs) account for 11.1%, and student who are designated as gifted account for 18% of total enrollment. Foster Youth and homeless students comprise 0.7% and 2.7%, respectively, of the student population, and two students hold refugee status. The socio-demographic breakdown of Birmingham's enrollment and SWD enrollment has been consistent over the last several years with a slight increase in Hispanic students and a decrease in White students and students designated as gifted. The number and percentage of English Learners reflect prevailing immigration policy and has trended downward in the last four years. The EL program is expected to increase again with the change in national leadership.

Birmingham students come from 72 different zip codes with approximately 60% of all students residing outside of the traditional BCCHS attendance area. Birmingham draws students from over 45 middle schools. Historically, six nearby middle schools account for the largest source of our students with 29.2% of current students coming from the middle school whose campus is adjacent to Birmingham's. The term "community" in our name reflects our school's value statements that we strive for equitable access to education for a wide range of students including students achieving at a level significantly below their peers, mid-range students, gifted and talented students, students receiving special education or related services, English Learners, and students who are members of racial and ethnic groups under-represented in colleges and universities. BCCHS provides a wide variety of academic course offerings to all students and reflects the broad range of learner needs.

The demand for our educational program continues to rise with a growing waiting list. We continue to innovate in our instructional practices, attracting students and families from all over the San Fernando Valley and areas throughout Los Angeles. Birmingham's sustainability is further assured as Birmingham has successfully completed three, five-year cycles of the charter renewal process. Our most recent charter renewal extends to 2024. During the last two year's LAUSD Oversight Review, we are proud to have earned 3s and 4s in all four categories: Governance; Student Achievement and Education Performance; Organizational Management, Programs, and Operations; and Fiscal Operations.

Reflections: Successes

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

Birmingham has made revisions to its organizational and leadership structure to address the academic requirements of our students with a change from a Small Learning Community model to a Grade Level Academy (GLA) model. Each GLA has its own elected certificated coordinator who, together with the grade-level administrator, oversees management of the educational program for that grade. Counselors, deans, a psychiatric social worker and teachers are also assigned to a grade level academy (graduating class) and remain with the cohort during the four years of high school. In addition to the GLA leads, several faculty members serve in leadership positions as department heads, coordinators, and subject-specific and instructional coaches. All of these staff serve on the school's Instructional Leadership Team.

Over the past two years, Birmingham experienced success in several areas. The school has attained success in student achievement and program effectiveness, particularly in areas that have proven to be historically challenging. BCCHS continues to demonstrate success in maintaining a strong and positive school culture for students and their families, safe and updated school facilities, as well as a strong organizational leadership structure and an effective and collaborative governing board.

Birmingham has exceeded or neared most academic and career and career readiness benchmarks with steady upward progress in math, A-G completion, CTE pathway completion, and graduation rates. Over the past two years, there have been many enhancements to programs and school operating systems that have facilitated a timely response to the challenges emerging from the pandemic. The confluence of equipping students for 21st century learning and the acquisition of educational and monitoring technology platforms allowed Birmingham to pivot to the distance learning model that has been in place for the entire 2020-2021 school year.

Birmingham has focused on ensuring student engagement and mental wellness by leveraging our strengths in the areas of social-emotional learning and community building, our multi-tiered system of support (MTSS), school intervention practices, and technology support. These strategies have contributed to high rates of attendance and student belongingness during this very challenging time. The energy and resources we have invested in our students reflect in continued high levels of student participation in extracurricular sports and activities as well as lower incidences of disciplinary referrals, suspensions and expulsions.

Shared leadership and decision-making continues through improvements and enhancements in our Parent Engagement strategy. The Parent Center was moved from a remote location on campus to the administration building as part of Birmingham's effort to communicate, support, educate, and develop our parents as important partners in our students' academic program. The Parent and Families Engagement Team (PFET) was established to provide a venue in which parents can be educated and engage in the decision making process. Following a Plan-Do-Study-Act (PDSA) model, stakeholder member of these committees and teams study student achievement and wellness data, identify areas of need, and develop strategies and solutions to address challenges. This continual PDSA cycle has facilitated timely and pertinent adjustments to strategies and actions.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The academic success and socio-economic welfare of all of our students is of primary importance. We continue to make strides school-wide and among our significant subgroups in English Language Arts and math, in English Learner progress, and across college and career indicators. Despite our successes, we still have areas of growth with regard to math proficiency overall. Some of our student subgroups continue to require increased intervention with "orange" or "red" indicators on the CA Dashboard in English Language Arts and math. English Learners are "red" in ELA and "orange" in math, while Students with Disabilities are "orange" in ELA and "red" in math. We also demonstrated "orange" performance in the school-wide suspension rate. Birmingham's plan includes continued focus on schoolwide math proficiency and on EL and SWD subgroup achievement through programming, assessment, monitoring, and specialized and personalized educational and wellness supports. Many of the plan actions and strategies are designed to address the needs of these subgroups and benefit the schoolwide learning process.

LCAP Highlights

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

In this LCAP year, we have continued to maintain our streamlined goals to reflect three main priorities of our educational program: academic proficiency, college and career readiness, and positive engagement amongst all stakeholders. With these focused goals, our actions and budget are specific and clear and demonstrate the strong educational program we provide for our students. The budget development process has been streamlined so that LCAP actions have been organized by program and department. Leaders of each identified school program have built-out their budgets based on program-specific goals and actions. This has facilitated the opportunity for each program to define their mission and vision and evaluate program effectiveness using a focus-based dashboard of real-time performance measurements and scorecards which measure progress towards specific strategic goals.

Many of our initiatives were developed in response to the academic and social-emotional challenges of our students during the pandemic. A key strategy component is the expansion of student progress monitoring as an important tool in of our MTSS program. The combination of shared-decision making and enhanced data gathering and analysis reflect the school community's concerted efforts in planning strong academic and instructional activities to benefit our students' academic, socio-emotional and behavioral well-being. We developed this LCAP as a collaborative team, and we look forward to continuing to implement the planning, monitoring, and review process it entails to reflect upon and refine our programs to best serve our students.

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.

Birmingham Community Charter High School is not a CSI school.

Support for Identified Schools

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

Birmingham Community Charter High School is not a CSI school.

Monitoring and Evaluating Effectiveness

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

Birmingham Community Charter High School is not a CSI school.

Stakeholder Engagement

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

Birmingham Community Charter High School has implemented several ways to ensure stakeholder engagement in the development of our LCAP. Stakeholder input is also important to the ongoing day-to-day operations of BCCHS and progress toward meeting annual goals for the educational program. We engage stakeholders at each level - faculty, parents and students - through surveys and strong 2-way communication (e.g. various software platforms, our website, announcements and informational meetings), through representation on various school-wide and specific committees (Governing Board, SSC, ELAC, PFET, advisory councils, student leadership and grade-level student cohort groups), and by developing a culture of shared ownership to amplify the voices and input from our various constituent groups.

At each committee meeting and in consistent messaging at every level, we have conveyed the shared values of our school's educational program that developed the foundation for our LCAP educational program goals. In our communication with faculty and staff, in committee and department meetings and for students and families in classes and informational meetings, our three stated LCAP goals are repeatedly made clear: Academic proficiency for all, Increasing College and Career Readiness and Ensuring a positive school climate. These three goals form the basis for how we begin at the start of each year to establish plans to implement our actions. The actions we undertake for each goal are communicated to stakeholders through the lens of the overall LCAP goal. Throughout the school year, we encourage strong participation, feedback and input. Participation occurs through committees and during informational meetings, back-to-school and open house events, and in 2-way communication with school leadership using our new communication platform, ParentSquare. This past year, the implementation of ParentSquare has enabled us to send and receive immediate messages with families, answer questions and address concerns quickly to ensure all stakeholders receive consistent messaging. It is a priority that all families and employees receive the most updated information related to our school's operations and programs. ParentSquare also enables us to get daily reports of incorrect student/parent contact information; we have implemented a process to contact every family with incorrect email or phone contact information as part of their enrollment and ongoing engagement. Another benefit of the platform is the daily attendance notification system for families if a student has not attended a class during the day. We have seen immediate increases in parent communication using this tool; it was a key component of our high attendance rate (above 98%) in the first week of fall content instruction through distance learning, and maintaining high overall average daily attendance throughout the remainder of the school year.

In addition to improved communication, we directly engaged stakeholders through informational meetings at the beginning of the school year to convey the main components of our Learning Continuity and Attendance Plan, gather feedback and make modifications as necessary. Our principal has hosted weekly office hours for faculty and staff and monthly coffee with the principal meetings for families to share pertinent information and address questions or concerns related to our overall educational program and LCAP goals. Meetings are held in both English and Spanish, and translation services are provided for non-English speaking families. All of these virtual meetings were held online via Zoom and recorded to allow for greater accessibility for families or stakeholders who could not attend the meeting at a particular time.

