

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
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Plan Summary [2021-22]

General Information

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

Located in the hills above UCLA in West Los Angeles, Community Magnet has existed as a Los Angeles Unified School District (“LAUSD” or the “District”) full Magnet School since 1977. In 2007 the school applied to become an affiliated charter –magnet school that operates under the auspices of LAUSD. Community Magnet Charter School, a National Blue Ribbon School and a California Distinguished School, continues to maintain its status as one of LAUSD’s highest performing schools. Community Magnet serves approximately 460 students which includes 10% African American, 29% Asian, 16% Latino, 9% other and 37% White. Of this population, 5% are English Learners, 8% are Special Education, 26% are economically disadvantaged. Students travel from all parts of Los Angeles to take advantage of the outstanding educational programs offered at Community Magnet School. The school is a place that has a wonderful atmosphere, a place where diverse children, parents and staff, come from ethnically, socio- economically and geographically different backgrounds, to create a very special place where children learn, grow and thrive.

Community Magnet Charter Elementary School, an affiliated charter school, serves students throughout the Los Angeles Unified School District. We are the only Kindergarten through 5th Grade Humanities Magnet Charter in the Los Angeles Unified School District that provides a free, nonsectarian, public education for 460 students who desire exciting, hands-on, creative learning opportunities in a nurturing, safe, small-school environment where students enjoy a sense of belonging.

Community Magnet Charter Elementary Schools provides an integrated core curriculum focused on independent thinking, decision-making, problem-solving skills, and creativity -- with an emphasis on promoting a sense of community and an appreciation of multiculturalism. Our education plan allows students to achieve according to their individual abilities and learning styles. Our faculty meets the all federal guidelines and requirements to provide qualified professionals in our classrooms.

Reflections: Successes

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

While 25% of our student population qualify as low-income, academic growth for this group remains competitive and steady. Student academic progress is monitored using a variety of assessment tools including DIBELS, Edulastic, IABs in Math and ELA, unit assessments, and teacher-created assessments.

Our English Learners continue to make steady academic progress as measured and monitored by DIBELS, IABs in ELA, unit assessments, teacher-created assessments, and ELPAC.

Our school has a very small percentage of foster youth students at this time. They continue to make steady academic progress as measured and monitored by DIBELS, EDULASTIC, unit assessments, and teacher created assessments.

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.

An area of need is the reclassification of English Learners. By providing support with a new writing program centered around thinking maps and reading strategies, we will support our English Learners as they make sense of literature and writing.

LCAP Highlights

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

- Goal 1, Action 9: SENI Investments in 100% Graduation:
 - Intervention- Teachers from each grade level will provide small group intervention support to students for 12-weeks of each semester in the 2021-2022 school year. Students with the greatest need will receive this additional targeted support in ELA and Math.

- Goal 1, Action 10: SENI Investments in Proficiency for All:
 - Write...from the Beginning is a developmental writing program for Kindergarten through 5th Grade focused on those criteria necessary for successful writing achievement beyond the elementary years.
 - An additional 3 hours of library aide time provides our students with more opportunities to visit the library, interact with a variety of book genres and interests and increase interest and achievement in reading.

- Goal 2, Action 2: SENI Investments in 100% Attendance:
 - Vocal Music- arts program - our music program serves all students, K-5. Community Magnet is a humanities magnet with a focus on the arts. In addition to vocal music, we provide a number of arts enrichment which serves as a balance to the rigorous academic program. Students are engaged and excited to participate in these enrichment activities.

- Goal 4, Action 3: SENI Investments in School Safety and Climate:
 - RULER is the social-emotional program adopted by our school. The RULER Approach to Social and Emotional Learning is a

school-wide approach designed for use in kindergarten through eighth grade to promote the development of five key emotion skills, including Recognizing, Understanding, Labeling, Expressing, and Regulating emotions.

- Our school psychologist provides social-emotional support and resources to families, students, and staff as needed. She also participates as an integral part of our special education team in identifying, supporting, assessing and monitoring students with special needs.

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.

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

This information is not applicable to our school, which has not been identified for Comprehensive Support and Improvement.

Stakeholder Engagement

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

Following the approval of the Los Angeles Unified School District's Learning Continuity and Attendance Plan by our board in October 2020, stakeholder engagement for the 2021-24 LCAP has developed through three stages:

1. Pre-Draft LCAP Input (November 2020 - January 2021): Before the 2021-24 LCAP template was available and prior to developing a draft, our stakeholder engagement focused on understanding our stakeholders' priorities for our District LCAP Goals.
2. Draft Development Input (February - April 2021): As our District teams collaborated to draft the LCAP, the focus of our stakeholder engagement narrowed to capture our communities' specific expectations and perspectives on LCAP actions and programs.
3. Draft Feedback (May 2021): Once the District had completed drafting the LCAP, the final stage of our stakeholder engagement cycle invited our stakeholders to provide feedback on the draft itself before finalizing for submission to the Board.

Across these three stages, Los Angeles Unified worked to engage a broad range of stakeholders through the following outreach:

Student Engagement

The LCAP team engaged students across a variety of committees and virtual focus groups to solicit feedback on LCAP actions, metrics, and supports for specific student groups, as well as to gather input on the Student Equity Needs Index.

The LCAP team provided several input opportunities to the District's student leadership groups:

- Associated Student Body Presidents (October 28, 2020; February 24, 2021)
- Superintendent's Student Advisory Council (November 16, 2020; February 22, 2021; March 22, 2021)
- LCAP Study Session with Student Board Member Finalists (May 3, 2021; May 24, 2021)

Through collaboration with the Student Empowerment team, the District's LCAP team also convened a series of student focus groups to elevate the voices, perspectives and needs of students in our future planning:

- English Learner Student Focus Group (January 26, 2021; March 2, 2021; April 27, 2021)
- African American Student Focus Group (February 9, 2021; March 9, 2021)
- Focus Group for Students in Foster Care (April 14, 2021)
- Focus Group for Students with Disabilities (May 26, 2021)
- Student Leaders engaged with our Community Partners (January 19, 2021)

Parent Engagement

The LCAP Team engaged with the Parent Advisory Committee in the following meetings throughout the 2020-21 school year:

- [December 10, 2020](#): The LCAP team provided a brief presentation orienting the PAC members to the Local Control Funding Formula and providing an update on the 2020 Budget Overview for Parents.
- [January 21, 2021](#): The LCAP team gave an overview of the 2021-24 LCAP development and engagement process and solicited pre-draft input on PAC priorities for the new LCAP.

- [February 18, 2021](#): The LCAP team gave an overview of the Annual Updates to 2019-20 LCAP and 2020-21 Learning Continuity Plan, as well as implementation updates for the comments that PAC had developed for the 2020-21 LCAP prior to school closures and for the 2020-21 Learning Continuity Plan (available in [English](#) and [Spanish](#)).
- [March 18, 2021](#): District teams (including the Division of Instruction, A-G Interventions, Advanced Learning Options, Special Education, Food Services, Linked Learning, Arts Education, Instructional Technology, Early Childhood Education, and Student Health and Human Services) gave an initial presentation on LCAP Goals 1, 2 and 6.
- [April 8, 2021](#): District teams (including Student Health and Human Services, Parent and Community Services, the Office of School Culture, Climate & Safety, and the Los Angeles School Police Department) presented LCAP Goals 3, 4, and 5 to the PAC, and the LCAP team provided an overview of the Student Equity Needs Index.
- [April 22, 2021](#): The LCAP team gave an overview of the draft LCAP (building on prior District team presentations) and PAC members developed official comments on the LCAP for Superintendent's response.
- June 3, 2021: The LCAP team presented the Superintendent's responses to the PAC comments.

