



# 2021-22 LCAP

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Collegiate Charter High School of Los Angeles
<b>CDS code:</b>	19647330131821
<b>LEA contact information:</b>	Vanessa Jackson, Executive Director
<b>Coming School Year:</b>	2021 – 22
<b>Current School Year:</b>	2020 – 21

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

<b>Projected General Fund Revenue for the 2021 – 22 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	2,557,761
LCFF supplemental & concentration grants	\$	646,931
All other state funds	\$	296,027
All local funds	\$	165,891
All federal funds	\$	702,832
<b>Total Projected Revenue</b>	<b>\$</b>	<b>3,722,511</b>
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	3,597,009
Total Budgeted Expenditures in the LCAP	\$	2,688,408
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	647,039
Expenditures not in the LCAP	\$	908,601
<b>Expenditures for High Needs Students in the 2020 – 21 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	631,640
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	551,785

## LCFF Budget Overview for Parents: Narrative Responses

### LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Insurance, some staffing costs such as office staff and subs. Also the meal program, some supply purchases and other operational costs.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.</p>	<p>The services provided to high needs students were not impacted by the difference between the budgeted and the actual expenditures. The school used other funding to cover the expenditures to increase or improve services for high needs students that was not funded with supplemental and concentration grant funds.</p>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Collegiate Charter High School of Los Angeles

CDS Code: 19647330131821

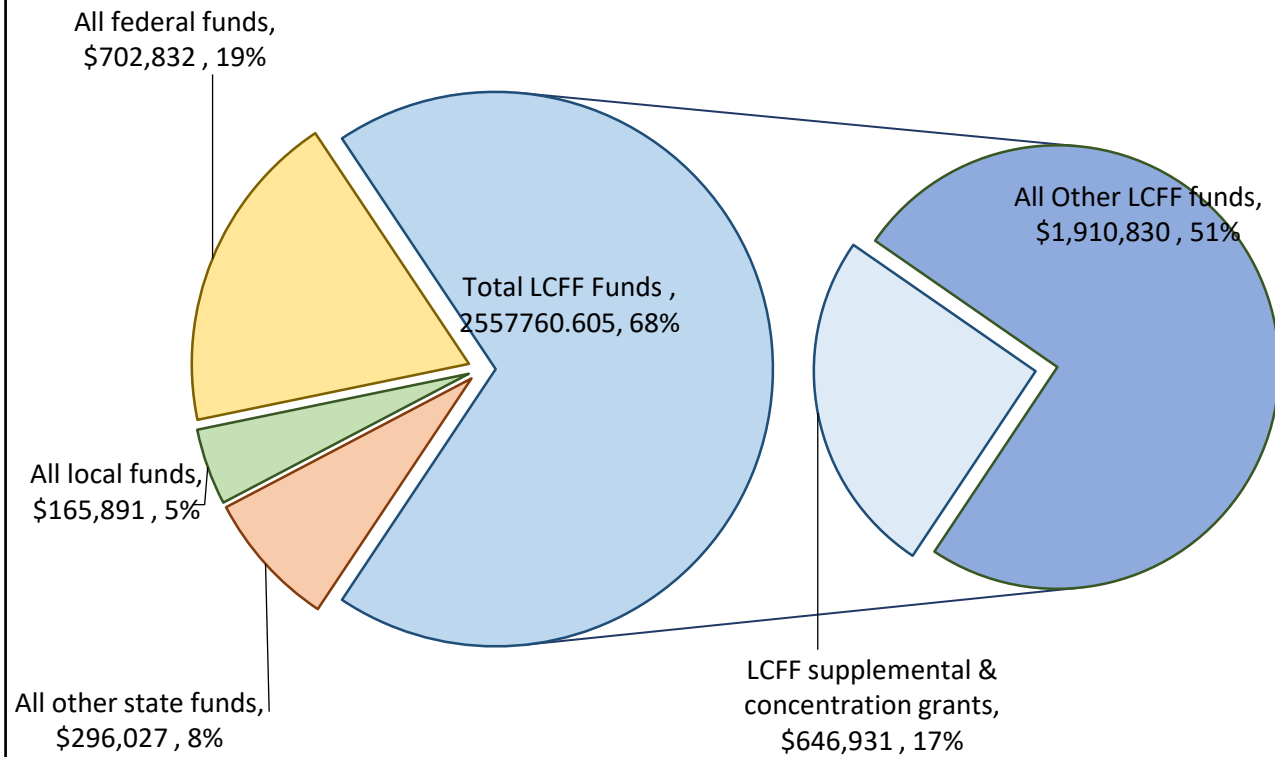
School Year: 2021 – 22

LEA contact information: Vanessa Jackson, Executive Director

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

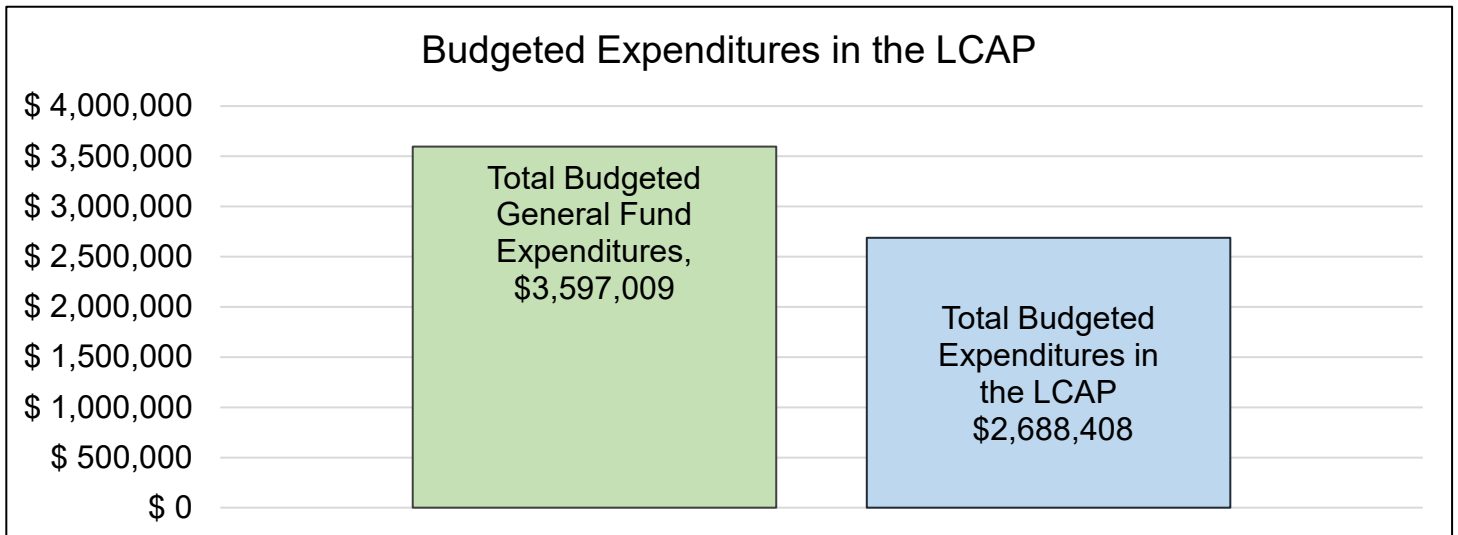


This chart shows the total general purpose revenue Collegiate Charter High School of Los Angeles expects to receive in the coming year from all sources.

