

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Feliz Charter School for the Arts

CDS Code: 19-64733-0112235

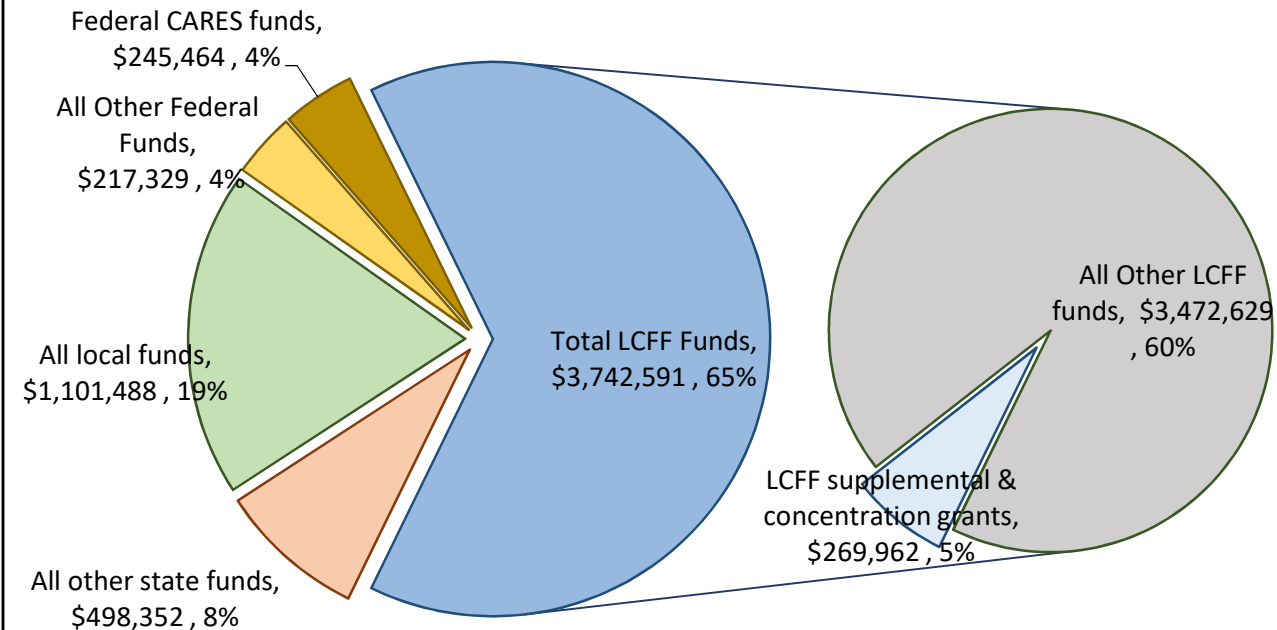
School Year: 2020-2021

LEA contact information: Linda Lee - 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 2020-2021 School Year