The LCAP Team engaged with the District English Learner Advisory Committee in the following meetings throughout the 2020-21 school year:

- [December 3, 2020](#): The LCAP team provided a brief presentation orienting the DELAC members to the Local Control Funding Formula and providing an update on the 2020 Budget Overview for Parents.
- [February 25, 2021](#): The LCAP team gave an overview of the 2021-24 LCAP development and engagement process and solicited pre-draft input on DELAC priorities for the new LCAP.
- [March 11, 2021](#): The LCAP team gave an overview of the Annual Updates to 2019-20 LCAP and 2020-21 Learning Continuity Plan, as well as implementation updates for the comments that DELAC had developed for the Learning Continuity Plan (available in [English](#) and [Spanish](#)).
- [March 25, 2021](#): District teams (including the Division of Instruction, A-G Interventions, Advanced Learning Options, Special Education, Food Services, Linked Learning, Arts Education, Instructional Technology, Early Childhood Education, and Student Health and Human Services) gave an initial presentation on LCAP Goals 1, 2 and 6.
- [April 15, 2021](#): To provide greater clarity on the District's academic initiatives for English Learners, the Division of Instruction, Special Education, and the Multilingual and Multicultural Education Department presented again on LCAP Goals 1 and 2, and the LCAP team provided an overview of the Student Equity Needs Index.
- [April 29, 2021](#): District teams (including Student Health and Human Services, Parent and Community Services, the Office of School Culture, Climate & Safety, and the Los Angeles School Police Department) presented LCAP Goals 3, 4, and 5 to the DELAC.
- [May 13, 2021](#): The LCAP team gave an overview of the draft LCAP (building on prior District team presentations) and DELAC members developed official comments on the LCAP for Superintendent's response.
- June 10, 2021: The LCAP team presented the Superintendent's responses to the DELAC comments.

Local District LCAP Study Groups

Parent and Community Services coordinated 33 [Local District LCAP Study Groups](#) in the 2020-21 school year to offer the opportunity for parents and community members to engage more deeply with the prior LCAP Goals and Actions, and to develop feedback to be used for the development of the new LCAP.

Community Partners

Our District's community partners provided vital input throughout the LCAP development process through bimonthly engagement sessions:

- October 28th: Overview of the Local Control Funding Formula and the District's Student Equity Needs Index (SENI)
- December 9th: Community input on District communication of distance learning updates; overview of the District's Open Data Dashboard and upcoming LCAP Dashboard; and initial pre-draft LCAP input.
- January 27th: Presentation of and community feedback on District programs for African American students and students with disabilities
- March 10th: Presentation of and community feedback on District programs for English Learners, students in foster care, and students experiencing homelessness
- May 5th: Presentation of and community feedback on draft LCAP overview.

Staff Engagement

The Los Angeles Unified LCAP Team also engaged internal stakeholders in the planning and development of the LCAP.

- On April 5, 2021, the LCAP Team engaged school administrators on the supports and resources the LCAP should include for principals to support their own site-level planning, budgeting and engagement, including for the Targeted Student Population (TSP) Plan.
- On May 4, 2021, the LCAP team engaged a Local District Advisory Group, both to share the local results of the March Town Halls ThoughtExchange (see "Community of Schools Town Halls" below) for use in their own planning and budgeting and to solicit feedback on how the LCAP reflects the use of Supplemental and Concentration funds at the Local District level, as well as what supports Local District leaders need to support their Communities of Schools and respective schools.

Labor Partners

The LCAP team collaborated with Labor Partners in the development of the LCAP as well - in addition to building on labor agreements for the development of the Goals and Actions, the LCAP team met with representatives from California School Employees Association (CSEA), Associated Administrators of Los Angeles (AALA), Teamsters, Los Angeles School Police Association (LASPA), Los Angeles School Police Management Association (LASPMA), United Teachers of LA (UTLA), and Building and Trades on May 12th to share an overview of the draft LCAP and solicit feedback.

Special Education Local Plan Area Administrator (SELPA) Engagement

The Superintendent was in regular consultation with the Associate Superintendent of Special Education and the Special Education Local Plan Area Administrator throughout the school year to determine specific actions to support students with disabilities in the LCAP. The Division of Special Education received input from the Community Advisory Committee (CAC) for Special Education from ten meetings held from August 2020 through May 2021.

Surveys

The Office of Data and Accountability administered the annual School Experience Survey to parents, staff, students and teachers in the fall of 2020, a critical source of data in a year with unprecedented interruptions to the majority of District data systems. The School Experience Survey presents survey items organized by three categories: Academic, Social Emotional Learning, and School Climate. The response rates for the Survey are as follows:

- Students (Overall): 69%

- Elementary: 82%
- Middle: 73%
- High: 59%
- Parents (Overall): 42%
 - Elementary: 49%
 - Middle: 39%
 - High: 34%
- Teachers (Overall): 95%
 - Elementary: 95%
 - Middle: 96%
 - High: 94%
- Staff (Overall): 95%
 - Elementary: 95%
 - Middle: 96%
 - High: 94%

On April 29, 2021, the District posted the LCAP survey to its website: <https://achieve.lausd.net/lcap>. The survey solicited input from stakeholders on what programs and priorities they believe the District should pursue to reach the LCAP Goals.

Community of Schools Town Halls

Our District's Communities of Schools hold monthly town halls to provide local updates and engagement opportunities. As part of the March Town Halls, each Community of Schools also engaged stakeholders, including parents/guardians, staff members, students, and community members, in town halls on how to support students academically over the next three years, using the platform ThoughtExchange to gather feedback and identify priorities. The ThoughtExchange remained open through the entire month of March to allow time for stakeholders to reflect, provide additional feedback, and engage with other participants' feedback.

See below for the number of participants, responses and ratings shared by Local District West (which includes Community Magnet Charter) during this first ThoughtExchange:

- Local District West (10 Communities of Schools):
 - 314 participants (67% parent / guardian, 29% staff, 3% community, 1% students)
 - 297 thoughts
 - 5,678 ratings

Superintendent Updates

Since March 16, 2020, Superintendent Beutner has shared updates via recorded videos airing on KLCS and shared on the Los Angeles Unified website in order to keep our communities informed and current on the impacts of the pandemic on our planning, operations, and offerings. In addition, transcripts in English and Spanish of Superintendent Beutner's updates are posted on the Los Angeles Unified School District website.