The total revenue projected for Collegiate Charter High School of Los Angeles is \$3,722,510.97, of which \$2,557,760.60 is Local Control Funding Formula (LCFF), \$296,027.37 is other state funds, \$165,891.00 is local funds, and \$702,832.00 is federal funds. Of the \$2,557,760.60 in LCFF Funds, \$646,930.60 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Collegiate Charter High School of Los Angeles plans to spend \$3,597,008.85 for the 2021 – 22 school year. Of that amount, \$2,688,408.00 is tied to actions/services in the LCAP and \$908,600.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

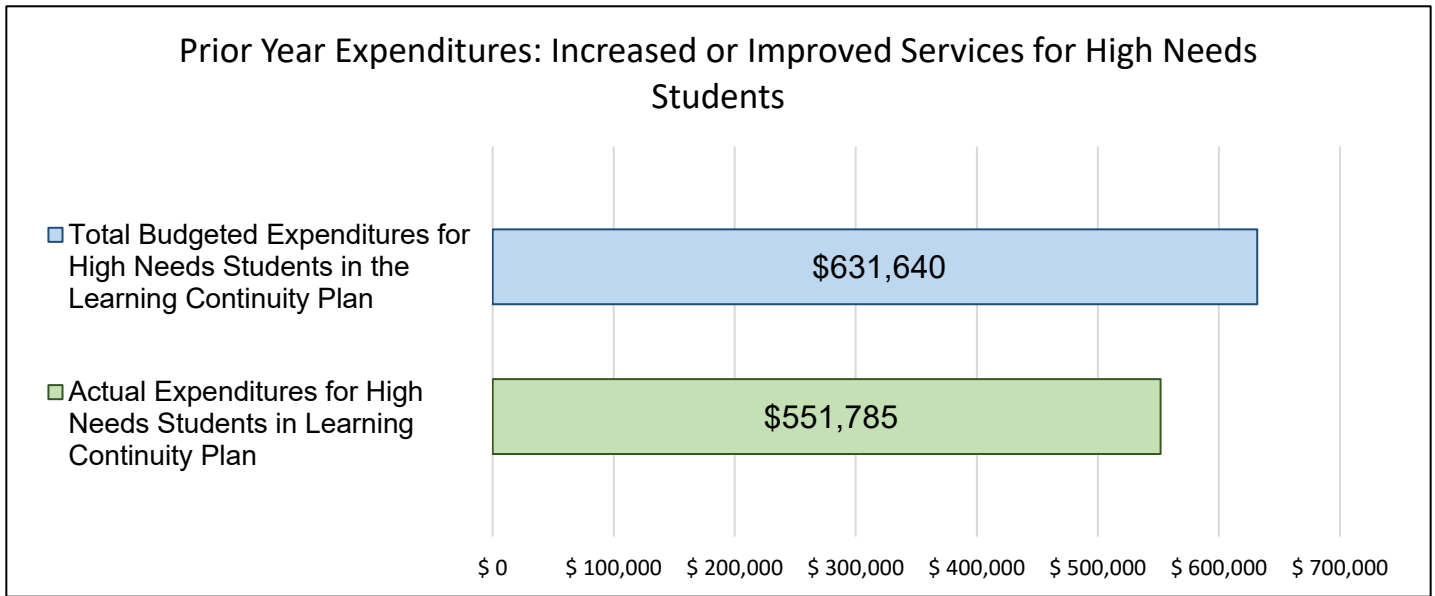
Insurance, some staffing costs such as office staff and subs. Also the meal program, some supply purchases and other operational costs

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

In 2021 – 22, Collegiate Charter High School of Los Angeles is projecting it will receive \$646,930.60 based on the enrollment of foster youth, English learner, and low-income students. Collegiate Charter High School of Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. Collegiate Charter High School of Los Angeles plans to spend \$647,039.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

In 2020 – 21, Collegiate Charter High School of Los Angeles's Learning Continuity Plan budgeted \$631,640.00 for planned actions to increase or improve services for high needs students. Collegiate Charter High School of Los Angeles actually spent \$551,785.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$79,855.00 had the following impact on Collegiate Charter High School of Los Angeles's ability to increase or improve services for high needs students:

The services provided to high needs students were not impacted by the difference between the budgeted

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Collegiate Charter High School of Los Angeles	Vanessa Jackson, Executive Director	vanessajackson@collegiatecharterhighschool.org (323) 594-6486

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

### Goal 1

Students will make breakthrough achievement outcomes putting them on the path to and through college.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

### Annual Measurable Outcomes

Expected	Actual
NWEA MAP EOY exam median national percentile in reading and math for grades 9-11 will reveal substantial growth and achievement.	2019-20: NWEA MAP EOY was not administered due to school closure
Students at every applicable grade level, including all student subgroups, score at a proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the area of English Language Arts and Mathematics.	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Expected	Actual
Students will progress year-to-year at Collegiate on track to meet the A-G course requirements for the University of California; students will graduate having completed the A-G courses.	2019-20: 100%
Students will pass an AP exam with a score of 3 or higher.	2019-20: 24%
Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the schools charter.	2019-20: 100%
English Learners make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the State Board.	ELPAC Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
EL students will be reclassified as Fluent English Proficient annually.	2019-20: 6.9%

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>The school will provide a master schedule and staffing such that all students can and will complete 4 years of college preparatory English and Math aligned to Common Core and ELD standards in grades 9-12.</p> <p>As part of the school's graduation requirements as articulated in the school's approved charter, Collegiate students will complete 4 years of college preparatory Literature coursework (ELA), 4 years of college preparatory Writing coursework (ELA), and 4 years of college preparatory Math. All courses will be backwards-planned from the California Common Core ELA and Math standards and ELD standards as appropriate in grades 9-12, as well as from AP content in grades 9-12. Specifically, interim assessments for each course will align to the Common Core and ELD standards</p>	<p>\$50,000</p> <p>\$10,000</p> <p>\$278,400</p> <p>\$55,680</p> <p>\$8,000</p> <p>Federal Revenues - Title I</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Salary for 1 FTE teacher teaching the Composition</p>	<p>\$461,634</p>



and will incorporate AP-style questions and content as appropriate in AP and pre-AP courses.

component of the upper school ELA A-G courses

3000-3999 Employee Benefits;

Benefits for 1 FTE ELA teacher teaching

Composition component of upper school ELA A-G courses

1000-1999 Certificated Salaries;

80% of salaries for 6 FTE teachers (3 ELA and 3 math) for teaching Common Core aligned ELA and math A-G courses

3000-3999 Employee Benefits;

80% of benefits for 6 FTE teachers (3 ELA and 3 math) for teaching Common Core aligned ELA and math A-G courses

4000-4999 Books and Supplies;

Books and other materials for ELA and math courses

<p>All students reading or performing below the 35th national percentile will participate in daily intervention courses in reading and/or math as appropriate.</p> <p>The school will administer the NWEA MAP test in reading and math each August among all incoming students who have already matriculated to the school. Student performing below the 35th national percentile in reading and/or in math will be offered a daily intervention class in the corresponding discipline that is tailored to rapidly grow their skills and catch them up to grade level.</p>	<p>\$32,600</p> <p>\$36,106</p> <p>\$7,221</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; NWEA MAP testing contract,</p> <p>Chromebooks for intervention programs, and Read 180 contract/materials</p> <p>1000-1999 Certificated Salaries;</p> <p>20% of 3 FTE teachers teaching math/reading interventions</p> <p>3000-3999 Employee Benefits;</p> <p>20% of 3 FTE teachers teaching math/reading interventions</p>	<p>\$63,879</p>
<p>The school's master schedule will ensure access to AP coursework for all.</p> <p>The school will implement a master schedule whereby 100% of students can take at least 1 AP course within their 4 years of high school.</p>	<p>\$134,646</p> <p>\$26,929</p> <p>\$0</p> <p>\$0</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; 80% of 3 FTE teachers' salaries for</p>	<p>\$209,745</p>

	<p>teaching of pre-AP and AP courses</p> <p>3000-3999 Employee Benefits;</p> <p>80% of 3 FTE teachers' benefits for teaching of pre-AP and AP courses</p>	
<p>The school will offer end-of-year Summer Academy credit recovery to all students.</p> <p>The school's June Summer Academy program will offer students the opportunity to take/re-take up to 2 courses for credit to help them earn the credits needed in relevant credit areas in order to progress on time to graduation.</p>	<p>\$25,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Stipends for teachers for teaching GPA Academies and/or Summer Academy</p>	<p>\$17,286</p>
<p>The School will employ a full-time Director of College Counseling, whose chief role is to work intensively with our graduating seniors, the overwhelming majority of whom are low-income and/or first generation college-going. In order to best support our most at-risk students, these students are enrolled in a daily college admissions and transition preparation workshop course (College Readiness IV) taught by the counselor.</p> <p>As part of our four-year College Readiness course sequence, which focuses on early college awareness and college admissions for low-income students, students participate in 3-day overnight college trips to California colleges.</p>	<p>\$79,199</p> <p>\$15,840</p> <p>LCFF</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p>	<p>\$97,918</p>

## Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 1: includes salary of 6 teachers

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

On March 13th, Governor Newsom signed Executive Order N-26-20 that despite school closure, schools must continue delivering high quality educational opportunities for students through distance learning and independent Study. In alignment with the decision of the Los Angeles Unified School District and the recommendations of the Los Angeles County Department of Public Health, Collegiate Charter High closed as of March 16th for site-based instruction.

During the school closure, the School's staff collaborated to develop: a distance learning plan, comprehensive needs assessment to identify student/family needs, provide teachers with professional development on the transition to distance learning, and methods to communicate effectively with families/students to supports scholar participation and engagement.