As a result of ongoing feedback from stakeholders, including faculty and staff in departments, grade level academies and committees, as well as feedback from parents and students through direct communication, survey feedback and on committees, we have made efforts to improve communication and clarify or adjust instructional practices, school policies and support services offered. We continue to engage our stakeholders in the development of the LCAP actions to meet our goals of providing a robust and excellent educational program for our community.

A summary of the feedback provided by specific stakeholder groups.

Specific feedback from various stakeholder groups informed the transition to a virtual instructional program this year. From faculty and families, overwhelming feedback on surveys and through direct communication indicated most students and faculty would prefer the reduction to a 6 period schedule rather than our normal 8 period schedule. This enabled faculty and students some relief during the pandemic to manage fewer subjects and fewer classes. As the year progressed along with the likelihood of resuming full time in-person instruction in fall of 2021, the decision was again made in response to wide stakeholder input to return to an 8-period schedule.

We will be resuming an 8-period schedule in fall of 2021 as a result of stakeholder input.

Other feedback that impacted the implementation of various strategies as well as the allocation of resources to support students and faculty was the need for additional technology instruction - both for faculty and for parents. In response to this feedback, our leadership created a technology committee to provide specific instruction to each department to learn how to use various new software platforms: ParentSquare, Kami, Nearpod, and Dreambox. Each department had a designated technology committee member to provide direct instruction and professional development for teachers to learn how to use new tools. Another area of need that arose from feedback from faculty was for additional hardware such as laptops, digital tablets for writing using kami and other software for instruction, headsets, and standing desks.

On our Parent Survey earlier this spring, we had the highest number of responses with over 1500 individual survey responses. Families largely indicated that they would like more support with navigating the various information platforms such as our school website, ParentSquare and Aeries Parent Portal. We then began to ensure with each contact to families that parents had the needed information to navigate the school's technology and get the information they needed about school policies, grades, and important events.

Student technology needs were also invested in heavily in response to ongoing feedback from families needing more wifi and hotspot support for internet connectivity, chromebooks or replacement chromebooks, laptops for specialized CTE programs using higher end graphics or software, and additional IT support when problems arose with the technology equipment.

Overall, throughout this year, feedback from families and students was positive in the transition to distance learning. Our school leadership made adjustments to our instructional program or implemented new policies to provide support to students and faculty. An open dialogue established through regular updates, meetings with family stakeholders on committees (PTSA, PFET, SSC, ELAC, Governing Board) provided ongoing suggestions and input from families and personnel. The suggestions were welcomed, considered and actions were put in place to provide the requested support and resources for all stakeholders as needed.

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

As a result of stakeholder feedback, we included additional actions to provide better systems of student data collection, monitoring and analysis to manage student progress in a more effective way. To enhance our academic program and increase proficiency for all students, we have identified foundational reading and math skills as a primary area of ongoing growth. To that end, we have allocated resources for increased development of rigorous curriculum appropriately aligned to benchmark assessments in ELA and math. We also will be investing more personnel support for classified staff to work with targeted subgroups (EL and SWD) as well as a subgroup coordinator to work with all of our significant subgroups. We have invested in ongoing professional development and supplemental tools and technology to support this work.

To address the need for us to better communicate a-g and college-going requirements as well as available programs for enrichment such as SAS and CTE, we have invested in more personnel to support counseling as well as increased certificated counseling staff. We are working to establish common outcomes for each grade level to better monitor all students' progress toward college and career readiness. We are also working internally to create streamlined systems and procedures school-wide with the use of various tools and technology and to improve our communication with students and families. We not only continue to use specific tools to support students' college and career readiness, but we are also beginning to better inform parents as to the availability and capacity of the different tools they can access: Naviance, CTE software training, scholarships and dual enrollment/articulated courses.

To support improved student engagement and a positive climate, we have created strong partnerships with a variety of organizations to provide professional development training to create a positive school culture and remove barriers to learning. We also have a robust network of supports for student mental health and a strong referral system for students to provide them with coping skills, counseling and intensive intervention as needed. Students, families and faculty identified wellness as a critical need this year, so our LCAP reflects an ongoing investment in these resources to ensure all students are equipped to learn and reach their highest potential.

Goals and Actions

Goal

Goal #	Description
1	To ensure all students demonstrate proficiency in all content areas.

An explanation of why the LEA has developed this goal.

As a comprehensive high school, it is our goal to ensure all students reach proficiency levels in all content areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Alignment to CCSS: Percentage of eligible students enrolled in courses aligned to the CA Content Standards and have access to standards-aligned instructional materials.	100%				100%
Fully Credentialed: Percentage of teachers fully credentialed and appropriately assigned.	100%				100%
SBAC ELAC: Percentage increase in students that receive "Standard Met" OR points from average/mean scale score.	19-20 School wide: 65.5% proficiency; 31.2 pts. above standard; declined 13 pts.				20-21: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score
SBAC Math: Percentage increase	19-20: 33% proficiency; 55.4 pts. below standard;				5% increase in students that receive "Standard Met" OR 10 pts. improvement in

in students that receive "Standard Met" OR points from average/mean scale score.	increased 11.9 pts.				average/mean scale score
SBAC ELA Subgroups: Percentage increase in students that receive "Standard Met" OR points from average/mean scale score.	<p>SPED: 53.9 pts below standard (increased 7.4 pts)</p> <p>SED: 32.1pts above standard (declined 9.9 pts)</p> <p>English Learner: 69.1 pts below standard (declined 10 pts)</p> <p>Foster: N/A - not significant number enrolled</p> <p>Homeless: N/A - not significant number enrolled</p> <p>African-American: N/A - not significant number enrolled</p> <p>Filipino: N/A - not significant number enrolled</p> <p>Hispanic: 32.9 pts above standard (declined 8.9 pts)</p> <p>White: N/A - not significant number enrolled</p> <p>Two or more races: N/A - not significant number enrolled</p>				<p>20-21: 5% increase in students that receive "Standard Met" OR 10 pt. improvement in average/mean scale score for each subgroup</p> <p>SPED: SED: English Learner: Foster: Homeless: African-American: Filipino: Hispanic: White: Two or more races:</p> <p>6 percentage point increase for each subgroup</p>
SBAC Math Subgroups: Percentage increase	SPED : 157.6 pts below standard (maintained : increased 2.4 pts)				5% increase in students that receive "Standard Met"OR 10 pts. improvement in

in students that receive "Standard Met" OR points from average/mean scale score.	<p>SED: 55.3 pts below standard (increased 13.2 pts)</p> <p>English Learner: 146.5 pts below standard (increased 25 pts)</p> <p>Foster: N/A not a significant number enrolled</p> <p>Homeless: N/A not a significant number enrolled</p> <p>African-American: N/A not a significant number enrolled</p> <p>Filipino: N/A not a significant number enrolled</p> <p>Hispanic: 55.9 below standard (increased 14.1 pts)</p> <p>White: N/A - not a significant number enrolled</p> <p>Two or more races: N/A - not a significant number enrolled</p>				<p>average/mean scale score for each subgroup.</p> <p>SPED:</p> <p>SED:</p> <p>English Learner:</p> <p>Foster:</p> <p>Homeless:</p> <p>African-American:</p> <p>Filipino:</p> <p>Hispanic:</p> <p>White:</p> <p>Two or more races:</p>
ELPAC: Percentage of EL students making progress towards EL proficiency	57.1% making progress towards EL proficiency				60% of EL students making progress toward EL proficiency
EL Reclassification Rate	<p>19-20: 16.1% of EL students reclassified as RFEP</p> <p>20-21: 2.4% of EL students reclassified as RFEP</p>				21-22: 20% of EL students reclassify as RFEP
CAST: Percentage of	18-19: 16.7% of students				20-21: CAST not administered

students meeting or exceeding CAST standards.	met/exceeded proficiency in science on CAST				21-22: 20% of students meet/exceed proficiency in science on CAST
CAST Subgroups: Percentage of students in subgroups meeting or exceeding CAST standards.	18-19: SPED: 0% met/exceeded proficiency EL: 0% met/exceeded proficiency SED: 15.45% met/exceeded proficiency Foster: N/A - not enough students enrolled Homeless: N/A - not enough students enrolled African American: 12.1% met/exceeded proficiency Filipino: 28.6% met/exceeded proficiency Hispanic: 14.8% met/exceeded proficiency White: 29.6% met/exceeded Two or more races: 29.4% met/exceeded				20-21: CAST was not administered 21-22: increase proficiency by 5% over prior year for each subgroup
AP Pass Rate: Percentage of students earning score of 3 or better on AP exams.	18-19 = 58.1% unduplicated students passed AP exams with 3 or better 19-20 = 60.9% unduplicated students passed AP exams with 3 or better				For 20-21 - 65% of students pass AP exams with 3 or better
Algebra 1 Completion: Percentage of 9th graders who complete course with C or better.	19-20: 61.3% of 9th graders completed Algebra 1 course with C or better.				20-21: 63% of 9th graders will complete Algebra 1 course with C or better.