Board Meetings

The Los Angeles Board of Education engaged closely with student needs and planning throughout the year, including through monthly Distance Learning Updates. The Board also specifically monitored the LCAP development process:

- On January 26, 2021, the Budget Services team presented the District's planning and budgeting process (including alignment between budget and LCAP development).
- On February 1, 2021, the Board received a Board Informative about the development of the LCAP Metrics, and a separate Informative about the LCAP engagement process.
- On April 1, 2021, the Board received an additional Board Informative highlighting initial findings from the LCAP engagement process.
- On April 27, 2021, the LCAP team provided an update on the 2021-24 LCAP development and engagement to the Committee of the Whole.

Boardmember Garcia also invited the LCAP team to engage the communities of Board District 2 on March 4, 2021 on academic planning for the next three years. The results of this engagement were incorporated into the March Town Hall ThoughtExchange described above under "Communities of Schools Town Halls" as possible, and otherwise were incorporated into the LCAP Survey (when participants did not provide information about which Community of Schools their child's school falls under).

Finally, the LCAP team was also invited to engage Boardmember Melvoin's Youth Advisory Council (Board District 4) on March 12, 2021.

The Board of Education held a public hearing for the LCAP on Tuesday, June 15th, and adopted the LCAP on Tuesday, June 22, 2021.

Community Elementary Magnet engaged our stakeholders through the following outreach opportunities:

- **CMCS Parents, teachers, and staff work and meet together to make important decisions for our school**
 - **Tea Time with Toni (Coffee with the Principal) is held monthly with all stakeholders invited to participate**
 - **Community Council is held monthly and includes members from all stakeholder groups. Non-members are openly invited to attend.**

A summary of the feedback provided by specific stakeholder groups.

Student Engagement

Through the District's engagement with various student leadership and focus groups, the following trends and priorities were identified for both District-level and school-level planning:

- Mental Health Initiatives and Supports
- Individualized student interventions (implemented through reduced class sizes and additional support staffing) especially for English Learners and students in foster care
- Restorative practices and positive behavior interventions
- Visual and Performing Arts (VAPA) programs

Parent Engagement

Engagement with the Parent Advisory Committee and District English Learner Advisory Committee revealed the following priorities:

- Increased small-group and one-on-one academic interventions for students falling behind
- Increased social-emotional interventions
- Increased Visual and Performing Arts (VAPA) programs
- Increased parent education and training

Local District LCAP Study Groups

- Stakeholders in Local District West (which includes Community Elementary) shared the following focus areas:
 - Need for engaging student programs, including arts education and afterschool programming
 - Additional support and focus on parent communication and engagement
 - Increased flexibility of school funds to support the needs of their students
 - Focus on restorative practices and school climate supports

Community Partners

Los Angeles Unified School District's community partners provided the following feedback based on District presentations:

- Need for continuing focus on alternatives to suspension
- Need for increased interventions for students with disabilities
- Need for continued support and individualized interventions for LCFF target student groups (English Learners, students in foster care, and low-income students)

Staff Engagement

- Site Administrators emphasized the need for continuing learning and sharing of best practices and proven strategies to support English Learners, students in foster care and students designated as low-income.
- Community of Schools Administrators and Local District administrators both emphasized the importance of professional learning and sharing best practices, both in terms of school-level planning and budgeting practices that could be shared as a model with other schools and in terms of the supports that Communities of Schools and Local Districts can share to improve school-level practices.

Labor Partners

- LAUSD Labor Partners provided critical feedback on the need for staff engagement in school-level, Community of Schools-level, Local District-level, and District-level planning and budgeting cycles.
- Representatives of our Labor Partners also emphasized the need for adequate staffing at schools for the implementation of student services, interventions, and climate and safety supports.

Special Education Local Plan Area Administrator (SELPA) Engagement

Through the Division of Special Education's ongoing engagement process, the Community Advisory Committee emphasized:

- The importance of the collaboration and support across the Division of Special Education, Local Districts, Communities of Schools, and the Office of Parent and Community Services

- The need for collaboration between the Division of Special Education, Local Districts, and Communities of Schools to identify, address and develop systems of support for school staff in their implementation of services,
- The integration of State Performance Plan Indicators (SPPI) into data monitoring systems throughout the District, and
- The need for additional focus and communication on transition services for students with disabilities.

In addition to this feedback, the Division of Special Education in partnership with Parent Community Services branch also engaged stakeholders on the development of the Special Education Local Plan for 2021-24, which includes all special education programs (above and beyond what is reflected here in the LCAP). For more information on the impact of Community Advisory Committee (CAC) feedback on the Special Education Local Plan for 2021-24, please see <https://achieve.lausd.net/Page/10285> (within the virtual meeting packet for the April 21, 2021 meeting).

Surveys

Through the 2020-21 School Experience Survey, stakeholders shared the following:

- Students:
 - 78% of elementary, middle, and high school respondents reported that teachers go out of their way to help students
 - 84% of elementary, middle, and high school respondents reported that they feel safe in school or in online school sessions
 - 74% of elementary, middle, and high school respondents reported that teachers care if they are absent from school
 - 61% of elementary, middle, and high school respondents reported that students have a voice in decision making at their school
 - 77% of elementary, middle, and high school respondents reported that there are lots of chances for students to get involved in sports, clubs or other activities outside of class
 - 69% of middle and high school respondents indicated that they intend to graduate from a four-year college or beyond
- Parents and Families
 - 70% reported that their Community of Schools provides useful training for parents
 - 81% of respondents reported that they attend events virtually at their student's school, such as parent-teacher conferences, assemblies, and school performances
 - 72% reported that they have visited or received assistance from the parent and family center personnel, website, or resource pages available online
- Teachers
 - 83% of respondents reported that resource decisions at their school (with respect to staffing, time, and materials) support the successful implementation of the State Standards
 - 76% of respondents reported that what they learn in school professional development meetings addresses their students' needs
 - 79% of respondents reported that they know how to provide targeted instruction for English Learners who are not making progress towards reclassification
- Staff
 - 83% of respondents reported that they get the help they need to communicate with parents
 - 82% of respondents reported that their school promotes personnel participation in decision-making that affects the school practices and policies
 - 88% of respondents reported that decisions at their school are made based on students' needs and interests

Community of Schools Town Halls

Through the Communities of Schools Town Halls in the month of March, which focused on how the District could support students academically, the following trends emerged for Local District West:

- Local District West stakeholders emphasized the following top priorities:
 - Diversity, Equity, and Inclusion
 - Curriculum and Instruction
 - Mental Health and Social Emotional Wellbeing
 - Staff Support and PD

Community Elementary's stakeholders shared the following feedback:

- **Teachers and parents expressed an interest in adding robotics to our current technology program**
- **Teachers expressed a need for a school-wide writing program**
- **Teachers and parents feel that our enrichment programs, which are a hallmark of our school, should continue**
- **Teacher assistants in every classroom is very important to our teachers and parents**

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

Student Engagement

Through the District's engagement with various student leadership and focus groups, the following trends and priorities were identified for both District-level and school-level planning:

- Mental Health Initiatives and Supports → See Goal 5, Action 3 (SENI Investments towards School Safety and Climate)
- Individualized student interventions (implemented through reduced class sizes and additional support staffing) especially for English Learners and students in foster care → See Goal 2, Action 5 (District Allocation for Class Size Reduction), Goal 1, Action 1 (SENI Investments towards 100% Graduation), and Goal 2, Action 9 (SENI Investments towards Proficiency for All)
- Restorative practices and positive behavior interventions → See Goal 5, Action 2 (Supplemental School Climate Support Staff)
- Visual and Performing Arts (VAPA) programs → See Goal 2, Action 6 (Arts Education)

Parent Engagement

Engagement with the Parent Advisory Committee and District English Learner Advisory Committee revealed the following priorities:

- Increased small-group and one-on-one academic interventions for students falling behind → See Goal 2, Action 5 (District Allocation for Class Size Reduction), Goal 1, Action 1 (SENI Investments towards 100% Graduation), and Goal 2, Action 9 (SENI Investments towards Proficiency for All)
- Increased social-emotional interventions → See Goal 5, Action 3 (SENI Investments towards School Safety and Climate)
- Increased Visual and Performing Arts (VAPA) programs → See Goal 2, Action 6 (Arts Education)
- Increased parent education and training → See Goal 4, Action 1 (SENI Investments towards Parent, Student, and Community Engagement)

Local District LCAP Study Groups

The feedback shared by the LD LCAP Study Groups impacted the development of the 2021-24 LCAP in the following ways:

- Local District West:
 - Need for engaging student programs, including arts education and afterschool programming → See Goal 3, Actions 3-5 for more information on engaging afterschool and athletics programs, and Goal 2, Actions 12 and 13 for information on Arts Education programming throughout the District
 - Additional support and focus on parent communication and engagement → See Goal 4, Action 1 for information on the District's ongoing parent engagement work with the Office of Parent and Community Services
 - Increased flexibility of school funds to support the needs of their students → See Goal 1, Action 10; Goal 2, Action 26; Goal 3, Action 10; Goal 4, Action 5; and Goal 5, Action 6 for information on how schools invest their flexible funds to increase access to programs to support student needs aligned to these five LCAP goals
 - Focus on restorative practices and school climate supports → See Goal 5, Actions 3 and 5 for information on how the District supports school climate and restorative practices on school campuses

Community Partners

Los Angeles Unified School District's community partners provided the following feedback based on District presentations:

- Need for continuing focus on alternatives to suspension → See Goal 5, Action 2 (Supplemental School Climate Support Staff)
- Need for increased interventions for students with disabilities → See Goal 2, Action 2 (District Contribution to Special Education) and Goal 2, Action 3 (Site-Level Special Education Supports)
- Need for continued support and individualized interventions for LCFF target student groups (English Learners, students in foster care, and low-income students) → Goal 1, Action 1 (SENI Investments towards 100% Graduation) and Goal 2, Action 9 (SENI Investments towards Proficiency for All)

Staff Engagement

- Site Administrators emphasized the need for continuing learning and sharing of best practices and proven strategies to support English Learners, students in foster care and students designated as low-income. → See LAUSD LCAP for more information on centralized, Local District, and Communities of Schools supports for educators and administrators
- Community of Schools Administrators and Local District administrators both emphasized the importance of professional learning and sharing best practices, both in terms of school-level planning and budgeting practices that could be shared as a model with other schools and in terms of the supports that Communities of Schools and Local Districts can share to improve school-level practices → See Goal 4, Action 3 for supports provided to Communities of Schools and Local Districts through the LCAP development process and see Goal 2, Actions 7 and 8 for information on the supports provided by the Communities of Schools and Local Districts to schools

Labor Partners

- LAUSD Labor Partners emphasized that staff should be included in all engagement, planning and budgeting cycles throughout the District → See Goal 4, Action 3 for more information on how the LCAP team supports and builds capacity for these cycles in schools, Communities of Schools, and Local Districts in alignment with District efforts
- In addition, representatives of our Labor Partners stressed the need for responsive staffing at schools to reflect the needs of individual

school communities → See the SENI Actions under Goals 1-5 for more information on how our schools are allocating their discretionary funds on additional staffing and supports for student and community needs

Special Education Local Plan Area Administrator (SELPA) Engagement

The feedback received during the SELPA engagement cycle impacted the 2021-24 LCAP's Special Education actions in the following ways:

- Action 19 under Goal 2 outlines the Special Education base program for all students with disabilities, including the work to meet the State Performance Plan Indicators.
- Actions 20-23 under Goal 2 also emphasize additional supports to address the needs of every student with disabilities in Los Angeles Unified, including Extended School Year, Intensive Diagnostic Education Centers (IDEC), Inclusion Services, and the Special Day Program.
- Finally, Goal 1, Action 9 highlights the work of the Division around transition services, including the work to ensure successful postsecondary transitions for students with disabilities in foster care and English Learners with disabilities.

In addition, for more information on the coordination and alignment of instructional supports for proficiency for all from the Central Office to Local Districts to Communities of Schools and down to schools, please see Goal 2, Actions 6-9.

Surveys

The School Experience Survey responses impacted the development of the 2021-24 LCAP in the following ways:

- Students:
 - Instructional support → School-level supports for individualized learning interventions (see Goal 2, Action 9)
 - School Safety → School safety staffing as well as school climate support staff (see Goal 5, Actions 1-3)
 - Attendance supports → Attendance interventions (see Goal 3, Action 6), as well as the supports provided by the FamilySource System (see Goal 3, Action 8)
 - Student voice in decision-making → Student empowerment and leadership programs (See Goal 4, Action 4)
 - Student participation and engagement in school activities → Afterschool programs and athletics (See Goal 3, Actions 3-5)
 - College readiness and aspirations → District-wide and targeted school-level graduation readiness initiatives (See Goal 1, Actions 3-4)
- Parents and Families:
 - Community of Schools supports for students and families → See Goal 2, 8 for more information on Communities of Schools
 - Parent engagement and empowerment in decision-making → See Goal 4, Actions 1 and 3 for more information on parent and family education and leadership opportunities
- Teachers:
 - Site-level decision making focused on student needs and instruction → See Goal 2, Action 26 for school investments of SENI funds towards Proficiency for All
 - Support for instruction through professional learning → See Goal 2, Actions 6-8 for Central District, Local District, and Community of Schools Supports for instruction
 - English Learner instructional support → See Goal 2, 25 for supports for English Learners, including professional learning to improve instruction towards reclassification

- Staff:
 - Support for parent engagement → See Goal 4, Action 1 for information on supports and structures for parent engagement
 - Site-level decision making driven by engagement of stakeholders including staff → See Goal 4, Action 3 for information on how LCAP engagement is aligned to supports for site-level planning, budgeting and engagement
 - Site-level decision making focused on student needs and instruction → See Goal 2, Action 26 for school investments of SENI funds towards Proficiency for All

Community of Schools Town Halls

Through the Communities of Schools Town Halls in the month of March, which focused on how the District could support students academically, the following trends emerged in Local District West (which includes Community Magnet Charter):

- Local District West stakeholders emphasized the following top priorities:
 - Diversity, Equity, and Inclusion → To continue to keep students at the center of our planning, budgeting and engagement, the 2021-24 LAUSD LCAP includes the following actions to describe programs to support the specific needs of various student groups, including African American students, English Learners, students with disabilities, and students in foster care
 - Curriculum and Instruction → Goal 1, Action 6 includes information on reducing class sizes to further support students
 - Mental Health and Social Emotional Wellbeing → The LAUSD LCAP includes several actions to describe districtwide supports for mental health, but please refer to Goal 2, Action 2 and Goal 4, Action 3 for information on our school's supports for 100% Attendance and School Safety and Climate
 - Staff Support and PD → See Goal 1, Actions 8, 9 and 10 for information on how our school is leveraging discretionary funds to improve instruction and support learning acceleration

Reflecting on student outcome data as well as our stakeholder feedback, Community Elementary will invest in the following strategies to support students:

- Stakeholder engagement influenced our planning for 2021-22 in the following ways:
 - Robotics was added to our current technology program
 - We are investing in a school-wide writing program
 - We will continue all enrichment programs, including visual arts, PE, technology, dance, drama, and vocal music
 - We are hiring teacher assistants for every classroom

Goals and Actions

Goal 1

Goal #	Description
1	Proficiency for All

An explanation of why the LEA has developed this goal.