Projected Revenue by Fund Source

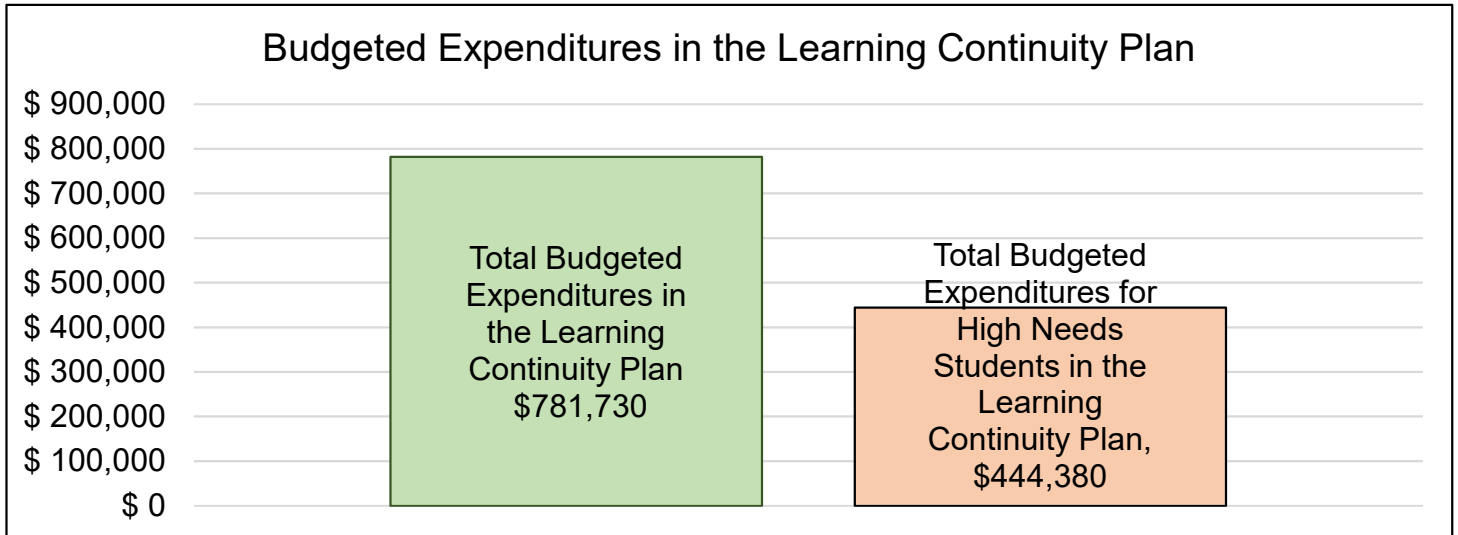


This chart shows the total general purpose revenue Los Feliz Charter School for the Arts expects to receive in the coming year from all sources.

The total revenue projected for Los Feliz Charter School for the Arts is \$5,805,224.00, of which \$3,742,591.00 is Local Control Funding Formula (LCFF) funds, \$498,352.00 is other state funds, \$1,101,488.00 is local funds, and \$462,793.00 is federal funds. Of the \$462,793.00 in federal funds, \$245,464.00 are federal CARES Act funds. Of the \$3,742,591.00 in LCFF Funds, \$269,962.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Los Feliz Charter School for the Arts plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Los Feliz Charter School for the Arts plans to spend \$5,607,925.00 for the 2020-2021 school year. Of that amount, \$781,730.00 is tied to actions/services in the Learning Continuity Plan and \$4,826,195.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

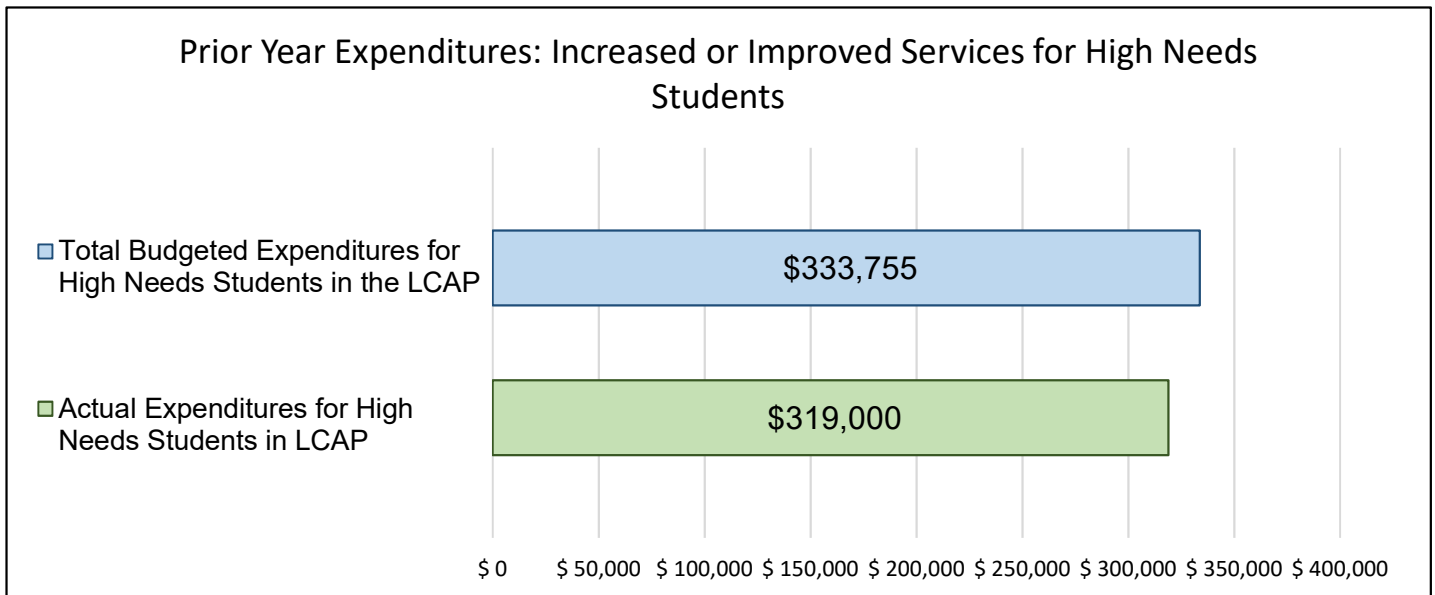
The General Fund Budget Expenditures that are not fully included in the LCAP include: Title I, Title II, Special Education Encroachment, administrative and classified staff salaries, financial services, afterschool programming, facilities, maintenance and repair, and special education/encroachment.

LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Los Feliz Charter School for the Arts is projecting it will receive \$269,962.00 based on the enrollment of foster youth, English learner, and low-income students. Los Feliz Charter School for the Arts must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Los Feliz Charter School for the Arts plans to spend \$444,380.00 towards meeting this requirement, as described in the Learning Continuity Plan.

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Los Feliz Charter School for the Arts budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Los Feliz Charter School for the Arts actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

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In 2019-2020, Los Feliz Charter School for the Arts's LCAP budgeted \$333,755.00 for planned actions to increase or improve services for high needs students. Los Feliz Charter School for the Arts actually spent \$319,000.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$14,755.00 had the following impact on Los Feliz Charter School for the Arts's ability to increase or improve services for high needs students:

Total expenditures for actions and services for high needs students was less than total budgeted because of COVID/school closure. We were unable to continue with actions such as our professional development for math lesson studies, and conference attendance. Although our expenditures were reduced, the amount we expended was still greater than the revenues received for LCFF supplemental funding.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Feliz Charter School for the Arts	Dr. Linda Lee, Executive Director/Principal	linda@losfelizarts.org , 323-539-2810 x309

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 13, 2020, we closed our school, and quickly moved into providing a distance learning program. We initially set up 2 weeks of paper-based packets and by the end of the first week of closure we were holding classes via zoom, and by the second week, we were implementing Google Classroom across all our grades. We quickly realized that we need to create expectations, systems, and norms for our distance learning program.

We developed a “Continuum of Distance Learning” that describes components of distance learning that is matched to our school’s philosophy and pedagogical approach (e.g. social-emotional learning, differentiated, project-based, arts-integrated). We also created an implementation timeline for how to adapt those practices in a digital platform; By the third week, we had all staff trained in Google Classroom and were using that along with other apps to support instructions. To support parents, we created “Parent facing schedules” for ease of access and coordination of classes and Specialists sessions. We adopted support structures that were responsive to parents’ and staff’s needs (e.g. Zoom trainings, Google Classroom trainings, how to create a schedule for home, social emotional support meetings, etc.). We also provided training and support to our paraprofessionals to help with small group work in live session. Many of our teachers employed a synchronous and asynchronous model of instructional delivery. We continually communicated and surveyed our families to ensure that we were doing our best to meet the varied needs presented in our community.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Since the closure we have been actively engaging with stakeholders for feedback about our program systems, and the needs of students, parents, and staff. We created an initial parent survey in the Spring to assess the implementation of distance learning, and to prepare for the Fall, we created a multi-stakeholder “Next Stage Planning Committee” comprised of parents, staff, and administrators for the K-2, 3-5, and 6-8 grade level bands. This group was tasked to determine developmentally appropriate decisions to best serve the needs of the students. This committee sent out a “Needs Assessment” Survey which gathered information from for both distance learning only and hybrid models of instruction. The survey results were strong with more than 400 responses. We held monthly “Community Check-In” meetings to share updates on the decisions and support systems. These were well attended ranging from about 80 to 160 attendees. We also created an

infrastructure committee to determine how to make our schedules and communications more efficient for families. All of these actions have resulted in decisions that are responsive to our local context as well as the needs of our stakeholders. This plan was presented in a public on September 12, 2020; and then approved at a public board meeting on September 22, 2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

We post our board meeting information physically on campus outside our front office; on our school public calendar; and on our school website. All meetings are being offered through teleconference. A recording of our most recent meeting is posted on our school website to provide access to those who were not able to attend.

[A summary of the feedback provided by specific stakeholder groups.]