Geometry Completion: Percentage of 9th and 10th graders who complete Geometry course with C or better.	19-20: 75.5% of 9th and 10th graders completed Geometry with C or better.				20-21: 78% of 9th and 10th graders will complete Geometry with C or better.
Algebra 2 Completion: Percentage of 9th, 10th and 11th graders who complete Algebra 2 course with C or better.	19-20: 80.9% of 9th, 10th, and 11th graders completed Algebra 2 course with C or better.				20-21: 83% of 9th, 10th, and 11th graders will complete Algebra 2 course with C or better.
Access to and enrollment in a broad course of study as measured by CA Dashboard (Local Indicator)	19-20 - Met				20-21 - meet requirements for broad course of study on CA Dashboard (local indicator)
FitnessGram: Percentage of students passing the FitnessGram by senior year.	18-19: 77.5% of Grade 9 students met 4 of 6 standards of the FitnessGram.				21-22: 80% of Grade 9 students meet 4 of 6 standards of the FitnessGram.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Administration	Maintain certificated administrative team and classified office staff.	\$4,979,527.00	No
2	Comprehensive Academic Program	<ul style="list-style-type: none"> - Ensure all teachers are subject matter proficient and fully credentialed in the subject area to which they are assigned. - Ensure curriculum and instruction is aligned with CCSS, A-G graduation requirements and CTE Model Curriculum Standards. Continue monitoring curriculum alignment through regular program review and analysis. - Provide A-G class offerings in academic and elective subjects to ensure students are qualified to attend UC and CSU institutions. 	\$0.00	No

3	Academic Counseling	Staff 11 certificated FTE counselors to provide services to students in areas of programming students, A-G completion, academic intervention, referrals to SpEd dept., Mental Health support services, and SSPTs, grade checks. Provide PD to all counselors to ensure students in specific subgroups: foster, homeless, EL, SWD, low-income, have equitable access to electives, advanced courses and after-school academic programs.	\$1,660,359.00	Yes
4	English Dept	English Department provides instruction and academic support to all students using standards-based curriculum, textbooks and materials. Expenditures include: -Certificated personnel -Instructional Materials and Equipment -Support Services -Professional Development -Curriculum development and planning (grade-level cohorts and vertical planning) -Implementation of formative assessments including progress monitoring pursuant to AB1505. -Continue use of Achieve3000, Listenwise and NewsELA to develop student skills pursuant to the CCSS and monitor progress.	\$3,495,316.00	No
5	Math Dept	Ensure Math Department provides instruction and academic support to all students using standards-based curriculum, textbooks and materials. Maintain full staff of certificated faculty. Purchase supplemental support materials as needed: - Dreambox - Delta Math - Instructional technology and equipment as needed (calculators, other software licenses) --Implementation of formative assessments including progress monitoring pursuant to AB1505. Provide PD to Math teachers to: -Deepen knowledge and application of CA Math Practice Standards -Increase instructional expertise to effectively shift classroom delivery to align with an inquiry-based, student-centered approach - Administer pre- and post-assessments to identify learning needs in Math. -Support implementation of new Algebra 2 curriculum. -Develop revisions to Algebra 1 and Geometry curriculum.	\$3,339,808.00	No

6	Science Dept	Ensure Science Department provides instruction and academic support to all students using standards-based curriculum, textbooks and materials. Maintain full staff of certificated faculty, classified support personnel. Provide conferences, field trips, substitutes, membership in professional organizations, and standardized testing preparation materials. Continue professional development, including UCLA Center X training in CDE CAST, Stanford NGSS and the new CA Science Framework and for all science teachers to increase content knowledge and instructional expertise and to effectively shift classroom delivery to align with an inquiry-based, student-centered approach. Implementation of formative assessments including progress monitoring pursuant to AB1505.	\$2,665,450.00	No
7	Social Studies Dept	Ensure Social Studies department provides instruction and academic support to all students using standards-based curriculum, textbooks and materials. Maintain full staff of certificated faculty. Provide professional development, conferences, field trips, substitutes and additional materials for social science program. -Implementation of formative assessments including progress monitoring pursuant to AB1505.	\$2,054,591.00	No
8	VAPA Dept	Ensure Visual and Performing Arts program provides highly qualified faculty, effective instruction, materials and meaningful learning experiences. Maintain full staff of certificated faculty and classified support personnel. Provide instructional materials, professional membership and professional development, field trips, substitutes, and competitions	\$1,169,009.00	No
10	Phys Ed Dept	Ensure Physical Education Department provides instruction and academic support to all students using standards-based curriculum, textbooks, and materials. Maintain full staff of certificated faculty and classified support personnel. Provide professional development and substitutes for faculty.	\$887,134.00	No
11	Instructional Coaches & Coordinators	<p>Increase student access to educational instructional technology tools to ensure all students have access to multiple methods to learn and demonstrate proficiency in all content areas, including Instructional Technology Coordinator - to support teachers in the effective use of instructional technology to increase student achievement.</p> <p>Staff two full-time (2 FTEs) instructional coaches, one part-time instructional math coach and one part-time instructional science coach to:</p> <ul style="list-style-type: none"> - Provide targeted support to all teachers with three years or less experience including intensive mentoring and professional development -Deepen instructional skills among new teachers - Develop effective classroom management systems - Plan effective lessons - Problem solve classroom issues - Meet all compliance requirements - Monitor student achievement data and adjust instructional approaches, supports and interventions accordingly 	\$462,399.00	No

12	Schoolwide PD for Teachers (5 contracted PD days)	Provide professional development to all teachers to support rigorous and appropriate initial instruction to increase the first-time pass rate of all students, particularly those in targeted subgroups, in a broad course of study.	\$0.00	No
13	Academic Collaboration Time	Provide collaboration time outside of the school day (after-school, weekends, summer) to create course plans and instructional lessons that increase curricular rigor and include effective learning opportunities for all students.	\$0.00	No
14	Testing, Assessment & Progress Monitoring	Continue to staff certificated Testing Coordinator and classified Testing Assistant to effectively implement school-wide and subgroup testing and student achievement progress monitoring for ELA, math and NGSS as well as ELPAC for English Learners. Provide and train additional certificated and classified personnel, including Testing Coordinator and Assistant, to broaden use of progress monitoring assessment systems to determine and monitor student progress in ELA, math, and NGSS.	\$287,430.00	Yes
15	Academic Intervention & Online Credit Recovery	Continue school wide intervention programs during regular instructional day to ensure that all students receive the support needed to access all levels of curriculum. Continue to provide ELA, math and science intervention programs both inside and outside of the school day for targeted subgroups: English Learners, foster, low-income and SWD. -Continue double-block classes in ELA and math, including additional support paraprofessional personnel, to for all students in ELA and Math in grades 9 and 10 and targeted subgroups in all grades: EL, foster, low-income, SWD. - Continue to provide targeted grade-level study skills classes based on need to increase academic support for study skills and soft skills. Provide additional support for SWD, low income, foster, and EL students. Material Program supports include: - Achieve 3000 - Acellus - Math XL - eMath - Listenwise -Online credit recovery programs (Accelerate)	\$40,000.00	No
16	Tutoring Programs	Continue tutoring programs for all students, including targeted student populations: EL, foster, low-income, SWD	\$225,000.00	Yes

17	Summer School	<p>Continue Summer School to provide credit recovery, enrichment opportunities, and access to CTE course pathways.</p> <p>Target supports for specific subgroups: EL, Low Income, Foster, and Homeless students to address academic and soft skills gaps for these groups.</p> <p>Provide targeted supports for EL students to develop language proficiency.</p> <p>Expand program in 21-22 SY (July 21 session; June 22 session) to address learning loss.</p>	\$870,000.00	Yes
18	Coordinator-State & Fed Programs	Provide coordinator to ensure implementation and compliance of state and federal programs including SSC, Federal Addendum, SARC, LCAP, etc, and with specific consideration for specific subgroups: EL, foster, low-income, homeless.	\$0.00	Yes
19	EL Program	<p>Continue to provide support services and staff, including a full-time EL Coordinator and EL Liaison, to support the implementation of the Master Plan for English Learners and Title III Plan:</p> <ul style="list-style-type: none"> - English Learner (EL) identification, program placement, monitoring, reclassification, program quality, compliance monitoring. - change classification of ELs to Redesignated Fluent English Proficient (RFEP) per legal requirements and monitor progress after reclassification - continue to provide training for counselors and administrators regarding equitable access for ELs to electives, advanced courses, after-school programs, extracurricular and co-curricular activities, athletics. - Provide EL Summer Institute for EL and general content teachers to ensure instruction for EL students promotes increased student achievement through curriculum planning and development of instructional strategies. - Continue to provide supplement materials and instructional supports for English Learners, including the purchase of new texts for newcomers (EDGE EL). - Plan, develop, and implement specialized resources, services and ELD courses to support Long-Term English Learners (LTELs). Ensure that LTELs have access to all core curriculum and are able to reclassify in a timely manner. - Provide services to students newly arrived to the country: targeted social-emotional and academic support, including curriculum in primary language content classes for ELD 1 and 2. 	\$504,506.00	Yes