To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5</u> All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner	All Students: 63.6 points above standard African American / Black: 15.7 Hispanic / Latino: 40.2 RFEP: 67.1 Standard English Learner: 29.8 Students with Disabilities: -13.2 Low Income: 27.2	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 66.6 points above standard For all student groups: +3 points of growth above baseline

<p>Students with Disabilities</p> <p>Low Income</p> <p>Foster Youth</p>	<p>(Year: 2018-19)</p> <p>*Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				<p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5</u></p> <p>All Students</p> <p>African American / Black</p> <p>Hispanic / Latino</p> <p>English Learner</p> <p>RFEP</p> <p>Standard English Learner</p>	<p>All Students: 55.4 points above standard</p> <p>African American / Black: -3.5</p> <p>Hispanic / Latino: 28.9</p> <p>RFEP: 71.5</p> <p>Standard English Learner: 14.3</p> <p>Students with Disabilities: -32.6</p> <p>Low Income: 26.1</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 58.4 points above standard</p> <p>For all student groups: +3 points of growth above baseline</p>

<p>Students with Disabilities</p> <p>Low Income</p> <p>Foster Youth</p>	<p>(Year: 2018-19)</p> <p>*Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				<p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent Met/Exceed Standard on California Science Test - Grade 5</u></p> <p>All Students</p> <p>African American / Black</p> <p>Hispanic / Latino</p> <p>English Learner</p> <p>RFEP</p> <p>Standard English Learner</p>	<p>All Students: 69.3</p> <p>African American / Black: 37.5</p> <p>RFEP: 72.7</p> <p>Standard English Learner: 47.8</p> <p>Students with Disabilities: 31.3</p> <p>Low Income: 48.1</p> <p>(Year: 2018-19)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 72.3 points above standard</p> <p>For all student groups: +3 points of growth above baseline</p>

<p>Students with Disabilities</p> <p>Low Income</p> <p>Foster Youth</p>	<p>*Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				<p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Students Meeting Early Literacy Benchmarks in Kindergarten</u></p> <p>All Students</p> <p>African American / Black</p> <p>Hispanic / Latino</p> <p>English Learner</p> <p>RFEP</p> <p>Standard English Learner</p>	<p>All Students: 91.2</p> <p>Standard English Learner: 87.5</p> <p>Low Income: 84.6</p> <p>(Year: 2019-20)</p> <p>*Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 94.2 points above standard</p> <p>For all student groups: +3 points of growth above baseline</p>

<p>Students with Disabilities Low Income Foster Youth</p>	<p>student groups including: English Learners and foster youth. However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				<p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Students Meeting Early Literacy Benchmarks in Grade 1</u> All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income Foster Youth</p>	<p>All Students: 92.8 Hispanic / Latino: 100 Standard English Learner: 94.7 Low Income: 87.5 (Year: 2019-20) *Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth. However, we will continue to observe and monitor these</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 95.8 points above standard For all student groups: +3 points of growth above baseline or 100% *Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>

	students' outcomes in order to target supports and interventions as needed.				
<u>Percent of Students Meeting Early Literacy Benchmarks in Grade 2</u> All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income Foster Youth	All Students: 88.7 Standard English Learner: 76.9 Low Income: 84.2 (Year: 2019-20) *Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth. However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 91.7 points above standard For all student groups: +3 points of growth above baseline *Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.
<u>English Learner Reclassification Rate - Grades TK-5</u>	All Students: 3% (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24.

<p>All Students</p>					<p>Where do we want to be in three years?</p> <p>All Students: 10%</p> <p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)</u></p> <p>All Students</p>	<p>All Students: 55.6 (Year: 2018-19)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 58.6</p> <p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of English Learners Meeting ELPAC Performance Level 4</u></p> <p>All Students</p>	<p>All Students: 25% (Year: 2018-19)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 28%</p>

					*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.
<p><u>Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day</u></p> <p>All Students</p>	<p>All Students: 100%</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 100%</p> <p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines</u></p> <p>All Students</p>	<p>All Students: 84.6</p> <p>(Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 87.6</p> <p>*Note that as new data becomes available, Community</p>

					Elementary expects to revisit and revise targets to continue to reflect student needs.
<u>Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)</u> All Students	All Students: 95.1 (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 98.1 *Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	General Fund School Program	Community Magnet Charter will provide quality first instruction to all students to reach Proficiency for All.	\$2,521,100	N
2	Magnet Program	Community Magnet Charter will continue to implement the following magnet program to support our students: Community Magnet Charter School emphasizes the study of humanities and the social sciences through a multicultural perspective. We are a diverse school community committed to developing the character and full learning potential of all students through cooperation among all stakeholders (students, teachers, administrators, parents and support staff).	\$171,037	N

3	District Contribution to Special Education	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Community Magnet Charter to provide quality first instruction to all students to reach Proficiency for All.	\$684,918	N
4	Site-Level Special Education Supports	In addition to the above District contribution to Special Education, Community Magnet Charter will continue to allocate resources locally to ensure supports for students with disabilities.	\$578,139	N
5	Charter School Categorical Block Grant	For the 2021-22 school year, we plan to use the bulk of our Charter School Block Grant to purchase teacher assistants for classroom support. We will also purchase substitute coverage for teachers to attend conferences, receive professional development, and training. A small portion of this grant will be used to support technology in the classroom through the purchase and maintenance of student devices.	\$270,888	N
6	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Community Magnet Charter.	\$256,152	Y
7	Arts Education	Community Magnet Charter will continue to implement Arts Education to support Proficiency for All for different learners in our school.	\$36,310	Y
8	Charter Supplemental/Concentration Funds in Lieu of EIA	The Charter School Allocation in Lieu of EIA will be used to purchase general supplies, instructional materials, pay for our Toshiba contract, and to pay teachers for professional development outside of their regular teaching assignments.	\$82,907	Y
9	SENI Investments towards 100% Graduation	INTERVENTION <ul style="list-style-type: none"> ● Targeted Student Group(s): <ul style="list-style-type: none"> ○ English Learners ○ Low Income Students ○ Foster Youth ● Teachers from each grade level will provide small group intervention support to students for 12-weeks of each semester in the 2021-2022 school year. Students with the greatest need will receive this additional targeted support in ELA and Math. ● Related District-wide LCAP Metrics 	\$12,000	Y