The School's comprehensive needs assessment included identifying student needs with the transition to distance learning including but not limited to Chromebooks, internet service, food/groceries, clothing, etc. On March 13, we surveyed scholars individually to identify needs. By March 20th, approximately 98.5% of scholars were issued a Chromebook, resource list on acquiring reduced cost internet service, and/or Wi-Fi hotspot. Our staff ensured that all scholars had access to a technology device and internet to access instructional and curricular materials in preparation for our transition to Distance Learning and access to resources that were communicated to families.

Collegiate Charter HS **transitioned fully to distance learning** on March 30<sup>th</sup>. Our distance learning plan was disseminated and communicated with all scholars and their families, via virtual meetings, and uploaded to the school's website. The School implemented an asynchronous program March 30<sup>th</sup> through June 12<sup>th</sup> with teachers holding a daily schedule of office hours so that scholars could access additional teacher support daily as needed.

## Goal 2

Students will develop strong social-emotional skills in a supportive school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Collegiate will provide a variety of ways for parents to be involved in their children's education.	2019-20: Outcome Met
Collegiate will maintain a high Average Daily Attendance (ADA) rate.	2019-20: 95.6%
Collegiate will maintain a low annual suspension rate and a low annual expulsion rate.	Suspension Rate 2019-20: 0.5% Expulsion Rate 2019-20: 0%

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b>ADA</b></p> <p>The school will implement a variety of actions and services to drive high levels of attendance. These include:</p> <ul style="list-style-type: none"> <li>Obtained copy of attendance policy acknowledgement from family member and student upon enrollment and every year thereafter</li> </ul>	<p>\$55,250</p> <p>\$10,406</p> <p>\$12,155</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries;</p>	<p>\$64,100</p>

<ul style="list-style-type: none"> <li>• Monitor daily, weekly and monthly attendance to identify trends and concerns</li> <li>• Conduct meetings with families regarding attendance concerns in order to improve a student's attendance and/or punctuality</li> <li>• Implement incentives system for students exhibiting perfect attendance and punctuality patterns (example: monthly perfect attendance dress-down incentive)</li> <li>• A clear, tiered ladder of intervention calls, letters and meetings to match truancy patterns and deescalate (Implement ladder of consequences and interventions for 1st, 2nd, and 3rd absences to preempt poor attendance)</li> </ul>	<p>Stipends for sports instructors to drive school engagement and higher attendance</p> <p>3000-3999 Employee Benefits;</p> <p>Benefits for sports instructors to drive school engagement and higher attendance</p> <p>2000-2999 Classified Salaries</p>	
<p><b>Positive Behavior Intervention System</b></p> <p>The school will implement a positive behavior intervention system to promote positive, engaged choices among all students. This system will include:</p> <ul style="list-style-type: none"> <li>• Teachers explicitly teach and practice all basic expectations for student behavior and participation during the first week of school and throughout the year to help students learn/master school's expectations</li> <li>• Teachers use a tiered system of explicit positive reinforcements ("merits") and corrective feedback and consequences ("demerits") real-time to ensure that students get real-time feedback on their behavioral choices and can adjust accordingly</li> <li>• Earned privileges: Students earning above a threshold number of merits each week earn increased privileges</li> </ul> <p>This work will be led/overseen by a Dean of School Culture.</p>	<p>\$79,199</p> <p>\$28,240</p> <p>\$62,000</p> <p>\$5,512</p> <p>LCFF</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p> <p>1000-1999 Certificated Salaries</p> <p>5000-5999 Services and Other Operating Expenses</p>	<p>\$185,205</p>
<p><b>School-wide Advisory System</b></p> <p>Every student in the school is a member of an advisory group: a team of 10-20 same-grade students who share an academic advisor, a teacher who meets with them daily during advisory and delivers explicit instruction on key meta-</p>	<p>\$87,911</p> <p>\$17,582</p> <p>LCFF</p>	<p>\$96,386</p>

<p>cognitive skills to develop students' social-emotional capacity to navigate socially and academically to through high school and college. Advisors are teachers at the school and build relationships with their advisee students the these students' families through regular phone calls/text messages/emails home, as well as student-led academic conferences each week. Students work with their advisors to set academic and behavior goals weekly.</p>	<p>1000-1999 Certificated Salaries 3000-3999 Employee Benefits</p>	
<p><b>Counseling Services &amp; Behavior Support Plans</b></p> <p>The school will provide 1-on-1 and group counseling services and other forms of behavior support to students identified as in need of additional support in developing the social-emotional skills and capacity to successfully and fully engage academically and socially in Collegiate's community and progress to and through high school and college. Students can be identified for counseling and/or behavior support plans in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Advisor/teacher recommendation Parent/guardian/parole officer request Suspension</li> <li>• Low academic performance Student request</li> <li>• Concerning patterns in behavior data</li> </ul>	<p>\$8,000 LCFF 5000-5999 Services and Other Operating Expenses</p>	<p>\$8,000</p>
<p><b>Online Grading System</b></p> <p>The school will utilize an online grading platform that includes a student/parent portal so that parents can monitor their students' academic progress and performance on an ongoing basis. The school will set an expectation that grade books are updated every week and will explicitly teach parents how to access and analyze their students' grades data in the portal during the first month of school.</p>	<p>\$15,000 LCFF 5000-5999 Services and Other Operating Expenses</p>	<p>\$14,822</p>

## Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Action 2: includes the salary of the Dean of Culture & Curriculum; Student life Coordinator; and Dean's List

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

The transition to distance learning was seamless, as the School had already implemented a 1:1 student to Chromebook ratio. Our teachers utilized Zoom meetings and Google Classroom to host daily office hours and weekly community circles. Asynchronous instruction included pre-recorded lessons on Google Classroom. Our school implemented a hold harmless grading policy.

For students with disabilities – our teachers provided live instruction and office hours (synchronous) daily. Accommodations and modifications (where necessary) of instructional materials were provided including push-in and pull-out schedules that also provided additional academic support for scholars.

The impact of distance learning has varied for each scholar with some experiencing food insecurity, anxiety, isolation, depression; while others thrive in an environment without distractions; and others struggle because of the lack of continuity and structures at home and in their lives; and yet others lacked an environment at home conducive to learning as a result of multiple siblings, distractions of multiple families and extended families living in the same household. For parents distance learning was not only a challenge, but also caused anxiety for a variety of reasons; having to assist their child/children with their coursework in a learning platform they were not familiar with, job insecurity, food insecurity, stress attributed to the COVID-19 pandemic, to name a few. However, parents/families shared their gratitude with our staff particularly with the ongoing communication from school to home, providing resources beyond instruction, providing updates on available opportunities for families, assistance with the pandemic EBT application, and the support their scholar received by our school staff.

Approximately 93% of scholars enrolled at Collegiate Charter High are Unduplicated Pupils (Low Income, English Learners or Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP). Bilingual staff contacted students/families on a regular basis to ensure student/family needs were being met.

For English Learners – instructional materials specifically for newcomers were provided in their home language. For ELs curricular and instructional materials were scaffolded and individualized to ensure accessibility and equitable services that were academically grade level appropriate for scholars. Our ELs received both integrated and designated English Language Development (ELD) utilizing ELD curriculum and supplemental materials such as Rosetta Store. All materials sent to families are translated to Spanish, the identified single primary language other than English identified by the Home Language Survey.

The Director of School Operations serves as the Homeless and Foster Youth Liaison at Collegiate Charter High, and has been in communication with the Homeless Liaison at LACOE to identify available resources. The Homeless/Foster Youth Liaison has conducted



welfare check-ins regularly to ensure scholars had access to curricular and instructional materials, Chromebooks, Wi-Fi Hotspot, meals, clothing, food, information on homeless shelters, and a list of local food banks.

Collegiate Charter High developed and implemented a robust academic intervention program this year, that was amplified during distance learning. The special education team hosted daily office hours for our scholars via Zoom. During daily small group Zoom meetings, our scholars received additional academic support and intervention. In addition, all teachers held daily office hours using data from previous lessons and conducted synchronous mini-lessons that addressed common misconceptions and error analysis.

The School's dean provided social-emotional support and connectivity with counseling services for our scholars. Our Special Services Interventionist led in grade-level advisory sessions wherein scholars continued to build relationships and provided a venue for scholars to engage. All teachers also conducted check-ins with their assigned group of scholars, advisories, at least twice per week to ensure their needs were being met, and provide updates on academic progress.