20	SpEd Program	Maintain robust SpEd Program and services through full staff of certificated faculty, school psychologist, classified support personnel, and contracted service providers. Provide certificated personnel, including a Special Education Coordinator, to support, develop, and monitor all instructional support and compliance programs for SWD. Maintain appropriate support staff to implement all aspects of the Special Education Program including implementation, management and monitoring of IEPs to provide curricular access and increased student achievement for SWD. Provide extended school year, instructional materials, transportation, supports and appropriate interventions to SpEd students using IEP-compliant strategies and accommodations. Provide PD and training to maintain co-teaching program in ELA and math classes to ensure all SWDs have support needed to meet or exceed CA ELA and Math standards. Engage SWD with field trips, instructional technology, other therapies/supports, as needed.	\$5,177,936.00	No
21	Significant Subgroups - Targeted Academic Supports	Staff a subgroup coordinator to oversee academic support programs for identified subgroups to close the achievement gap. Subgroups not differentiated with other departments or personnel include: SED, African American, Filipino, Hispanic, White, Two or More Races (Targeted supports for other significant subgroups: EL, SWD, Foster, & Homeless addressed in other actions.)	\$164,426.00	No
22	AP Program	Continue broad range of AP course offerings, provide specialized training to AP teachers, staff part-time certificated AP Coordinator. Provide specialized PD for teachers of honors and AP level courses to increase the rigor of those courses including sending honors teachers to AP training and continue with rigorous, standards-based textbooks and instructional materials. Implement AP bridge classes for preparation for AP courses in the Fall semester. Target specific supports for student subgroups: Low income and foster students.	\$104,824.00	Yes
23	SAS & Accelerated Pathways	Provide college classes through SAS program, dual enrollment, articulated CTE courses and college classes offered on campus both during and after school to provide college and career readiness opportunities; provide program supports including: SAS coordinator and instructional materials. Additionally, continue accelerated course pathways in the master schedule to increase student access to advanced courses.	\$30,570.00	Yes
24	Instructional Materials and Supplies	Provide classified support personnel to manage ordering, inventory, and distribution of instructional materials.	\$198,601.00	No
25	Technology, Hardware & Supplement Digital materials	Provide technology hardware and supplemental digital materials to teachers of EL, SWD, low-income, foster, homeless and African-American students to enhance and differentiate instruction, bridge learning gaps and provide individualized support to increase student achievement of targeted subgroups. Includes purchase of Hot Spots to more concentrated subgroups in need.	\$2,115,710.00	Yes

26	LOTE Dept	Ensure LOTE Department provides instruction and academic support to all students using standards-based curriculum, textbooks (Avancemos), and materials. This includes: - A full staff of certificated faculty members in LOTE (11 FTE), including a department chairperson and compensation - Instructional technology, software and hardware such as headsets for oral/auditory fluency - Professional development - Substitutes for PD, illness, field trips etc, as needed	\$1,869,706.00	No
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Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	To increase student college and career readiness.

An explanation of why the LEA has developed this goal.

As a comprehensive high school, Birmingham strives to graduate every student college and career ready

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024

College Career Indicator on CA Dashboard	<p>18-19: Schoolwide = 52.1%; increased 3.4% SED = 52.4%; increased 2.8% ELs = 13.7%; maintained (0.2)% SWDs = 14.9%; declined 3.5% Foster Youth = less than 11 students Homeless = 58.8%; increased 6.2% African American = 57.1%; increased 32.1% Filipino = 75%; increased 21.7% Hispanic = 51.5%; increased 2% White = 43.8%; declined 12.3% Two or more races: 56.3%; increased 14.6%</p>				<p>21-22: Schoolwide - increase CCI to 55%. Each subgroup - increase CCI by three percentage points.</p>
Graduation Rate	92.5% (4 year cohort)				95% (4 year cohort)
Dropout Rate	0.6% (1 year rate)				Dropout rate that does not exceed 1%
A-G Completion: Percentage of students completing A-G requirements with C or better schoolwide and for each student subgroup.	<p>18-19: 19-20: School wide = 55.9% 62.4% African-American: 64.7% 45.8% Filipino: 72.7% 72.7% Hispanic: 55.3% 63.2% White: 44.2% 63.2% Two or more races: 60.0% 45.5% 19-20 = 62.4%</p>				<p>2020-2021: Schoolwide - Increase % of students meeting A-G requirements to 67%. Each subgroup - Increase % of students meeting A-G requirements by 5 percentage points.</p>

	Subgroups: SPED: EL: SED: Foster: Homeless: African American: 45.8% Filipino: 72.2% Hispanic: 63.2% White: 63.2% Two or more races:				
A-G Grade level Benchmarks by Counselor (Percentage of students reaching grade-level A-G benchmarks by end of school year) - using UCOP/TEST July release report	20-21 (preliminary estimate for year end): 9th Graders: 62% 10th Graders: 58% 11th Graders: 65-68% 12th Graders: 70-75%				21-22: 9th Graders: 65% 10th Graders: 65% 11th Graders: 65% 12th Graders: 75%
GPA 2.0+: Percentage of all students, in aggregate, earning GPA greater than 2.0.	18-19 = 70.4% 19-20 = 76.3% 19-20 Grade Level Breakdown: 9th (class of 2023): 74.4% 10th (class of 2022): 68.9% 11th (class of 2021): 80.2% 12th (class of 2020): 83.4%				For 20-21: School wide aggregate: increase to 78% For each class/grade level: increase 2 percentage points
CTE Sequence: Percentage of students completing CTE course sequence. College and Career Indicator (CCI): % of	CTE Sequence Completion: 18-19: 18.2% 19-20: 21.8% 18-19 College and Career Indicator:				CTE Sequence Completion: Increase to 25% of students. College and Career Indicator: Increase school wide and for all subgroups by five percentage points over prior year.

students prepared	<p>Schoolwide: 52.1%, increased 3.4%</p> <p>SPED: 14.9%, declined 3.5%</p> <p>EL: 13.9%, maintained (0.2)%</p> <p>SED: 52.4%, increased 2.8%</p> <p>Foster: N/A - less than 11 students</p> <p>Homeless: 58.8%, increased 6.2%</p> <p>African American: 57.1%, increased 32.1%</p> <p>Filipino: 75%, increased 21.7%</p> <p>Hispanic: 51.5%, increased 2%</p> <p>White: 43.8%, declined 12.3%</p> <p>Two or More: 56.3%, increased 14.6%</p>				
AP Enrollment: Percentage of students enrolled in Advance Placement (AP) classes.	<p>School wide AP Enrollment</p> <p>18-19: 24.7%</p> <p>19-20: 23.4%</p> <p>20-21: 21.8%</p>				21-22: Increase school wide enrollment in AP classes to 25%.
AP Enrollment by Subgroup: Percentage of students, by ethnic and program subgroup (excluding SWDs), enrolled in Advanced Placement classes.	<p>20-21:</p> <p>SED: 21.4%</p> <p>EL: 6.8%</p> <p>Foster: N/A</p> <p>Homeless: N/A</p> <p>African-American : 23.7%</p> <p>Filipino: 43.9%</p> <p>Hispanic: 20.8%</p> <p>White: 26.4%</p> <p>Two or more races :23.5%</p>				For 21-22: Increase enrollment in AP courses for each subgroup by 2%.
PSAT Benchmark	<p>19-20</p> <p>9th grade ERW : 38.8%</p>				For 21-22 - For all grades (9, 10, 11), increase % of students meeting benchmark in ERW and

	met benchmark; Math: 26.6% met benchmark 10th grade ERW: 35.1% met benchmark; Math: 14.5% met benchmark 11th grade ERW: 41.9% met benchmark; Math: 13.1% met benchmark				math
SAT Participation & Performance	19-20 Participation rate: 11th: 90.4% 12th: 92.3% 12th: 92.3% 19-20 Performance Rates: % meeting benchmark in ERW and math 11th - ERW: 44.5%; Math: 28.2%; Both: 23.9% 12th - ERW: 40.6%; Math: 20.9%; Both: 17.8%				21-22: 95% of students will participate in SAT. 11th Graders in Spring 2022. 12th Graders in Fall 2021. Increase 2% in meeting ERW, math, and both benchmarks for both 11th and 12th graders over prior year.
SAT Subgroup Participation and Performance	19-20 Participation and Performance by subgroup: SPED: % participation; ERW - ; Math - ; both: SED: % participation; ERW - ; Math - ; both: EL:% participation; ERW - ; Math - ; both: Foster:% participation; ERW - ; Math - ; both: Homeless:% participation; ERW - ; Math - ; both: African American: % participation; ERW - ; Math - ; both: Filipino:% participation; ERW - ; Math - ; both:				21-22: Increase participation rate among subgroups by 5% and SAT benchmark performance by 2% in both content areas.