		<ul style="list-style-type: none"> ○ Our goal in providing intervention to struggling students in ELA and Math is to increase the number of students who perform at and above the benchmark standards for DIBELS, Edulastic, and SBAC assessments. 		
10	SENI Investments towards Proficiency for All	<p>WRITING PROGRAM</p> <ul style="list-style-type: none"> ● Targeted Student Group(s): <ul style="list-style-type: none"> ○ English Learners ○ Low Income Students ○ Foster Youth ● Write...from the Beginning is a developmental writing program for Kindergarten through 5th Grade focused on those criteria necessary for successful writing achievement beyond the elementary years. ● Related District-wide LCAP Metrics <ul style="list-style-type: none"> ○ Our goal in implementing this foundational writing program is to increase the number of students who perform at and above the benchmark standards for SBAC assessments and writing assessments. <p>Library Aide</p> <ul style="list-style-type: none"> ● Targeted Student Group(s): <ul style="list-style-type: none"> ○ English Learners ○ Low Income Students ○ Foster Youth ● An additional 3 hours of library aide time provides our students with more opportunities to visit the library, interact with a variety of book genres and interests and increase interest and achievement in reading. ● Related District-wide LCAP Metrics <ul style="list-style-type: none"> ○ Our goal is to increase academic achievement as measured by DIBELS, SBAC, and IAB ELA assessments. 	\$79,679	Y

Goal Analysis [LCAP Year]

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Goal 2

Goal #	Description
2	100% Attendance

An explanation of why the LEA has developed this goal.

Good attendance is fundamental to proficiency and success. To increase enrollment and improve attendance we must provide high-quality instruction in a safe, welcoming, nurturing environment with the appropriate tiered resources to support success. Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, will continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Percent of All Students with Excellent Attendance (96% or Higher)</u> All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income Foster Youth	All Students: 69.7 African American / Black: 70.2 Hispanic / Latino: 60.9 RFEP: 76.9 Standard English Learner: 65.7 Students with Disabilities: 58.7 Low Income: 66.7 (Year: 2019-20; taken through March 2020) *Note that out of an abundance of caution for the	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 72.7 points above standard For all student groups: +3 points of growth above baseline *Note that as new data becomes available, Community Elementary expects to revisit and revise

	<p>protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>				<p>targets to continue to reflect student needs.</p>
<p><u>State Chronic Absenteeism Rate (90% or Lower) - Grades K-8</u></p> <p>All Students</p> <p>African American / Black</p> <p>Hispanic / Latino</p> <p>English Learner</p> <p>RFEP</p> <p>Standard English Learner</p> <p>Students with Disabilities</p> <p>Low Income</p> <p>Foster Youth</p>	<p>All Students: 5.2 (Year: 2019-20; taken through March 2020)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 2.2 points above standard</p> <p>For all student groups: -3 points of growth above baseline</p> <p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>

<p><u>Percent of All Students Chronically Absent (91% or Lower) - Grades K-5 (District Calculation)</u></p> <p>All Students</p> <p>African American / Black</p> <p>Hispanic / Latino</p> <p>English Learner</p> <p>RFEP</p> <p>Standard English Learner</p> <p>Students with Disabilities</p> <p>Low Income</p> <p>Foster Youth</p>	<p>All Students: 7.6</p> <p>African American / Black: 10.6</p> <p>Hispanic / Latino: 6.3</p> <p>RFEP: 12.8</p> <p>Standard English Learner: 6.7</p> <p>Students with Disabilities: 15.2</p> <p>Low Income: 8.1</p> <p>(Year: 2019-20; taken through March 2020)</p> <p>*Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth.</p> <p>However, we will continue to observe and monitor these students' outcomes in order to target supports and interventions as needed.</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 4.6 points above standard</p> <p>For all student groups: -3 points of growth above baseline</p> <p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
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<p><u>Percent of Staff with Excellent Attendance (96% or Higher)</u></p> <p>All Staff</p>	<p>All Staff: 92.9 (Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Staff: 95.9</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Health Supports	In order to ensure health access and equity for low-income students, students in foster care, and English Learners, Community Magnet Charter will continue to receive additional nursing support.	\$120,504	Y
2	SENI Investments towards 100% Attendance	<p>Name of Resource: vocal music</p> <ul style="list-style-type: none"> ● Targeted Student Group(s): English Learners, Low income students, foster youth ● Description of Resource and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students:Vocal Music- arts program - our music program serves all students, K-5. Community Magnet is a humanities magnet with a focus on the arts. In addition to vocal music, we provide a number of arts enrichment which serves as a balance to the rigorous academic program. Students are engaged and excited to participate in these enrichment activities. ● Related District-wide LCAP Metrics: Our goal in providing vocal music as a part of our arts enrichment program is to support our academic programs through an arts perspective. Students are engaged and excited to participate which will continue to have a positive impact on attendance. 	\$11,620	Y

Goal Analysis [LCAP Year]

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Goal 3

Goal #	Description
3	Parent, Student, and Community Engagement

An explanation of why the LEA has developed this goal.

Working closely with families and community partners, the District will engage, develop and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, will leverage resources and programs within the larger community in order to provide services that support the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p><u>Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."</u></p> <p>All Parents</p>	<p>All Parents: 86% (Year: 2019-20)</p> <p>https://achieve.lausd.net/Page/14935</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Parents: 89%</p>
<p><u>Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"</u></p> <p>All Parents</p>	<p>All Parents: 88 (Year: 2019-20)</p> <p>https://achieve.lausd.net/Page/14935</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Parents: 91</p>

<p><u>Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."</u></p> <p>All Parents</p>	<p>All Parents: 81% (Year: 2019-20)</p> <p>https://achieve.lausd.net/Page/14935</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Parents: 84%</p>
<p><u>Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."</u></p> <p>All Parents</p>	<p>All Parents: 98% (Year: 2019-20)</p> <p>https://achieve.lausd.net/Page/14935</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Parents: 100%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Parent, Student, and Community Engagement	While Community Magnet Charter did not allocate funds towards Parent, Student, and Community Engagement, please refer to the LAUSD LCAP for information on districtwide efforts to improve engagement.	\$0	Y

Goal Analysis [LCAP Year]

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Goal 4

Goal #	Description
4	School Safety and Climate

An explanation of why the LEA has developed this goal.

In order for the whole child to thrive, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Community Magnet Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<u>Single Student Suspension Rate</u> All Students African American / Black Hispanic / Latino English Learner RFEP Standard English Learner Students with Disabilities Low Income Foster Youth	All Students: 0% (Year: 2019-20) *Note that out of an abundance of caution for the protection of student data, Community Elementary will not report outcomes or set targets for small student groups including: English Learners and foster youth. However, we will continue to observe and monitor these students' outcomes in order to target supports and	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 0% For all student groups: 0% above baseline *Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.

	interventions as needed.				
<u>Instructional Days Lost to Suspension</u> All Students	All Students: 0 (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 0 *Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.
<u>Expulsion Rate</u> All Students	All Students: 0 (Year: 2019-20)	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	Enter the desired outcomes for 2023-24. Where do we want to be in three years? All Students: 0 *Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.