### Goal 3

The school is appropriately staffed and resourced.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards

Local Priorities:

#### Annual Measurable Outcomes

Expected	Actual
Teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.	2019-20: 38% (5 out of 13) <ul style="list-style-type: none"><li>• 5 had provisional internship permits or short term staff permits while working on enrolling in a credentialing program for an intern credential</li><li>• 1 had an internship credential in working for her preliminary credential for the current assignment</li><li>• 2 have credentials, but have Limited Assignment Permits to provide them with the needed authorization to teach their current assignment while completing the needed actions to clear these</li></ul>
Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	2019-20: 100%
Collegiate will maintain a clean and safe school facility.	2019-20: FIT Report - Exemplary

#### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Credentialing Planning & Monitoring	\$17,000	\$20,094

<p>The Director of School Operations will check credentialing status and determine a viable pathway to timely credentialing/assurance of current credential for every teacher candidate BEFORE the Executive Director makes them a formal offer of employment with the school.</p> <p>On a monthly basis, the Director of School Operations will check the credential status of each employee of the school and will work closely with all teachers to ensure that each is appropriately assigned at all times throughout the academic year.</p>	<p>\$3,400</p> <p>LCFF</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p>	
<p><b>Curriculum Resourcing</b></p> <p>The Executive Director will work closely with the Principal to source and/or create strong Common Core aligned curriculum resources (unit and lesson materials, lesson plans and student materials, interim assessments, sample exams, curriculum pacing guides, grading rubrics and exemplars, etc.) for all core, college preparatory courses that align to ELD standards and ensure access for English Learners.</p> <p>Teachers will participate in 2.5-3 weeks of summer professional development that emphasizes curriculum development and implementation, as well as weekly Friday PD sessions throughout the year, and 4+ pupil-free professional development days throughout the year to develop their curriculum development and implementation skills. The Principal and Executive Director will provide instructional coaching to all teachers.</p>	<p>\$90,750</p> <p>\$30,078</p> <p>\$24,166</p> <p>\$12,000</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p> <p>5000-5999 Services and Other Operating Expenses</p>	<p>\$130,507</p>
<p><b>School Safety Plan</b></p> <p>Annually during the summer, the Director of School Operations (DSO) will work with the Principal of the school's collocated district school to finalize a shared and comprehensive school safety plan that covers both schools' policies and operations. Collegiate's DSO will work to maintain the school's full compliance with this plan by ensuring proper training of all staff, upkeep of the school's clean facility, and upkeep of all emergency supplies and protocols.</p>	<p>\$34,000</p> <p>\$6,800</p> <p>\$149,273</p> <p>LCFF</p> <p>2000-2999 Classified Salaries</p>	<p>\$158,495</p>

<p>Daily, Collegiate's DSO will liaise with the facility's Plant Manager to ensure basis upkeep of the charter school's classrooms and physical spaces (examples: trash taken out, bathrooms cleaned, vandalism rectified). Weekly, Collegiate's Operations Manager will conduct a building audit and ensure general upkeep of key facets of the school's clean and safe facility.</p>	<p>3000-3999 Employee Benefits</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p>Fair share of M&amp;O through Prop. 39</p>	
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## Goal Analysis

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3.

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

During distance learning, our teachers graded assignments submitted by our scholars, which averaged three academic grades per week. By the end of each week (Wednesday) all scholars received their grades in Google Classroom and Illuminate (SIS). This allowed scholars to be engaged with their teacher both for academic support and to discuss their academic progress in the course. For incomplete assignments, our teachers followed up with scholars within 24 hours to address the root cause and identify whether it was a lack of accessibility to a device and/or internet access. This process has proven to be highly effective and resulted in increased student participation during distance learning.

The School's teachers and para-educators have stayed highly committed to success of every scholar and held daily office hours to provide additional academic support and intervention. As discussed earlier, our staff communicated with families/students at a minimum twice weekly, to identify and address scholar and family needs and measure student participation and engagement. Methods of communication include phone calls, emails, Google Classroom grades, Illuminate Parent Portal and individualized conferences with families.

Approximately, 95% of our scholars participated in both asynchronous and synchronous instruction regularly. For the remaining 5%, the primary reason for the inconsistent scholar participation was a result of family issues at home. Of these families, nearly all were identified as families that our staff was unable to communicate with, despite numerous efforts and methods to contact families. Our staff also conducted virtual home visits where the scholar, teacher and family all engaged in conferences on a weekly basis, including

additional support and tutoring in subject matter that our scholars struggled with. In addition, our school provided families with the California Parent and Youth Helpline that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am-8pm. The contact information and link was provided to all families and was posted on our school's website.

In order to ensure all families could engage in distance learning and support their scholar, the School held individual one-on-one conferences via Zoom with every scholar's parent during the first week of distance learning.

Collegiate Charter High administered an end of year survey for students and parents to measure the impact, strengths, and areas for growth in our distance learning program as we prepare for the 2020-21 school year. Surveys have been an essential component of the effectiveness of our educational program. For instance, during school closure/distance learning, our staff administered a tech-readiness survey, as discussed earlier; a basic necessity survey to measure food availability/insecurity, housing, clothing and other basic necessity needs; and a social-emotional survey to identify social-emotional and counseling needs for our scholars.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Principal and Teachers to provide in-person and distance learning platform. Our school provides 285 instructional minutes daily through synchronous instruction that exceed the state’s SB98 requirements of 240 minutes for Gr. 9-12</p> <p>Principal &amp; teachers participated in 16 days of intensive summer professional development (prior to the start of the 2020-21 school year); weekly professional development during the academic year; and 7 non-instructional full days have been added to the 2020-21 school year for additional professional development for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.</p> <p><i>* 15% of salaries will be funded with LCFF Supplemental &amp; Concentration funds (contributing column) and the remaining 85% with LCFF Base Funds. Total amount funded with LCFF S&amp;C \$145,684</i></p>	\$971,224	\$883,052	*Y
<p>Procurement of PPE equipment, additional supplies, materials, partitions, hygiene, health &amp; safety and disinfecting classrooms, school equipment, Tents for outdoor instruction, tables, chairs for outdoor instruction.</p>	\$113,757	\$60,000	N

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

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

## **Analysis of In-Person Instructional Offerings**

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

On May 3<sup>rd</sup>, Collegiate Charter High School of Los Angeles opened for in-person instruction for all students (grades 9-12). Approximately 20% of students (families) opted for in-person instruction, and 80% remained in distance learning. In-person instruction took place with a full schedule from 9am – 4:20pm daily. Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, the majority of families opted to continue with distance learning rather than in-person instruction.

Challenges include the 80% of families/students that remained in distance learning.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SPED Services & Staffing	\$397,474	\$348,128	N
Professional Development & Consultant to support teachers with STEM Curriculum development	\$25,000	\$25,000	Y
Technology devices, Wi-Fi hotspots (50), Internet, & IT support	\$68,600	\$92,602	N
Online Core Curriculum: Aviso (Spanish); Rosetta Stone, Duolingo	\$15,000	\$0	N
Technology-based supplemental instructional applications: Zoom, Google Suite, Hapara, GoGuardian, NearPod, Rosetta Stone, Duolingo	\$19,700	\$12,977	N
Read 180 – 9 <sup>th</sup> Grade	--	\$12,189	N
Desmos: LMS (Math & Science courses) – No cost	--	\$0	N
Descubre Spanish curriculum	--	\$9,570	N
Graphing calculators	--	\$17,748	N
Dean of Student Life & Dean of Culture & Curriculum	--	\$190,031	Y

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

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

- Read 180 – 9<sup>th</sup> Grade
- Desmos: LMS (Math & Science courses)
- Descubre Spanish curriculum



- Graphing calculators
- Dean of Student Life & Dean of Culture & Curriculum

## **Analysis of the Distance Learning Program**

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

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

### **Continuity of Instruction:**

- Successes: The distance learning schedule included 285 minutes of synchronous instruction; with tutoring available daily from 2:40-3:25pm. Every classroom was staffed with two teachers: a lead teacher and a co-teacher, that provided support through small group instruction. Instructional Assistants provided push-in academic support through small group instruction.
- Challenges: Delivering instruction fully virtually for 9+ months was very difficult. Teachers had to climb a learning curve around how to do that well. We had to figure out online curriculum tools that worked for scholars and teachers.

### **Access to Devices & Connectivity:**

- Successes: Our staff conducted a technology and connectivity needs assessment via a family questionnaire. 100% of our students were issued a Chromebook and a headset. Approximately 17% of our students were issued a Wi-Fi Hotspot because they lack internet service at home. Students and families signed a technology use agreement that outlined the acceptable use of the school-owned device
- Challenges: There were no challenges.

### **Pupil Participation & Progress:**

- Success with our distance learning was attributed to the sense of community at the school. We maintained consistent schedules and asynchronous instruction to ensure rigorous instruction and to keep students engaged. . We communicated with families on a regular

basis. Our school average ADA was 96.5%. Our teachers were highly effective in mastering online interactive teaching tools to keep students engaged and learning.