	Hispanic:% participation; ERW - ; Math - ; both: White:% participation; ERW - ; Math - ; both: Two or more races:% participation; ERW - ; Math - ; both:				
Applications to 2 or 4-year colleges/universities among seniors	19-20: 86.5% of seniors applied to a 2 or 4-year college/university				21-22: 90% of seniors will apply for 2 or 4 year colleges or universities
Acceptances to 2 or 4-year Colleges and Universities	19-20: 77.5% of seniors were accepted to 2 or 4 year colleges/universities 35% of seniors accepted/planned to attend 4-year college/university 20-21: 40% of seniors accepted/planned to attend 4-year college/university				21-22: 95% of seniors will be accepted to 2 or 4-year colleges/universities 45% of seniors will be accepted/attend 4-year colleges/universities
Counselor 1:1: Percentage of students receiving face-to-face interaction with academic counselor, at least once per grading period (six grading periods per year).	19-20 86.5%				100% of all students will receive 1:1 face to face interaction with an academic counselor at least once per grading period (six grading periods per year).

Actions

Action #	Title	Description	Total Funds	Contributing
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1	A-G Course Offerings (repeated expenditure, Goal 1, Action 2)	Provide comprehensive A-G course offerings in academic and elective subjects to ensure students are qualified to attend UC and CSU institutions. Ensure all courses are A-G approved to increase student access to UC/CSU institutions.	\$0.00	No
2	College & Career Center (Patriot Enrichment Center)	Continue to staff College and Career Center with full-time certificated counselors and classified personnel and resources to ensure that all students, including specific subgroups such as English Learners, are provided the support and information needed to pursue post-secondary options including financial aid.	\$567,170.00	Yes
3	Academic Counseling for College and Career Readiness (repeated expenditure, Goal 1, Action 3)	Continue to provide comprehensive academic counseling for college and career readiness: - Certificated and administrative staff of counseling center - Monitoring of appropriate education placement and enrollment in courses required for graduation, including A-G completion, equitable enrollment in honors and AP, CTE pathways, and other elective courses to ensure college and career readiness. - Appropriate support for students meet criteria for the State Seal of Biliteracy upon graduation. - Arrangement of Master schedule to provide support and intervention to increase student enrollment in UC/CSU-aligned, A-G honors, higher-level math, science and elective courses.	\$0.00	No
4	Subgroup Interventions for College and Career Readiness (repeated expenditure, Goal 1, Action 21)	Provide targeted support in college and career readiness to identified subgroups: Hispanic, African-American, SWD, ELs, foster, homeless.	\$0.00	Yes
5	College Readiness Testing	Continue annual PSAT test administration for all students in grades 9-11 (Fall) and SAT test administration to grades 11 (Spring) and 12 (Fall) to monitor college readiness and student achievement in ELA and math.	\$0.00	Yes
6	College Test Preparation - SAT/PSAT	Continue on-site SAT and PSAT preparation opportunities for all students. Expand activities to increase the number of participating students in targeted subgroups to increase college and career readiness.	\$0.00	Yes
7	Services for Foster Youth	Provide comprehensive services, support and monitoring for Foster Youth. Staff Foster Youth Liaison to provide services to Foster Youth subgroup and to ensure equitable access to education, opportunities to achieve academic success, and set and reach graduation and post-secondary goals, and ensure college and career readiness. - Counselors will collaborate with student support services personnel to ensure appropriate services for Foster Youth. - Provide training for counselors, classified staff, administrators, and teachers to address issues and needs of Foster Youth.	\$0.00	Yes

8	Services for Homeless Students	Provide comprehensive services to homeless students including: - Homeless Liaison to meet the needs of the homeless student subgroup with regard to ensuring college and career readiness. - Wellness and resource monitoring -Academic progress monitoring -Referrals to support services -Essential materials, supplies and necessities -Instructional materials, supplies and necessities	\$20,000.00	No
9	SAS Program for College and Career Readiness (repeated expenditure, Goal 1, Action 23)	Continue to implement SAS program and activities to promote rigorous college and career readiness and provide dual enrollment/college credit courses as part of the enrichment program.	\$0.00	No
10	CTE Pathways Program	Provide a fully implemented CTE pathways program reflective of 12 elements of highly effective CTE programs. Continue to staff a full-time CTE Coordinator position to provide support services to CTE students, ensure high quality CTE programs, and monitor CTE program outcomes. Provide a full spectrum of CTE courses taught by highly qualified CTE credentialed faculty in pathway programs for employment opportunities that are high wage, high demand, and high skill.	\$1,943,605.00	No
11	Academic Enrichment Programs	Continue to provide eligible students with opportunities to attend summer college programs for high school students at California universities and colleges. Continue implementing Academic Decathlon program. Support Dance and Cheer (Fall ONLY) programs. Other academic enrichment opportunities.	\$33,704.00	No
12	International Student Program	When permitted by state department, continue to provide opportunities for international students to enroll at Birmingham for a semester or year program of study.	\$0.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	To cultivate a positive school climate.

An explanation of why the LEA has developed this goal.

Birmingham's goal is to create a school that encourages positive engagement for and among all stakeholder groups including students, parents and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Attendance Rate: School wide and by Subgroup	19-20: 94.9% 20-21: 96.7% SPED: EL: SED: Foster: Homeless: African American: Filipino: Hispanic: White: Two or More:				Maintain school wide attendance rate of 95% or above. SPED: EL: SED: Foster: Homeless: African American: Filipino: Hispanic: White: Two or More:
Chronic Absenteeism (Absent more than 10% of instructional days)	18-19: 16.3%, or 531 students of 3257 enrolled, were chronically absent Subgroups: SPED: 25.8% SED: 16.0% EL: 27.1% Foster: 33.3%				For 19-20 30 Student Decrease school wide - Decrease number of students chronically absent by 30 students compared to 18-19 For 19-20 Decrease chronic absenteeism among each subgroup by 5 percentage points.

	Homeless: 34.7% African American: 22.4% Filipino: 6.3% Hispanic: 15.3% White: 24.2% Two or more: 30.0%				
Suspension Rate School wide and by Subgroup	Suspension rate school wide: 18-19: 3.2% 19-20: 2.2% Suspension rate by subgroup: SWD: 6.7% (18-19); 4.9% (19-20) SED: 3.4% (18-19); 2.2% (19-20) EL: 5.3% (18-19); 3.4% (19-20) Foster: 14.8% (18-19); 9.1% (19-20) Homeless: 4.0% (18-19); 4.1% (19-20) African American: 4.3% (18-19); 4.5% (19-20) Filipino: 2.4% (18-19); 0% (19-20) Hispanic: 3.2% (18-19); 2.1% (19-20) White: 1.0% (18-19); 2.8% (19-20) Two or more: 0% (18-19); 0% (19-20)				For 20-21 Decrease school wide suspension rate by 1 percentage point from 19-20 school year. Decrease suspension rates for each subgroup by 2 percentage points from 19-20 school year.
Expulsion Rate School Wide and by Subgroup	Expulsion rate school wide: 18-19: 0.33% 19-20: 0.09% Suspension rate by subgroup:				For 20-21 Maintain expulsion rate less than 0.1% school wide and for each subgroup.