<p><u>Percent of Students Who Feel Safe at School (per School Experience Survey)</u></p> <p>All Students</p>	<p>All Students: 92% (Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 95%</p> <p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>
<p><u>Percent of Students Who Feel They are a Part of their School (per School Experience Survey)</u></p> <p>All Students</p>	<p>All Students: 86% (Year: 2019-20)</p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p><i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i></p>	<p>Enter the desired outcomes for 2023-24.</p> <p>Where do we want to be in three years?</p> <p>All Students: 90%</p> <p>*Note that as new data becomes available, Community Elementary expects to revisit and revise targets to continue to reflect student needs.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded School Climate Support Staff	Community Magnet Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	\$17,128	N
2	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Community Magnet Charter will also provide supplemental school climate support staffing.	\$5,714	Y
3	SENI Investments towards School Safety and Climate	<p>Name of Resource: RULER</p> <ul style="list-style-type: none"> Targeted Student Group(s): foster youth, low income students, English learners Description of Resource and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students: RULER is the social-emotional program adopted by our school. The RULER Approach to Social and Emotional Learning is a school-wide approach designed for use in kindergarten through eighth grade to promote the development of five key emotion skills, including Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. Related District-wide LCAP Metrics: Our School Experience Survey results indicate that teachers, staff, students, and parents feel that Community is a safe environment with nurturing and caring adults providing academic instruction and social-emotional guidance to our students. <p>Name of Resource: school psychologist</p> <ul style="list-style-type: none"> Targeted Student Group(s): foster youth, low income students, English learners Description of Resource and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students: Our school psychologist provides social-emotional support and resources to families, students, and staff as needed. She also participates as an integral part of our special education team in 	\$33,432	Y

		<p>identifying, supporting, assessing and monitoring students with special needs.</p> <ul style="list-style-type: none"> • Related District-wide LCAP Metrics: Our School Experience Survey results indicate that teachers, staff, students, and parents feel that Community is a safe environment with nurturing and caring adults, like our school psychologist, providing social-emotional support and resources to our community. 		
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Goal Analysis [LCAP Year]

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

Goal 5

Goal #	Description
5	Basic Services

An explanation of why the LEA has developed this goal.

To support the efforts described in the previous Goals, Los Angeles Unified and its Affiliated Charter Schools like Community Magnet Charter will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Facilities in Good Repair	100%	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	100%
Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach	99.95%	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	When completing the LCAP for 2021-22, enter the desired outcomes for 2023-24. Where do we want to be in three years? 100%
Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements	100%	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	<i>This information will be provided in future LCAP cycles, in compliance with the LCAP template.</i>	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Community Magnet Charter will continue to receive centralized supports for the operation of our school and its facilities.	\$1,962,220	N

Goal Analysis [LCAP Year]

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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.

This information will be provided in future LCAP cycles, in compliance with the LCAP template.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.33%	\$638,318

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

Required Descriptions

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

The following actions have been designated as increasing / improving services in the LCAP for Community Magnet Charter.

Goal 1, Action 6: Class Size Reduction

Los Angeles Unified School District, including Community Magnet Charter, continues to serve over 550,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing.

Throughout the stakeholder engagement process in 2020-21, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. This was further supported in District-level engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers.

Goal 1, Action 7: Supplemental Arts Education

Past District-wide data on Arts Education indicated that English learners, foster youth and low-income students had less access to enriched arts education programs beyond the minimum state requirements. Schools with higher percentages of English learners, foster youth and low-income students receive more funds. The investments in additional arts instruction and arts instructional materials are an effective use of funds to provide greater access for English learner, foster youth and low-income students to a broader variety of arts disciplines above and beyond the basic arts curriculum requirements.

The effort brings parity to school-sites throughout the District while enhancing access to the arts in areas of the District that have historically

not had access to a broad offering of arts curriculum and programs. Regular analysis of the Arts Equity Index shows improvement in schools moving from one AEI quartile to another, especially for those schools in the underserved and development quartiles.

Goal 1, Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

In support of our low income, English learner, and foster youth students, the Charter School Allocation in Lieu of EIA will be used to purchase general supplies, instructional materials, pay for our Toshiba contract, and to pay teachers for professional development outside of their regular teaching assignments.

Goal 1, Action 9: SENI Investments in 100% Graduation

- **Name of Resource(s): Intervention**
- **Intervention- Teachers from each grade level will provide small group intervention support to students for 12-weeks of each semester in the 2021-2022 school year. Students with the greatest need will receive this additional targeted support in ELA and Math.**
- **Description of Effectiveness- After this year of distance learning, our low income, foster youth, and English Learners were most impacted. In order to recover learning loss, additional intervention will target the specific needs of those struggling to achieve grade-level standards in ELA and Math.**
- **Related District-wide LCAP Metrics-Our goal in providing intervention to struggling students in ELA and Math is to increase the number of students who perform at and above the benchmark standards for DIBELS, Edulastic, and SBAC assessments.**

Goal 1, Action 10: SENI Investments in Proficiency for All

- **Name of Resource(s) Write from the Beginning**
- **Description of Resource(s) and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students: Write...from the Beginning is a developmental writing program for Kindergarten through 5th Grade focused on those criteria necessary for successful writing achievement beyond the elementary years.**
- **Description of Effectiveness-Write from the Beginning and Beyond is a developmental, common-core aligned, research-based writing program based on Thinking Maps. Thinking Maps help students organize their thinking and learning and supports their ability to communicate their thoughts and learning.**
- **Related District-wide LCAP Metrics- Our goal in implementing this foundational writing program is to increase the number of students who perform at and above the benchmark standards for SBAC assessments and writing assessments.**

- **Name of Resource(s) - library aide**
- **Description of Resource(s) and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students- An additional 3 hours of library aide time provides our students with more opportunities to visit the library, interact with a variety of book genres and interests and increase interest and achievement in reading.**
- **Description of Effectiveness- Our library aide provides read-alouds, assists teachers and students in finding books of interest and relevance to school events, maintains the library, purchases books, and manages student devices.**
- **Related District-wide LCAP Metrics- Our goal is to increase academic achievement as measured by DIBELS, SBAC, and IAB**

ELA assessments.

Goal 2, Action 1: Supplemental Health Staffing

For many vulnerable students, health considerations stand in the way of their ability to attain an equitable education, whether that be due to lack of sleep, food insecurity, underlying health conditions, disabilities, or lack of access to care making the school health office a critical resource toward all students achieving. Research has found that the populations most greatly affected by the educational achievement gap are also affected by poor health outcomes, and there is a causal role that educationally relevant health disparities play in the educational achievement gap. Vision, asthma, teen pregnancy, aggression, and violence, physical activity, breakfast, and inattention and hyperactivity are seven key health disparities that have a profound effect on academic outcomes.

While all students will benefit from the increased access to nursing services, we expect that English Learners, low income students, and students in foster care will experience greater improvements in student attendance as a result of better health, screening and early intervention of identified health needs, and on-going management and monitoring of student health needs.