Challenges: many of our students grew tired with online/distance learning and experienced burnout. A small percentage approximately 5% of our students were fully disengaged and not connected despite numerous efforts to re-engage students including contacting families, and conducting home visits.

### **Distance Learning Professional Development:**

All teachers participated in professional development that was designed to support a high-quality distance learning program including newly implemented attendance reporting and time value certification. Professional development also focused on school culture and character building, integrated ELD; Best practices for Students with Disabilities, Remote instruction for SPED, and an Accommodations and modifications.

- Challenges: There were no challenges with professional development as sessions took place remotely via Zoom.

### **Staff Roles & Responsibilities:**

- Successes: non-instructional staff roles and responsibilities were modified as a result of distance learning. Office Staff supported families on a daily basis with tech support, trouble-shooting issues, distribution of instructional materials, and provided translator services.

- Challenges: There were no identified challenges.

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

- Successes with Students with Disabilities: We were able to be more flexible about when students' services were scheduled, which students/families really liked.

- Challenges with Students with Disabilities: The above challenges particularly impacted our SWDs. Delivering services remotely was sometimes effective, other times not. We also had many instances of scholars not showing up in Zoom for their services.

- Successes with ELs: We were able to make our class sizes much smaller because of the flexibilities around daily schedule/instructional minutes, which meant more one-on-one support for our ELs and Students with Disabilities (SWD).

- Challenges with ELs: Learning English remotely without peers/the teacher physically present proved difficult for many students. There were not nearly as many opportunities for our ELs to practice their oral language with peers inside or outside the classroom, because group work/partner work was clunkier in Zoom.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Materials & supplies distributed to students for home-use while in distance learning: backpack, school supplies, white board, whiteboard markers, headphones, sharpeners, notebooks, folders, consumables (workbooks & supplies), novels (ELA & History) and student desks, chairs for home use.	\$40,200	\$4,628	N
Assessments: i-Ready: Reading & Math, Illuminate	\$23,100	\$17,444	N
Instructional Assistants	\$74,400	\$88,238	Y

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

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

### Analysis of Pupil Learning Loss

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

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

- Successes include: The distance learning schedule included 285 minutes of synchronous instruction; with tutoring available daily from 2:40-3:25pm. Every classroom was staffed with two teachers: a lead teacher and a co-teacher, that provided support through small group instruction. Instructional Assistants provided push-in academic support through small group instruction. English Learners received 2 hours of designated ELD weekly.

- Challenges include: Delivering instruction fully virtually for 9+ months was very difficult. Teachers had to climb a learning curve around how to do that well. We had to figure out online curriculum tools that worked for scholars and teachers.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

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

- Successes with professional learning and resources provided to both students and staff include: We had to REALLY improve our virtual communication systems and tools in a way that will be lasting heading into next school year. Example: We onboarded with Zoom and ParentSquare for families. So, families can now direct-message with teachers easily and can do remote video conferences with teachers and advisors. This makes being a supportive parent in the school much smoother for our scholars' parents who work/have busy schedules and find it hard to come to campus for meetings.

- Challenges include: The social isolation was really devastating for a lot of students. Many of them suffered from various degrees of depression and anxiety, and this negatively impacted their academic growth and achievement without a doubt. Not having students on campus every day interfered with our visibility into scholars' mental health. Often peers will alert us when they see another student struggling with their mental health. The social isolation and not having students on campus together for months on end made this impossible. So we had to rely mostly on kids self-identifying or on parents or teachers identifying students in need.

## **Analysis of Pupil and Family Engagement and Outreach**

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

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

- Successes with student engagement/outreach: Our teachers worked relentlessly to deliver rigorous and engaging instruction in a virtual platform on a daily basis.
- Successes with parent engagement: We implemented ParentSquare for the first time this school year, and it was super helpful in empowering the school team, individual teachers, parents/guardians, and students to communicate quickly and seamlessly. ParentSquare translates between English and Spanish automatically, which made communication between English-only teachers/admin. and Spanish-only parents practically seamless. We setup ParentSquare to automatically send parents/guardians a text alert any time their student was 5+ minutes late to a Zoom class. So, families were very looped into whether their scholar was present in remote learning classes and were able to support with high engagement/attendance.
- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction. Our support staff and Administrative Team (Principal, Dean, Director of School Operations) implemented the tiered reengagement strategies for students who were absent 3+ days. Home visits did not take place because of safety considerations.
- Challenges with tiered reengagement strategies for students who were absent: Communicating with approximately 15% of our families was very challenging. They frequently did not respond to texts, phone calls, mail, email, etc. Under typical circumstances, this would prompt a home visit from our dean. However, because of safety considerations with Covid exposure, we suspended home visits for the 2020-21 school year.
- Challenges with Parent Engagement: We were unsuccessful in communicating with approximately 15% of our families despite implementing numerous communication strategies. Families frequently did not respond to texts, phone calls, mail, email, etc. Under typical circumstances, this would prompt a home visit from our dean. However, because of safety considerations with Covid exposure, we suspended home visits for 2020-21.

## **Analysis of School Nutrition**

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

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

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-being	Dean of Culture & Curriculum, Director of College Counseling and Counselor (contracted)	\$220,217	\$99,215	Y
Pupil and Family Engagement and Outreach	Families Coordinator (Bilingual); ParentSquare	\$68,500	\$68,000	Y
Pupil and Family Engagement and Outreach	Support Staff, translators to contact families daily, provide tech-support, troubleshoot issues that students and families are having to maximize student daily attendance and participation in distance learning.	\$74,739	\$48,440	Y
Mental Health and Social and Emotional Well-being	3 Counseling interns through PUC for Therapeutic counseling services	--	\$15,000	Y

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

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

- 3 Counseling interns through PUC for Therapeutic counseling services

## Overall Analysis

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

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

- Health & Safety: adherence to state and local county health department guidelines. Collegiate will implement COVID-19 surveillance testing for staff and students.
- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service. In addition, although attendance rate averaged 96.5%, our student chronic absenteeism rate was 12%.
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: Collegiate will continue to contract PUC intern counselors to ensure all students can access counseling support as needed.
- Student Engagement: there is a need to ensure all students are on track to graduate; and students who are credit deficient participate in Summer Academy 2021;
- Family Engagement: Our entire staff have developed and built a strong community relationships over the past year through ongoing and consistent communication with families and providing resources to support their needs.

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

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

- i-Ready Reading & Math assessment (9-12): 3 times/year



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

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

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

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

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

- Implementation of i-Ready Reading & Math Assessments
- Summer Academy: Credit recovery
- PUC Intern Counselors
- Panorama SEL Surveys
- Dean of Culture & Curriculum: will provide coaching on engagement and the Advisory Program
- Dean of College Counseling
- College Readiness course
- Strategies to support English Learners
- Strategies to support Students with Disabilities in General Education classrooms

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Analysis of In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

## **Analysis of the Distance Learning Program**

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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

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

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Collegiate Charter High School of LA	Vanessa Jackson, Executive Director	vanessajackson@collegiatecharterhighschool.org 213.304.7077

## Plan Summary 2021-22

### General Information

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

Collegiate Charter High School, is a WASC-accredited tuition-free public school serving approximately 199 students in grades 9-12 with the following demographics: 91% Hispanic, 9% African-American, 20% Students with Disabilities (SWD), 21% English Learners (EL), 0.5% Foster Youth (FY), 0.2% Homeless Youth (HY), and 88% Socioeconomically Disadvantaged (SED). Collegiate is co-located on the campus of Belvedere Middle School in East Los Angeles.

Collegiate Charter School is based on the Building Excellent Schools Program with key features from the Achievement First Public Charter School, high school model. All students participate in a rigorous, standards-aligned college preparatory educational program, offering UC A-G approved courses, through a culturally responsive approach. We focus on pedagogical strategies that spark students' behavioral, cognitive, and emotional engagement to ensure students achieve content mastery and personal success. Collegiate's instructional design is grounded from extensive research of successful school design to meet the needs of low-income, first generation college-going students.

#### **MISSION**

Collegiate prepares all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

#### **VISION**

We believe that all children, regardless of race, ethnicity, socioeconomic status, gender, gender identity, disability, home language, country of origin, or religion, must have access to excellent educational opportunities for their K-12 years. This includes access to an excellent high school, regardless of home zip code. We believe that it is the job of educators to be creative, compassionate, relentless, and results-oriented on behalf of children in order to ensure that every student's learning time is optimized and that every student realizes their potential.



## Reflections: Successes

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

The following chart reflects Collegiate Charter High School of Los Angeles Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019.