	SWD: 0.25% (18-19); 0.0% (19-20) SED: 0.31% (18-19); 0.0% (19-20) EL: 0.31% (18-19); 0.0% (19-20) Foster: 0.0% (18-19); 0.0% (19-20) Homeless: 0.0% (18-19); 0.0% (19-20) African American: 0.6% (18-19); 0.0% (19-20) Filipino: 0.0% (18-19); 0.0% (19-20) Hispanic: 0.3% (18-19); 0.07% (19-20) White: 0.0% (18-19); 0.69% (19-20) Two or more: 0% (18-19); 0% (19-20)				
Referrals to Dean: Number of referrals to the Dean's office.	19-20 Unduplicated ADS pupil referrals = 529 (16.3%) Unduplicated DIS (referral by teacher) pupil referral = 746 (23.0%)				Decrease the number of ADS and DIS referrals by 5 percentage points for each.
Nutrition Program Participation: Participation in free/reduced breakfast and lunch programs.	18-19: 48% of qualified students participate in free/reduced lunch 14% of qualified students participate in free/reduced breakfast 19-20: 51% of qualified students participate in free/reduced lunch 12% of qualified students participate in				For 21-22: Breakfast: 17% of qualified students participate in the breakfast program. Lunch: 55% of qualified students participate in lunch program.

	<p>free/reduced breakfast</p> <p>19-20 % of qualified students participate in free/reduced lunch</p> <p>??% of qualified students participate in free/reduced breakfast</p>				
Parent Engagement with AERIES and Parent Square.	<p>18-19: 86% of Parents have requested Aeries Parent Portal; 22% have active accounts.</p> <p>20-21 % of Parents with active Aeries Parent Portal Accounts (have logged in at least once) 41.7% of parents with registered ParentSquare Accounts (2319 of 5561)</p> <p>88% = Parents who requested an AERIES account 22.2% = Total active accounts</p> <p>% of Parents who have registered accounts % of school community has downloaded the PS app</p>				<p>For 21-22 :</p> <p>65% of parents have registered ParentSquare accounts and have active Aeries Parent Portal Account</p>
CHKS: Percentage of students who report that they feel Safe or Very Safe on campus.	17-18: CHKS Survey - over 60%. (Not administered since then.)				70% of students who report that they feel Safe or Very Safe on campus. (From most recent CHKS Survey during 21-22.)
RCI Completion: Percentage of	20-21: 68.7% (2263/3295) of students completed				21-22: 100% of students with parent consent will complete the RCI by October 1.

students with parent consent who will complete the RCI (Resiliency Check-In) by October 1.	RCI by end of Fall semester.				
RCI Validation: Percentage of students with RCI scores (18 or higher) will be validated by Counseling and Support Staff within 30 days of survey completion.	20-21: 100% of students' with high RCI scores were validated within 30 days of completion of the survey during the first semester.				21-22: 100% of students' with high RCI scores (18 or higher) will be validated by Counseling and Support Staff within 30 days of survey completion.
RCI Referrals: Percentage of students who need additional supports will be linked to appropriate services.	20-21: 100% of students who needed additional supports were linked to appropriate services.				21-22: 100% of students who need additional supports will be linked to appropriate services.
Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT)	FIT: Good repair				FIT: Good repair

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Grade Level Academy Structure (repeated expenditure, Goal 3, Action 5)	<p>Continue Grade Level Academy structure including: Two coordinators (2 FTEs) and two part-time lead teachers to monitor progress and provide support of under performing students.</p> <p>Continue implementation of 9th Grade Academy to provide academic and social-emotional services, supports, and interventions. Ensure all 9th grade students acquire grade-level skills and proficiency in standards-based curriculum. This includes staffing the academy with a 9th Grade Coordinator, three academic counselors, a dean, a PSW, and an Academy clerk.</p> <p>Continue implementation of 10th Grade Academy to provide academic and social-emotional services, supports, and interventions. Ensure all 10th grade students acquire grade-level skills and proficiency in standards-based curriculum. This includes staffing the academy with a academy lead teacher, two academic counselors, a dean, a PSW, and an Academy clerk.</p> <p>Continue implementation of 11th Grade Academy to provide academic and social-emotional services, supports, and interventions. Ensure all 11th grade students acquire grade-level skills and proficiency in standards-based curriculum. This includes staffing the academy with a academy lead teacher, two academic counselors, a dean, a PSW, and an Academy clerk.</p> <p>Continue implementation of 12th Grade Academy to provide academic and social-emotional services, supports, and interventions. Ensure all 12th grade students acquire grade-level skills and proficiency in standards-based curriculum. This includes staffing the academy with a academy lead teacher, two academic counselors, a dean, a PSW, and an Academy clerk.</p>	\$0.00	No
2	Administrative Offices (Main Offices), Materials and Technology	<p>Maintain classified staff to support overall operations, communications, compliance and internal procedures of school program in various offices on campus. Provide needed supplies and materials to function effectively in support of overall school program:</p> <ul style="list-style-type: none"> - Main Office - Admissions and Records - Data and Accountability 	\$951,742.00	No
3	Business Operations and Human Resources	Maintain in-house Business Office and Human Resources operations and compliance with classified office staff, consultants, and audit services.	\$1,327,317.00	No
4	Health Office	Continue to provide full-time school nurse and LVN to attend to physical health needs of students including referrals for glasses, hearing and other health needs.	\$242,558.00	No

5	MTSS Program and Student Social-Emotional Wellness Supports	<p>Continue implementation of MTSS comprehensive program including:</p> <ul style="list-style-type: none"> - Certificated faculty (deans) - Classified personnel - Positive Behavior Intervention & Support (PBIS) program personnel and materials: (PBIS Coordinator, Newsletter, PBIS curriculum/lessons - Professional Development for faculty and staff - SEL instructional materials and software licenses (Thrively) - Partnerships and services with San Fernando Community Resources - PD for all staff regarding restorative justice, social-emotional learning, social-emotional behavioral support, and trauma-informed instruction to support all students including targeted subgroups - Specified curriculum to implement restorative justice practices for intervention - Field trips and high engagement/outreach activities for significant subgroups - Other instructional materials and operational supplies <p>- Continued implementation of drug and alcohol prevention and awareness program school wide</p> <p>-Support program to affected students. Continue partnerships with specific organizations:</p> <ul style="list-style-type: none"> - Drug dog - Phoenix House <p>- Continue use of stakeholder surveys annually to identify needs. Surveys include:</p> <ul style="list-style-type: none"> - California Healthy Kids Survey (CHKS) - Resiliency Check In (RCI) - Back to School Night Survey - LCAP Stakeholder Engagement Survey - PFET Stakeholder Engagement Survey <p>Provide attendance and social-emotional supports to identified subgroups:</p> <ul style="list-style-type: none"> - Staff full-time PSA Counselor. - Staff 4 Psychiatric Social Workers (1 in each GLA) - Additional support staff to identify chronic absentees and provide tiered intervention to address such - Counselors and office staff to counsel students to increase attendance rate and decrease absenteeism <p>Implement summer program to address skills gap and social-emotional resiliency for highest risk students identified by GLA (e.g. 9th graders in 4 classes)</p>	\$1,796,157.00	Yes
6	Parent Engagement	<p>Implement multi-faceted approach to increase and improve parent engagement school wide and to provide support for meaningful two-way engagement of parents in decision making tied to academic achievement pursuant to the CDE's Parent Engagement</p>	\$219,088.00	No

Framework.

Continue to fully staff the Parent Center with:

- Parent Liaison
- Bilingual classified staff
- Materials and supplies for outreach, communication, and Parent Center operations.

Provide additional opportunities for meaningful parent engagement in school decision-making as follows:

- Encourage parent participation in school events (Open House, Back to School Night, etc.)
- Continue to encourage parent engagement in leadership positions on school councils, committees and the Governing Board (PTSA, SSC, ELAC, PFET, etc.)
- Offer opportunities for parent/guardians at school site to learn about various topics of need/interest. (Ex: College Night, Drug Prevention, Safe Technology Use).
- Provide training opportunities and attendance at educational conferences for parents of targeted student subgroups, including ELAC and SWD parents, to support and increase leadership capacity.
- Provide translation stipend to assist in providing information to parents in their primary language.
- Provide budget for childcare and services as needed.
- Provide parent recognition activities to validate and sustain active participation.
- Expand use of parent surveys to improve parent involvement and gather input tied to academic achievement goals.
- Provide additional hours for teachers/staff to facilitate parent engagement activities such as PSAT/SAT workshops and grade level academy/student recognition events.

Provide materials and supplies for parent engagement including:

- Parent Student Handbook
- Parent Newsletters
- Pamphlets/brochures on high-interest topics such as college planning, CTE programs and local school wellness policy.
- Additional information packets for distribution at PTSA, SSC and ELAC meetings.

Continue classes and workshops for parents including:

- FACTOR and other classes to address topics such as the CCSS, STEM/STEAM, VAPA, 21st century skills, financial literacy, RTI/social-emotional supports, wellness policies, and planning for college and career.
- ESL courses to provide support for English language proficiency to EL Parents and other parents who are not English proficient.
- Continue specialized parent training for parents in targeted subgroups and to increase parent awareness of school initiatives and post-secondary options.