Goal 2, Action 2: SENI Investments in 100% Attendance

- **Name of Resource(s) - vocal music**
- **Description of Resource(s) and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students- Vocal Music- arts program - our music program serves all students, K-5. Community Magnet is a humanities magnet with a focus on the arts. In addition to vocal music, we provide a number of arts enrichment which serves as a balance to the rigorous academic program. Students are engaged and excited to participate in these enrichment activities.**
- **Description of Effectiveness- Recent surveys of teachers, students, and parents indicate that vocal music, along with other arts enrichment offerings, are highly engaging. Students want to participate and perform which has a positive effect on attendance, school climate, and parent engagement.**
- **Related District-wide LCAP Metrics- Our goal in providing vocal music as a part of our arts enrichment program is to support our academic programs through an arts perspective. Students are engaged and excited to participate which will continue to have a positive impact on attendance.**

Goal 4, Action 2: Supplemental School Climate Support Staff

Per the 2019-20 School Year School Experience Survey, 67% of students designated as low-income, 70% of students in foster care, and 74% of English Learners felt safe at their school. Additionally, 72% of low-income students, 74% of students in foster care and 75% of English Learners felt as though there was at least one adult at their school who supports them. Funding site-level School Climate Support staff like Campus Aides is expected to increase these perceptions from students.

In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 5, Action 2, the Los Angeles Unified School District will provide additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. While all students will benefit from this increase in staffing, we expect that English Learners, students in foster care, and students designated as low-income will experience greater benefits to their reported feeling of safety and connectedness, based on the additional barriers these students face.

Goal 4, Action 3: SENI Investments in School Safety and Climate

- **Name of Resource(s) : RULER**
- **Description of Resource(s) and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students- RULER is the social-emotional program adopted by our school.**
- **The RULER Approach to Social and Emotional Learning is a school-wide approach designed for use in kindergarten through eighth grade to promote the development of five key emotion skills, including Recognizing, Understanding, Labeling, Expressing, and Regulating emotions.**
-
- **Description of Effectiveness - RULER provides teachers, staff, students, and parents with the tools needed to help students identify and express their emotions in a positive and productive manner. This contributes to our warm, inclusive school environment and prepares our students for interactions and relationships in the greater world around them.**
- **Related District-wide LCAP Metrics- Our School Experience Survey results indicate that teachers, staff, students, and parents feel that Community is a safe environment with nurturing and caring adults providing academic instruction and social-emotional guidance to our students.**

- **Name of Resource(s) - school psychologist**
- **Description of Resource(s) and how it is used primarily to benefit English Learners, Foster Youth, and/or Low-Income Students- Our school psychologist provides social-emotional support and resources to families, students, and staff as needed. She also participates as an integral part of our special education team in identifying, supporting, assessing and monitoring students with special needs.**
- **Description of Effectiveness- The impact of the support our school psychologist is even more pronounced during the stresses brought on by the school closures and distance learning of the past year. The psychologist provides needed resources and support to families in need.**
- **Related District-wide LCAP Metrics- Our School Experience Survey results indicate that teachers, staff, students, and parents feel that Community is a safe environment with nurturing and caring adults, like our school psychologist, providing social-emotional support and resources to our community.**

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

Following the unprecedented educational challenges posed by the COVID-19 pandemic and the resulting virtual delivery of instruction, Los Angeles Unified and its Affiliated Charter Schools, including Community Magnet Charter, are focused on ensuring learning recovery and acceleration for all students. As such, the Los Angeles Unified School District LCAP includes a baseline level of District support for all students across the six LCAP Goals:

1. 100% Graduation: All students are prepared throughout their education to graduate ready for college and career pathways.
 - Graduation Readiness through the Options Program and Summer School Credit Recovery
 - Career Readiness through Career Technical Education Program

2. Proficiency for All: Every student reaches their full academic potential.
 - Basic Instructional Services such as materials and textbooks, instructional staff, assessments, and professional development to improve the teacher pipeline and to support beginning teachers
 - Academic initiatives for all students, including the Magnet School program and base-funded Arts Education
 - Gifted and Talented Education Programs
 - Student group-specific initiatives and programs for students with disabilities (including extended school year, Intensive Diagnostic Education Centers, Inclusion Services, and Special Day Program) and African American students
3. 100% Attendance: All students are engaged and supported to feel excited to attend school.
 - Base-funded student health services
 - Programs for student engagement, including athletics programs, academic decathlon, marching band, and other after school programs
4. Parent, Student, and Community Engagement: All stakeholders are empowered to participate and collaborate towards improving educational outcomes across Los Angeles.
 - Parent and Family engagement initiatives
 - Translation services to support all communities
5. School Safety and Climate: All students feel safe and welcome at their schools.
 - School Safety staffing, including School Police
 - Base-funded School Climate Support staff
6. Basic Services: Operating costs and compliance requirements are met to continue to support the District and school communities.

However, recognizing the additional barriers to this learning acceleration that face our English Learners, students in foster care, and students designated as low-income, both the District LCAP and the Community Magnet Charter LCAP outline additional strategies to support the success of these LCFF target student groups.

Leveraging the input from stakeholders across the District over the last year as outlined in the Stakeholder Engagement Section, the Los Angeles Unified District LCAP outlines the following district-level supports to close equity gaps for these three student groups:

1. 100% Graduation:
 - Graduation Readiness Initiatives including A-G Interventions and the Diploma Project
 - College Readiness through the College Access Program and AP / IB Programs
 - Career Readiness through Linked Learning Pathways
 - Transition Services to support English Learners and students in foster care with disabilities
2. Proficiency for All: Every student reaches their full academic potential.
 - Alignment of supports throughout the District, from the Division of Instruction to Local Districts to Communities of Schools to school level staffing
 - Academic initiatives to close equity gaps for low-income students, students in foster care, and English Learners, including Instructional technology initiative, supplemental Arts Education, expanded Transitional Kindergarten, elementary and secondary interventions, and Dual Language Education Programs
 - Student group-specific programs for the LCFF student groups, including English Learner Initiatives and the FamilySource System

3. 100% Attendance: All students are engaged and supported to feel excited to attend school.
 - Supplemental health services to ensure health access and equity
 - Supplemental after school programs
 - Attendance supports such as School Enrollment Placement and Assessment (SEPA centers) and other attendance interventions administered by Pupil Services & Attendance (PSA) Counselors
 - Specialized attendance supports for students in foster care and experiencing homelessness
4. Parent, Student, and Community Engagement: All stakeholders are empowered to participate and collaborate towards improving educational outcomes across Los Angeles.
 - LCAP Engagement to empower the voices of LCFF target student groups in the development of the District LCAP as well as Local District, Community of Schools, and School plans
 - Student Empowerment programs
5. School Safety and Climate: All students feel safe and welcome at their schools.
 - Supplemental School Climate Staff to provide additional supports for LCFF target student groups
 - Additional mental health supports and Positive Behavior Interventions initiatives

In addition to these district-wide supports for our English Learners, students in foster care, and students designated as low-income, Community Magnet Charter is also working to support the needs of our school community through site-level initiatives and interventions (for more detail, see the action by action breakdown above).

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)*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **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.