- The Suspension Rate Indicator reflects an overall blue performance level schoolwide and for all numerically significant student groups which include: English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic student group.
- The ELA Academic Indicator reflects an overall green performance level schoolwide and for the Hispanic student group.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Blue	None	None	Green	Yellow
English Learners	None	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
Hispanic	None	Blue	None	None	Green	Yellow
White	None	None	None	None	None	None

### SUSPENSION RATES

Collegiate Charter High School of Los Angeles received an overall blue performance level for the Suspension Rate Indicator; including its student groups: Socioeconomically Disadvantaged, English Learners and Hispanic.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	173	21	17	9.8%	76.5%	23.5%
HISPANIC	105	6	6	5.7%	100%	0%
ELL	33	5	5	15.2%	100%	0%
SOC. ECON DISADV	151	21	17	11.3%	76.5%	23.5%
SWD	24	3	3	12.5%	100%	0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	193	2	2	1.0%	100%	0%
HISPANIC	187	2	2	1.1%	100%	0%
ELL	31	0	0	0%	0%	0%
SOC. ECON DISADV	184	2	2	1.1%	100%	0%
SWD	29	1	1	3.4%	100%	0%

Collegiate Charter High School of Los Angeles has implemented the following that resulted in a decline in suspension rates with a focus on identifying root causes.

- Alternatives to Suspension
- Positive Behavioral Interventions and Supports
- Training of staff by the Behavioral Specialist
- Social-emotional and behavioral counseling
- Restorative practices and conversations
- Mediation
- Ongoing communication with parents & parent meetings

Built into the daily instructional scholar schedule is a 45-minute College Readiness course. This sequential SEL course starts in grades 9/10 focusing on executive functioning skills, mindfulness, sending professional emails, etc. This course includes weekly case conferencing with students and teachers. The platform is highly interactive for students to complete their coursework. For students in grade 12, the focus is on the college admission process led by the college counselor.

Collegiate’s primary professional development lens this year is focused on trauma informed teaching (ex. How are we intentionally building space in our classrooms for trauma-informed teaching?), with an emphasis on how to provide an impactful learning experience virtually. Teachers have received training on strategies to foster remote social engagement in order to create opportunities to integrate SEL during daily instruction. Our staff has participated in 17 days of summer professional development that took place in July/August 2020. Over the past 2 years, our staff has participated in over 100 hours of mindfulness training led by the Principal.

During the 2020-21 school year, Advisory (credentialed teachers) conducted weekly check-ins with their students; monitoring daily attendance; and responding to calls and messages promptly, and implemented SEL lessons daily. The Special Education Interventionist provided Social-emotional support for Students with Disabilities (SWD) and General Education students.

Collegiate Charter High School of Los Angeles communicated with families via ParentSquare, phone calls, email, and text messaging. All formal school communication was distributed via ParentSquare, including emails from teachers, school forms and applications. In order to effectively streamline communication platforms, it was essential that our school select a single platform where all information was disseminated to ensure consistency and tracking. Our staff communicates with families on a regular basis throughout the academic school year. For example: formal written communication and family chats during the beginning of year scholar on-boarding. Formal written communication took place throughout the year.

## 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.

Collegiate Charter High School has taken numerous steps to address findings from dashboard data and internal assessment data. This LCAP includes revised goals and actions that address the identified areas for growth, 8 State Priorities, and LCAP requirements.

### **ACADEMIC INDICATORS: ELA & MATH**

The following chart outlines schoolwide and student group performance on the 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

	ELA CAASPP		MATH CAASPP	
CAASPP	2018 DFS	2019 DFS	2018 DFS	2019 DFS
ALL STUDENTS	+71.6	+36.5	-6.6	-52.8
SED	+74.7	+38.5	-0.8	-53.7
HISPANIC	+71.6	+36.5	-6.6	-52.8

There were declines in ELA CAASPP performance, with significant declines in mathematics. Incoming students are performing on average 3-4 years below grade level in math. Collegiate Charter High School of Los Angeles has hired a math instructional coach to coach and plan with our Math teachers; and observe math instruction and provide feedback and evidence-based strategies to maximize student learning, engagement and academic outcomes. This year, our school has added additional math intervention blocks into the daily instructional day (as part of distance learning); and teachers continue to implement evidence-based strategies to improve student outcomes. Currently our leadership team are assessing whether to continue with our current math curriculum or adopting another standards-aligned math curriculum.

### **NWEA MAP ANALYSIS**

Collegiate Charter High School of Los Angeles has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. ([www.nwea.org](http://www.nwea.org)) It is currently on the list of “verified data” that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study’s results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

To address the learning gaps of our students and monitor their academic progress, our school assesses all students in grades 9-11 using NWEA MAP Math and Reading assessments administered three times per year. Findings are used to identify learning gaps, additional academic intervention/support, develop Mean growth targets and monitor student progress throughout the year.

All students are assessed using NWEA MAP assessments for reading and Mathematics. For the 2019-20 school year, NWEA MAP was administered in twice (Fall & Winter). Spring NWEA MAP was suspended due to school closure.

2019-20 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL 2019		WINTER 2020		MEAN RIT GROWTH	MEAN HISP RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	HISPANIC	MEAN RIT	HISPANIC				
GRADE 9	211.7	211.7	215.5	216.8	3.8	5.1	1.62	1.16
GRADE 10	221.4	221.2	223.7	222.1	2.3	0.9	1.43	0.96
GRADE 11	219.2	219.1	223.9	222.7	4.7	3.6	1.11	1.25

***Highlights – Overall Comparison of NWEA Reading Assessment***

- Grades 9-11 exceeded School Growth Norms
- The Hispanic Student Group exceeded School Growth Norms for grades 9 and 11.

2019-20 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL 2019		WINTER 2020		MEAN RIT GROWTH	MEAN HISP RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	HISPANIC	MEAN RIT	HISPANIC				
GRADE 9	215.9	216.2	222.5	220.3	6.6	4.1	2.24	1.10
GRADE 10	225	224.5	228.3	228.4	3.3	3.9	2.14	1.16
GRADE 11	229.3	229.3	235.3	231.6	6	2.3	1.77	1.15

**Highlights – Overall Comparison of NWEA Math Assessment**

- Grades 9-11 exceeded School Growth Norms
- The Hispanic Student Group exceeded School Growth Norms across all grade levels.

To support its scholars during distance learning, Collegiate prepared and distributed Instructional Materials & supplies to students for home-use while in distance learning: backpack, school supplies, white board, whiteboard markers, headphones, sharpeners, notebooks, folders, consumables (workbooks & supplies), novels (ELA & History) and student desks, chairs for home use.

All students receive 4 hours each of ELA, Math synchronous instruction; and 2 hours of synchronous designated ELD per week. In order to further mitigate pupil learning loss, every class is equipped with 2 teachers in order to identify and provide small group instruction/academic support for students who are struggling academically.

English Learners will receive designated English Language Development (ELD) on Wednesdays in a 2-hour block utilizing standards aligned teacher created ELD curriculum, and Rosetta Stone, Duolingo and Read 180 as supplemental resources. EL also receive integrated ELD across all disciplines. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level.

English Learners and Students with Disabilities will be provided with universal tools and supports and accommodations that may include need more chunking, scaffolding and support during peer interactions during the distance learning model to access the assigned curriculum. Teachers provide students with academic sentence frames when facilitating video conferencing, so students may more readily participate.

Our Students with Disabilities (SWD) will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for Students with Disabilities. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continue to provide push in support for students. A focus for the year is to provide both IAs and general education teachers training in how to provide effective support online.

# LCAP Highlights

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

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

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

LCAP Goals were revised to reflect an equity lens and key areas of focus for Collegiate Charter High School of Los Angeles.

- Goal #1: Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement MTSS in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.
- Goal #2: Develop a comprehensive, coherently focused, schoolwide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).
- Goal #3: Engage parents/families, and members of the community as partners through education to promote student academic achievement, College & Career Readiness, and providing a safe, supportive, welcoming, inclusive, and positive learning environment.



Collegiate Charter High School of Los Angeles has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

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

# Comprehensive Support and Improvement

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

## Schools Identified

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

Collegiate Charter High School of Los Angeles has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Support for Identified Schools

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

Collegiate Charter High School of Los Angeles has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Monitoring and Evaluating Effectiveness

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

Collegiate Charter High School of Los Angeles has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

# Stakeholder Engagement

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

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

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

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
11/9/20	Parents, Staff & Students	California Healthy Kids Survey, whole school survey administration	Online survey
2/10/2021 & 04/28/2021	Staff	Student achievement: CAASPP	Staff Meeting/professional development
3/22/21	Parents & Staff	Student attendance, chronic absenteeism	Zoom meeting including ELAC/DELAC
4/28/21	Staff & Board	Transition to In-Person instruction, LCAP Actions, & AB86 Funding	Zoom meeting
4/30/21	Parents/staff	Transition to In-Person instruction, LCAP Actions, & AB86 Funding	Parent/staff webinar (Zoom)

A summary of the feedback provided by specific stakeholder groups.