		<ul style="list-style-type: none"> - Continue weekend visits to local colleges for parents and students to increase awareness of post-secondary options. - Continue college information nights to increase parent awareness of post-secondary options. <p>Provide web-based information resources to increase meaningful parent engagement, to inform parents regarding student progress in support of student achievement:</p> <ul style="list-style-type: none"> - BCCHS website - Parent and Community sections and daily school calendar - AERIES Parent Portal - web-based attendance and grading system - ParentSquare - web-based two-way communication system. 		
7	SEL Enrichment Activities (Link Crew, Summer Orientation)	<p>Implement Link Crew summer training for 11th and 12th graders to make meaningful connections to 9th and 10th graders. All 9th graders will be assigned a mentor.</p> <p>Continue summer orientation programs for all grades to ensure all incoming students receive an introduction to skills needed for high school success and to support all students' success in a college-going culture.</p>	\$0.00	Yes
8	Athletics Program	Provide certificated and classified personnel, including Athletics Director and other supports, transportation, materials, and supplies.	\$1,208,993.00	No
9	ASB Program	Provide ASB activities to enhance student engagement, staff certificated ASB Advisor, maintain ASB Store with classified manager and clerical staff to support student activities.	\$359,423.00	No
10	Facilities Management	<p>Continue staffing both management and classified positions in facilities in order to:</p> <ul style="list-style-type: none"> - Maintain safe, clean, and secure facilities in good repair to sustain an environment conducive to learning and increased student achievement. - Adhere to all OSHA and ADA compliance requirements - Address facilities needs according to established annual maintenance schedule - Continue to maintain and enhance campus through beautification projects to maintain positive image in the community 	\$4,912,280.00	No

11	Campus Safety	<p>Maintain classified staff (with 10 FTE campus aides) and retain services of LAUSD Police services to ensure 24/7 campus security to ensure safe, graffiti-free, and drug-free environment.</p> <ul style="list-style-type: none"> - Provide active and effective supervision of all students throughout the school day with sufficient staffing of campus aides. - Provide ongoing PD and training of various staff groups, including teachers and counselors, to ensure: - Support a safe, clean, and secure school facility. - Best practices of safe schools, including child abuse reporting, blood borne pathogens, sexual harassment, etc. - Social emotional welfare of students including identifying suicidal ideation, bullying, cyber-bullying, and student discipline. - Lockdown, active shooter training, tardy sweep training and software - Support is differentiated to reflect needs of various subgroups to improve student engagement. 	\$1,456,178.00	No
12	Nutrition Program	<p>Provide robust free/reduced nutrition program including breakfast and lunch for qualified students.</p> <p>Includes classified support personnel and materials/supplies to operate and advertise/provide outreach as needed.</p> <p>Continue campaigns and promotions to increase school breakfast and lunch participation.</p>	\$1,500,425.00	Yes
13	Supplement Cost for Reduced Price Meals	Continue to supplement differentiated cost for reduced price breakfast and lunch participants.	\$0.00	Yes
14	Leasing and Licensing Program	<p>Provide classified personnel to manage schoolwide leasing and licensing opportunities for Birmingham.</p> <ul style="list-style-type: none"> - Continue to maintain and enhance positive and reciprocal relationships with the community for facilities use. 	\$200,000.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.78%	\$9,539,042.00

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 needs of foster youth, English Learners and Low-income students are complex, with several factors arising out of unstable socio-economic situations that affect all aspects of our students lives. With that in mind, our primary function is to provide a safe learning environment for our students once they have basic needs met: food, housing, and security. After their primary physical needs are met, our goal is to ensure they are in a mindset well suited to learning and the ongoing development of skills and knowledge as they navigate secondary education and prepare for post-secondary life.

With a very high percentage of our students designated as low-income (approximately 86%), the actions identified below are planned for implementation schoolwide/LEA-wide. The needs of these students was first considered as a way to plan implementation that would first respond to the needs of students in these special populations, however, all students will benefit from the planned actions.

All of the strategies we have employed through the above actions were designed with social-emotional wellness in mind so that our learning environments, classrooms, hallways, common indoor and outdoor spaces are safe, prioritize the individual needs of students, and are conducive to optimal learning. Meeting the needs of these priority high-need subgroups is always first, however all students at Birmingham benefit from these strategies and the emphasis on providing a safe learning community for students to meet and excel through high academic expectations.

Below follows an explanation of how the needs of our students in special populations (EI, Foster, low-income) were considered first as we plan implementation:

Academic interventions: Tutoring programs, summer school credit recovery, progress monitoring and assessment coordination, academic counseling. Each of these interventions is designed with students operating at academic, language or social-emotional deficits in mind. Through ongoing progress monitoring and regular

competency based assessments, we have developed a systematic approach to identify students' academic needs and provide a variety of flexible ways for students to access needed interventions and academic supports, and allow them to redo courses and earn credits toward graduation.

Academic enrichment activities: Students in special populations are at higher risk of not graduating or progressing toward academic proficiency in content courses. In general, low-income students, those in foster care or experiencing language barriers as English Learners do not have the tools to access available enrichment programs and resources. To that end, we first consider our students in these special populations in the robust learning experiences and programs we offer such as our School for Advanced Studies, AP Programs, and in providing coordinated services and additional technology support. We consider communication, program design, outreach and recruitment for students designated as EL, foster, and low-income to enroll in and be successful in enrichment programs.

With regard to promoting college and career readiness for EI, Foster and Low-income students first, we have targeted support personnel to provide information, support and program resources for students. Designated coordinators work exclusively with these students to provide access to resources. We also inform and train our college and career counseling staff and academic counselors to identify discrepancies in equitable access for these students and make sure there is equal time and support given to students in these categories to ensure adequate progress toward graduation, enrollment in A-G Courses, participation in college-readiness programs and enrollment in college for students who may be first generation college attendees.

Lastly, EL, foster and low-income students are always considered first when designing and implementing actions to meet our final LCAP goal -creating a positive school climate. Students in these special populations often face significant challenges with social-emotional wellness; in all of our intervention and SEL enrichment activities, targeted support services through our MTSS program and in the implementation of our nutrition program, we establish procedures and implement practices that will primarily benefit these students, but will also have a positive effect on all students.

These actions are effective in meeting the goals for these students in that we see little discrepancy in the academic outcomes for foster, EL and low-income students and those who are not part of these special populations. EL students still require more intensive supports with math and ELA achievement; foster students need intensive and coordinated support for increasing attendance and decreasing chronic absenteeism; however the nature of their challenges are often so complex that it's difficult for an educational organization such as ours to meet all of their comprehensive needs. We are moving toward providing services as a community school to address the physical, psychological and social-emotional needs of these students in order to situate them with the best possible orientation toward high school graduation and college enrollment.

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

Services are offered school-wide for a majority of enrolled students. Our Low-income population of students is approximately 86%, and services for these students are being increased and improved by supporting them with additional personnel, targeted interventions, increased progress monitoring and increased time with academic counselors to address specific and individual needs to meet graduation and college admission requirements. Furthermore, social-emotional needs are being met through increased services provided by additional psychiatric social workers, academic counselors and maintaining lower class sizes in core academic classes in 9th and 10th grade.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$23,428,420.00	\$10,157,465.00	\$8631732.00	\$6,823,325.00	\$49,040,942.00	\$34,812,665.00	\$14,228,277.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Administration	All	\$4,340,080.00	\$509,723.00	\$112,668.00	\$17,056.00	\$4,979,527.00
1	2	Comprehensive Academic Program	All					\$0.00
1	3	Academic Counseling	Low Income, Foster Youth, English learner (EL)	\$1,592,989.00			\$67,370.00	\$1,660,359.00
1	4	English Dept	All	\$1,812,721.00	\$1,666,714.00		\$15,881.00	\$3,495,316.00
1	5	Math Dept	All	\$1,645,403.00	\$1,666,715.00		\$27,690.00	\$3,339,808.00
1	6	Science Dept	All	\$879,463.00	\$1,666,714.00		\$119,273.00	\$2,665,450.00
1	7	Social Studies Dept	All	\$243,967.00	\$1,666,714.00		\$143,910.00	\$2,054,591.00
1	8	VAPA Dept	All	\$1,065,173.00			\$103,836.00	\$1,169,009.00
1	10	Phys Ed Dept	All	\$824,029.00	\$22,511.00		\$40,594.00	\$887,134.00
1	11	Instructional Coaches & Coordinators	All	\$462,399.00				\$462,399.00
1	12	Schoolwide PD for Teachers (5 contracted PD days)	Low Income, Foster Youth, English learner (EL), All					\$0.00
1	13	Academic Collaboration Time	All					\$0.00
1	14	Testing, Assessment & Progress Monitoring	English learner (EL)	\$211,362.00	\$76,068.00			\$287,430.00
1	15	Academic Intervention & Online Credit Recovery	All, English learner (EL), Foster Youth, Student with Disabilities (SWD), Low Income				\$40,000.00	\$40,000.00
1	16	Tutoring Programs	Foster Youth, English learner (EL), Low Income				\$225,000.00	\$225,000.00
1	17	Summer School	Low Income, Foster Youth, English learner				\$870,000.00	\$870,000.00

			(EL)					
1	18	Coordinator-State & Fed Programs	English learner (EL), Low Income, Foster Youth					\$0.00
1	19	EL Program	English learner (EL)	\$504,506.00				\$504,506.00
1	20	SpEd Program	Student with Disabilities (SWD)	\$2,361,927.00	\$2,028,810.00		\$787,199.00	\$5,177,936.00
1	21	Significant Subgroups - Targeted Academic Supports	African-American, Filipino, Low Income, Two or More Races, White	\$115,000.00			\$49,426.00	\$164,426.00
1	22	AP Program	Foster Youth, Low Income, English learner (EL)	\$104,824.00				\$104,824.00
1	23	SAS & Accelerated Pathways	Low Income	\$30,570.00				\$30,570.00
1	24	Instructional Materials and Supplies	All	\$198,601.00				\$198,601.00
1	25	Technology, Hardware & Supplement Digital materials	English learner (EL), Foster Youth, Low Income	\$1,149,686.00			\$966,024.00	\$2,115,710.00
1	26	LOTE Dept	All	\$1,350,468.00	\$487,476.00		\$31,762.00	\$1,869,706.00
2	1	A-G Course Offerings (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	2	College & Career Center (Patriot Enrichment Center)	Foster Youth, Low Income, English learner (EL)	\$49,873.00			\$517,297.00	\$567,170.00
2	3	Academic Counseling for College and Career Readiness (repeated expenditure, Goal 1, Action 3)	All					\$0.00
2	4	Subgroup Interventions for College and Career Readiness (repeated	Foster Youth, Low Income, English learner (EL)					\$0.00

		expenditure, Goal 1, Action 21)						
2	5	College Readiness Testing	Low Income					\$0.00
2	6	College Test Preparation - SAT/PSAT	Low Income					\$0.00
2	7	Services for Foster Youth	Foster Youth					\$0.00
2	8	Services for Homeless Students	Homeless				\$20,000.00	\$20,000.00
2	9	SAS Program for College and Career Readiness (repeated expenditure, Goal 1, Action 23)	All					\$0.00
2	10	CTE Pathways Program	All	\$1,465,036.00	\$273,901.00		\$204,668.00	\$1,943,605.00
2	11	Academic Enrichment Programs		\$33,704.00				\$33,704.00
2	12	International Student Program	All					\$0.00
3	1	Grade Level Academy Structure (repeated expenditure, Goal 3, Action 5)	All					\$0.00
3	2	Administrative Offices (Main Offices), Materials and Technology	All	\$104,508.00		\$847,234.00		\$951,742.00
3	3	Business Operations and Human Resources	All			\$1,277,317.00	\$50,000.00	\$1,327,317.00
3	4	Health Office	All	\$242,558.00				\$242,558.00
3	5	MTSS Program and Student Social-Emotional Wellness Supports	Foster Youth, English learner (EL), Low Income	\$1,071,157.00			\$725,000.00	\$1,796,157.00
3	6	Parent Engagement	All, Two or More Races, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Low Income, Homeless,				\$219,088.00	\$219,088.00

			Hispanic or Latino, Foster Youth, Filipino, English learner (EL), Asian, American Indian or Alaska Native, African-American, White					
3	7	SEL Enrichment Activities (Link Crew, Summer Orientation)	English learner (EL), Foster Youth, Low Income					\$0.00
3	8	Athletics Program	All	\$1,208,993.00				\$1,208,993.00
3	9	ASB Program	All	\$359,423.00				\$359,423.00
3	10	Facilities Management	All			\$4,685,280.00	\$227,000.00	\$4,912,280.00
3	11	Campus Safety				\$1,456,178.00		\$1,456,178.00
3	12	Nutrition Program	English learner (EL), Foster Youth, Low Income		\$92,119.00	\$53,055.00	\$1,355,251.00	\$1,500,425.00
3	13	Supplement Cost for Reduced Price Meals	Low Income, Foster Youth					\$0.00
3	14	Leasing and Licensing Program	All			\$200,000.00		\$200,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,714,967.00	\$9,662,151.00
LEA-wide Total:	\$4,210,461.00	\$9,157,645.00
Limited Total:	\$504,506.00	\$504,506.00
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Academic Counseling	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,592,989.00	\$1,660,359.00
1	14	Testing, Assessment	LEA-wide	English learner (EL)	All Schools	\$211,362.00	\$287,430.00

		& Progress Monitoring					
1	16	Tutoring Programs	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		\$225,000.00
1	17	Summer School	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$870,000.00
1	18	Coordinator-State & Fed Programs	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools		\$0.00
1	19	EL Program	Limited	English learner (EL)	All Schools	\$504,506.00	\$504,506.00
1	22	AP Program	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$104,824.00	\$104,824.00
1	23	SAS & Accelerated Pathways	LEA-wide	Low Income	All Schools	\$30,570.00	\$30,570.00
1	25	Technology, Hardware & Supplement Digital materials	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,149,686.00	\$2,115,710.00
2	2	College & Career Center (Patriot Enrichment Center)	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$49,873.00	\$567,170.00
2	4	Subgroup Interventions for College and Career Readiness (repeated expenditure, Goal 1, Action 21)	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools		\$0.00
2	5	College Readiness Testing	LEA-wide	Low Income	All Schools		\$0.00
2	6	College Test Preparation - SAT/PSAT	LEA-wide	Low Income	All Schools		\$0.00
2	7	Services for Foster Youth	LEA-wide	Foster Youth	All Schools		\$0.00
3	5	MTSS Program and Student Social-Emotional Wellness	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$1,071,157.00	\$1,796,157.00

		Supports					
3	7	SEL Enrichment Activities (Link Crew, Summer Orientation)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0.00
3	12	Nutrition Program	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$1,500,425.00
3	13	Supplement Cost for Reduced Price Meals	LEA-wide	Low Income, Foster Youth	All Schools		\$0.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$1,354,355.00	\$161,979.00				\$5,306,991.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Administration						\$17,056.00	\$4,979,527.00
1	3	Academic Counseling						\$67,370.00	\$1,660,359.00
1	4	English Dept						\$15,881.00	\$3,495,316.00
1	5	Math Dept						\$27,690.00	\$3,339,808.00
1	6	Science Dept						\$119,273.00	\$2,665,450.00
1	7	Social Studies Dept						\$143,910.00	\$2,054,591.00
1	8	VAPA Dept						\$103,836.00	\$1,169,009.00
1	10	Phys Ed Dept						\$40,594.00	\$887,134.00
1	15	Academic Intervention & Online Credit Recovery						\$40,000.00	\$40,000.00
1	16	Tutoring Programs	\$225,000.00						\$225,000.00
1	17	Summer School	\$372,970.00					\$497,030.00	\$870,000.00

1	19	EL Program						\$0.00	\$504,506.00
1	20	SpEd Program						\$787,199.00	\$5,177,936.00
1	21	Significant Subgroups - Targeted Academic Supports						\$49,426.00	\$164,426.00
1	22	AP Program						\$0.00	\$104,824.00
1	23	SAS & Accelerated Pathways						\$0.00	\$30,570.00
1	24	Instructional Materials and Supplies						\$0.00	\$198,601.00
1	25	Technology, Hardware & Supplement Digital materials		\$161,979.00				\$804,045.00	\$2,115,710.00
1	26	LOTE Dept						\$31,762.00	\$1,869,706.00
2	2	College & Career Center (Patriot Enrichment Center)	\$517,297.00						\$567,170.00
2	8	Services for Homeless Students	\$20,000.00						\$20,000.00
2	10	CTE Pathways Program						\$204,668.00	\$1,943,605.00
2	11	Academic Enrichment Programs						\$0.00	\$33,704.00
3	3	Business Operations and Human Resources						\$50,000.00	\$1,327,317.00
3	5	MTSS Program						\$725,000.00	\$1,796,157.00

		and Student Social- Emotional Wellness Supports							
3	6	Parent Engagement	\$219,088.00						\$219,088.00
3	10	Facilities Management						\$227,000.00	\$4,912,280.00
3	12	Nutrition Program						\$1,355,251.00	\$1,500,425.00

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 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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 2020–23 LCAP from the 2017–20 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.