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

- Administrators/Leadership Team indicated the need to provide instructional coaching to support our teachers; including strengthening the delivery of Math instruction. There is also a need to address learning gaps among English Learners, Students with Disabilities (SWD) and dual-identified EL/SWD students.
- Teachers indicated the need for tiered supports for all students in Mathematics; and using a social-justice lens with math instruction. They also indicated the need to receive training on strategies to support English Learners; and would like to continue Zoom subscriptions in order to communicate with families effectively and efficiently.
- Staff indicated the need to upgrade to PowerSchool to include post-secondary follow-up with our graduates.
- Parents including PAC, ELAC/DELAC indicated the need for community resource and mental health services for students and families.
- Students indicated they look forward to in-person instruction, sense of normalcy, and a return to schoolwide programs and college field trips.

- Collegiate Administrators consulted with its SELPA (LAUSD) Option 3 and no additional feedback was provided.

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

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

- Academic intervention: Goal 1, Action 3
- Addressing SEL/mental health needs: Goal 1, Action 4
- Promoting a College-going culture: Goal 1, Action 5
- Equitable services for Students with Disabilities (SWD): Goal 1, Action 6
- Professional Development Instructional Coaching: Goal 2, Action 1
- Professional Development on strategies to support English Learners & Students with Disabilities (Goal 2, Action 1)
- Supporting English Learners: Goal 2, Action 2

# Goals and Actions

## Goal

Goal #	Description
1	Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement MTSS in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.

An explanation of why the LEA has developed this goal.

There is a need to disaggregate assessment data to identify learning gaps, provide targeted teacher supports, and measure program effectiveness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	* Not administered Spring 2019: +36.5 DFS				+10 point Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered Spring 2019: -52.8 DFS				+10 point Scale Score gain annually
HS: CA Science Test (CAST) Scale Score – DFS	** Not administered				+10 point Scale Score gain annually
Attendance Rate	96.5%				>96%
Chronic Absenteeism Rate	12%				9%
High School Dropout Rate	0%				<5%
High School Graduation Rate	89%				95%
Suspension Rate	0%				<2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%				<1%
Gr 9 PFT: % students meeting all 6 HFZ	*** Not administered				35%
% of students who complete UC A-G	100%				100%
% of students who pass AP Exams (3+)	Fall 2019 Dashboard: 28.6%				35%
% of students “Prepared” for College as measured by ELA EAP	* Not administered Spring 2021 Spring 2019: 41%				2% annual growth
% of students “Prepared” for College as measured by Math EAP	* Not administered Spring 2021 Spring 2019: 7.7%				2% annual growth
% students “Prepared” per CCI (Dashboard)	Fall 2019 CA Dashboard CCI: 65%				75%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%

\*i-Ready Reading & Math assessments administered in lieu of CAASPP ELA & Math assessment because of the CDE/US Dept of Education accountability flexibility.

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	<p>Collegiate Charter High School of Los Angeles will employ a Principal and a total of 12 appropriately credentialed and assigned classroom teachers for students in grades 9-12, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. Collegiate will provide its students with 180 instructional days exceeding CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 10 days of intensive Summer Professional Development to prepare for the 2021-22 academic school year, and an additional 8 non-instructional days during the academic year to focus on data analysis, tiered supports, and instructional practice. Our teachers will also participate in weekly Professional Development and/or staff development.</p> <p>Therefore a portion of salaries will be funded with LCFF S&amp;C.</p>	\$1,126,884	Y
2	<b>MEASURING STUDENT PROGRESS – ASSESSMENTS</b>	<p>Collegiate will implement i-Ready Reading &amp; Math (Gr 9-12) 3 times/year assessments that will be used as a universal screener (diagnostic), interim, benchmark, formative, summative, in addition to state mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student academic needs through a Multi-tiered System of Supports (MTSS).</p> <p>The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified</p>	\$2,400	Y

Action #	Title	Description	Total Funds	Contributing
		data source. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.		
3	<b>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b>	An area of concern is Math performance as evidenced on the CA School Dashboard in combination learning gaps as a result of our students in distance learning (virtual instruction) for over a year. Students struggling academically in ELA and Math will be enrolled in a double block of ELA and/or Math Intervention, including English learners with additional designated ELD instruction. Teachers will provide tutoring services during extended lunch hour. To further accelerate learning and address learning gaps our school will offer: <ul style="list-style-type: none"> <li>• Read 180</li> <li>• Summer Academy (2021): Credit Recovery</li> <li>• Winter Academy – 1 week academic support</li> </ul>	\$26,323	Y
4	<b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b>	Every student at Collegiate is enrolled in a grade-level specific Advisory course that provides students with academic and social-emotional advisory and support. Grade level Chairs provide Tier 1 behavioral supports. The Dean of Culture & Curriculum will provide	\$103,707	Y



Action #	Title	Description	Total Funds	Contributing
		<p>instructional coaching on student engagement, and collaborates with grade level chairs to support the SEL and behavioral needs of students.</p> <p>PUC Intern Counselors (3) will provide clinical/therapeutic counseling services to ensure student needs are met.</p> <p>Collegiate will administer Panorama SEL Surveys as part of our MTSS to improve delivery of SEL services. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.</p>		
5	<b>PROMOTING A “COLLEGE-GOING” CULTURE</b>	<p>An area of concern is ensuring students are meeting College/Career readiness as measured in the CCI on the Dashboard. Instrumental to our commitment to prepare every student for post-secondary education and success is the College Readiness course taught by the College &amp; Alumni Counselor (Title I funded). This 4-year comprehensive program provides all students with the tools to successfully prepare for college.</p>	\$229,331	Y

Action #	Title	Description	Total Funds	Contributing
		<p>The Dean of College Counseling provides academic counseling and oversees the counseling program.</p> <p>As part of Collegiate’s College-going culture, all students will participate in college field trips, complete an academic and career inventory using Naviance. To ensure all students are prepared and meet college eligibility requirements Collegiate will provide all students (including Unduplicated Pupils and Students with Disabilities) with access to UC A-G approved courses and the following:</p> <ul style="list-style-type: none"> <li>• PSAT/SAT testing</li> <li>• AP examinations</li> <li>• College application waivers</li> </ul>		
6	<b>SERVICES TO SUPPORT SWD</b>	<p>Collegiate’s Special Education team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school’s SELPA provider (Option 3). The Dean of Special Services serves as the Special Education Administrator and will ensure IEP timelines, IEP Meetings and related services are addressed and communicated with parents. The Special Education Team comprised of the Dean of Special Services (SPED Administrator), RSPs, Education Professionals and service providers will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional and behavioral needs are met, and services provided.</p> <p>Members of the Special Education team will participate in professional learning provided by the SELPA, the school and/or other resources to improve student outcomes and accelerate student learning. The RSPs</p>	\$462,842	N

Action #	Title	Description	Total Funds	Contributing
		will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.		

## Goal Analysis

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

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

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

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

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

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

# Goal

Goal #	Description
2	<b>Develop a comprehensive, coherently focused, schoolwide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math &amp; NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).</b>

An explanation of why the LEA has developed this goal.

There is a need to provide ongoing coaching to support and build teacher capacity and as an essential component of effective continuous professional development.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
% of students with access to Standards-aligned materials	100%				100%	
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<b>OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</b>				<b>OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</b>	
		<b>2020-21</b>				<b>2023-24</b>
	ELA	4			ELA	5
	ELD	4			ELD	4
	MATH	4			MATH	4
	NGSS	3			NGSS	4
	HISTORY	3			HISTORY	4
	PHYSICAL ED.	3			PHYSICAL ED.	4
	VAPA	3			VAPA	4
	WORLD LANG.	4			WORLD LANG.	4
% of Teachers appropriately credentialed & assigned	*45%				100%	
% EL who progress in English Proficiency (ELPI)	Fall 2019 CA Dashboard ELPI: 42.1% (Low)				50%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	2.9%				20%
% EL with access to CCSS & ELD Standards	100%				100%

\* For the 2020-21 school year: 5 out of 11 teachers are appropriately credentialed and assigned:

- 1 teacher has a short term staff permit and will enroll in a credential program
- 3 teachers have Intern permits and working towards a preliminary credential
- 2 teachers have credentials but have a limited assignment permit

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL DEVELOPMENT</b>	<p>Collegiate will provide its educators (General Education and Special Education) with evidence-based professional development that includes: 10 days of intensive summer training to prepare for the 2021-22 academic school year, and an additional 8 non-instructional days during the academic year of to focus on data analysis, tiered supports, and instructional practice. Teachers and Teacher Associates will also participate in weekly Professional Development and/or staff development. The following include keys areas of focus:</p> <ul style="list-style-type: none"> <li>• Data-driven instructional planning</li> <li>• Culturally Responsive Teaching</li> <li>• Strategies to support English Learners (EL/LtEL)</li> <li>• Strategies to support Students with Disabilities (SWD) – in collaboration with Special Education team</li> </ul> <p>The Executive Director/Instructional Coach will provide coaching for our teachers to support schoolwide</p>	\$200,000	Y

Action #	Title	Description	Total Funds	Contributing
		instructional initiatives, conduct classroom observations, and feedback cycle. The Math Department will receive Math Instructional Coaching.		
2	<b>STRENGTHENING EL PROGRAM &amp; SERVICES</b>	An area of concern is the academic performance of English Learners. There is a need to strengthen integrated ELD instruction and designated ELD. With over a year in distance learning, English learners have struggled with language acquisition skills. It is critical that ELs receive differentiated supports and instruction to ensure mastery of grade level standards and English language proficiency which will result in higher reclassification rates, and a decline in LtEL, improving academic outcomes for ELs. The ELD teacher will provide designated ELD and the intervention block for English learners. ELs will also utilize Read 180 (cost identified in Goal 1, Action 3)	\$68,357	Y
3	<b>CORE CURRICULAR PROGRAM NEEDS</b>	The following standards aligned curriculum and consumables will be purchased: <ul style="list-style-type: none"> <li>• Math Curriculum (new adoption)</li> <li>• Integrated Science</li> <li>• Hapara</li> <li>• Desmos</li> <li>• NearPod</li> </ul>	\$70,720	N
4	<b>CLOSING THE DIGITAL DIVIDE</b>	Collegiate will ensure implementation of 1:1 student to device ratio, purchase devices, equipment and supplies for students, staff, classrooms, as needed; including Genesis, Zoom subscriptions, and IT Tech Support.	\$36,400	Y

## Goal Analysis

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

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

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

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

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

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



# Goal

Goal #	Description
3	<b>Engage parents/families, and members of the community as partners through education to promote student academic achievement, College &amp; Career Readiness, and providing a safe, supportive, welcoming, inclusive, and positive learning environment.</b>

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Exemplary				Good
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	66%				80%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	*Gr 9: 69% *Gr 10: 70% *Gr 11: 71% *Gr 12: 82%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of staff who feel supported and connected as measured in the annual staff survey.	52%				90%

*\* Most student participated in distance learning rather than hybrid instruction, therefore questions re: school safety, school connectedness and student engagement were not applicable. Collegiate administered the CA Healthy Kids Survey – which also identified that these areas of focus were not applicable. Therefore these results pertain to the percentage of students who have ‘Adult supports’ at the school.*

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b>	<p>In order to provide all students with a College going culture that promotes student engagement, positive school climate, and a safe learning environment, and reduce chronic absenteeism rates, Collegiate will provide its students with extra-curricular activities and sports program that includes:</p> <ul style="list-style-type: none"> <li>• CIF &amp; Intramural Sports Program</li> <li>• Student Clubs &amp; Organizations</li> <li>• Enrichment program</li> <li>• Bus Transportation (South LA) since a significant portion of students live 8-15 miles from the school</li> <li>• Uniforms will be provided to students</li> </ul> <p>The Administrative team will ensure the Health &amp; Safety Plan is revised and adheres to state and county health department guidelines; implement surveillance and/or testing/screening, and ensure health screenings are provided to students.</p>	\$125,560	Y

Action #	Title	Description	Total Funds	Contributing
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<p>At Collegiate Charter High School parent input in decision-making will take place through the following committees (that includes parents of Unduplicated Pupils and SWD):</p> <ul style="list-style-type: none"> <li>• English Language Advisory Committee (ELAC), &amp; DELAC, CA EC 52062(a)(2)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul>	\$0	N
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>Collegiate will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their scholar's education.</p> <p>The Bilingual Admissions &amp; Families Coordinator will communicate with families, facilitate parent workshops (Scope &amp; Sequence learning standards) and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement in their scholar's education and provide translation services (Spanish/English). Collegiate staff will use ParentSquare to communicate and families will have access to PowerSchool SIS Parent Portal.</p>	\$85,884	N
4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	<p>Collegiate strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool</p>	\$150,000	N

Action #	Title	Description	Total Funds	Contributing
		(FIT) report and if any findings are identified, appropriate repairs are made.		

## Goal Analysis

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.86%	\$646,931

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

## Required Descriptions

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

The following actions were principally directed towards and effective in meeting Collegiate Charter High School of LA's goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and have significant learning gaps, further exacerbated with distance learning. Approximately 70% of incoming 9<sup>th</sup> grade students are reading 5 or more years below grade level.

Collegiate will administer i-Ready Assessments (universal screeners) as part of its Multi-tiered System of Supports (MTSS); and provide tiered academic support, that includes the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Longer school day/longer school year: Goal 1, Action 1
- Universal screener: Goal 1, Action 2
- Academic supports & Intervention: Goal 1, Action 3
- Social & Emotional supports: Goal 1, Action 4
- Promoting a "College-going Culture:" Goal 1, Action 5
- Professional Development – Instructional Coaching: Goal 2, Action 1
- Strengthening EL Program & Services: Goal 2, Action 2
- Closing the Digital Divide: Goal 2, Action 4

- Promoting a positive school climate: Goal 3, Action 1

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.86% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

Approximately 70% of incoming 9<sup>th</sup> grade students are reading 5 or more years below grade level. Collegiate will administer i-Ready assessments in Reading and Math as a universal screener and to monitor student progress and develop annual goals. i-Ready assessments will be administered 3 times per year.

The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

As a result of the learning gaps of our students and over a year in virtual instruction Unduplicated Pupils will be provided with additional intensive academic, and social-emotional supports, to accelerate learning, including a double block of ELA and Math, additional ELD instruction and support, Summer Academy (Credit recovery), and College readiness course to monitor student progress but also inform and educate all students so they can advocate for themselves and prepare for a successful transition to post-secondary education.

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,807,118	\$ 361,739	\$ -	\$ 519,551	2,688,408	\$ 2,078,988	\$ 609,420

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 742,558	\$ 113,904		\$ 270,422	\$ 1,126,884
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 2,400				\$ 2,400
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 26,323				\$ 26,323
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 74,707	\$ 29,000			\$ 103,707
1	5	PROMOTING A “COLLEGE-GOING” CULTURE	All	\$ 151,331			\$ 78,000	\$ 229,331
1	6	SERVICES TO SUPPORT SWD	SPED	\$ 198,220	\$ 213,835		\$ 50,787	\$ 462,842
2	1	PROFESSIONAL DEVELOPMENT	All	\$ 191,493			\$ 8,507	\$ 200,000
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 61,522			\$ 6,835	\$ 68,357
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 70,720				\$ 70,720
2	4	CLOSING THE DIGITAL DIVIDE	All	\$ 36,400				\$ 36,400
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 120,560	\$ 5,000			\$ 125,560
3	2	PARENT INPUT IN DECISION-MAKING	All					\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 85,884				\$ 85,884
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 45,000			\$ 105,000	\$ 150,000



## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 1,407,294	\$ 1,918,962
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ 1,407,294	\$ 1,918,962

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide	EL, LI, FY	Collegiate	\$ 742,558	\$ 1,126,884
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide	EL, LI, FY	Collegiate	\$ 2,400	\$ 2,400
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	EL, LI, FY	Collegiate	\$ 26,323	\$ 26,323
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide	EL, LI, FY	Collegiate	\$ 74,707	\$ 103,707
1	5	PROMOTING A “COLLEGE-GOING” CULTURE	schoolwide	EL, LI, FY	Collegiate	\$ 151,331	\$ 229,331
1	6	SERVICES TO SUPPORT SWD	schoolwide		Collegiate	\$ 198,220	\$ 462,842
2	1	PROFESSIONAL DEVELOPMENT	schoolwide	EL, LI, FY	Collegiate	\$ 191,493	\$ 200,000
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide	EL, LI, FY	Collegiate	\$ 61,522	\$ 68,357
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		Collegiate	\$ 70,720	\$ 70,720
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide	EL, LI, FY	Collegiate	\$ 36,400	\$ 36,400
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide	EL, LI, FY	Collegiate	\$ 120,560	\$ 125,560
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		Collegiate		\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide		Collegiate	\$ 85,884	\$ 85,884
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		Collegiate	\$ 45,000	\$ 150,000