We have had several rounds of stakeholder feedback to be responsive to the different phases (e.g. implementation, distance learning, hybrid). Stakeholder groups have included parents, teachers, staff and administration. The majority of families have been supportive of our plan for distance learning. Feedback indicated they have felt that teachers and staff communicated frequently, were accessible, and transparent. We continue to solicit feedback as we prepare for our eventual reopening. There has been appreciative feedback that we have incorporated a significant amount of social emotional work both for students and parents. Lastly, our School Site Council and Board of Directors have reviewed and discussed the plan prior to its approval.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Throughout this closure, the we have elicited feedback from our stakeholders through online meetings, surveys, specialized committee, etc. Thus, it is difficult to pinpoint a particular influence on the plan by a specific stakeholder group, as we have involved all levels of stakeholders from the start in the construction of our plans, such as 3 surveys to the entire community (including students), and groups that included parents, teachers, and staff (e.g. Next Stage Planning Group, Infrastructure Committee, School Site Council). Through the discussions and survey feedback, these groups have been responsive to feedback on how to structure our program, particularly we had some hurdles related to varying desires for longer and shorter online times, the additional work load on teachers to adapt lessons, and the differences in developmental needs. This required bringing the multiple perspectives of the stakeholder groups to create a balanced approach. The strong leverage outcomes of these meetings was the creation of an internal parent website as a “one stop shop” for information: class schedules, syllabi, zoom links, workshops, meal request, tech requests, trainings, etc.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We are currently on the state’s monitoring list, and are not able to provide In-Person instruction via our Hybrid model. When we do move to the Hybrid model, we will be allotting extra learning supports for students both during instructional time and during afterschool time. We will be engaging credentialed teachers and classified staff, as our Response to Intervention team to monitor student progress and deliver targeted lessons. In addition, the Map Accelerator will allow student to work on targeted skills with individualized learning plans on Khan Academy.

Structural methods to address learning loss include:

- During synchronous and asynchronous learning times during the instructional day
- During school small group sessions
- Afterschool small group sessions
- “One stop shop” Parent page for access to information such as: syllabus, contact information, schedules, content standards, parent workshops, support request form, teacher office hours etc.
- Parent workshops
- Bilingual workshops
- Administrator office hours
- Schoolwide workshops
- Weekly news updates to help parents stay current with supports and changes

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Staff to support distance learning for first trimester	\$35,000	Y
COVID PPE supplies (e.g.	\$25,000	N
COVID equipment (e.g. electrostatic sprayers, plastic barriers, signs, labels, etc.)	\$7,000	N
COVID Health protocols support staff	\$25,000	N
MAP Growth & Accelerate	\$7,000	Y
Additional Laptops and peripherals for In Person Learning	\$150,000	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our various teams (e.g. Curriculum Committee, Next Stage Planning Committee, Infrastructure Committee, and COVID team) have all worked on various aspects to ensure continuity of instruction. These multi-stakeholder teams have implemented actions that will allow for

the least amount of disruption in transitioning between in-person instruction and distance learning. We are utilizing Zoom and Google Classroom during Distance Learning and will continue to do so in the Hybrid model. Students will continue to submit assignments to Google Classroom throughout the year, and will be able to attend live sessions when not on campus. We are also being selective about the number of software applications we employ, as we understand the need to create an equitable program, and be cognizant of families with low bandwidth. We are selecting a few software applications to support in synchronous learning and increase engagement, as well as applications that will maintain access to grade level content for asynchronous learning. Teachers are teaching all content standards, and students will continue to have all the arts in this year. We have modified our arts program to allow for a “deeper dive” by scheduling one art multiple times a week per trimester. We continue to employ Readers and Writers Workshop, Cognitively Guided Instruction, the History/Social Science and the Next Generation Science Standards. Each grade level team has identified power standards for the trimester, so that we ensure that students are learning standards that have leverage, are enduring, and provide readiness for the next grade.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

We have a technology request form that has been distributed by many avenues (e.g. email, ParentSquare, Parent website, school website). Parents are able to request support with device access and Internet access. We have handed out more than 260 of our laptops to date. We have contracted with a provider for hotspots to assist those who need Internet access. Anyone who is a level 2 or level 1 on the engagement tracker, will be interviewed to determine if technology is a barrier to engagement.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

We will utilize MAP growth as a diagnostic test and MAP Accelerate to create individualized asynchronous learning plans. The diagnostic will inform teachers’ differentiation of live instruction and assignments. Formative assessments will be a large component of the assessment progress since many students experienced difficulty with assessments online. As mentioned above, we have developed and engagement rubric, and teachers are to assess on a weekly basis, what percentage the student is engaging in both synchronous and asynchronous learning work. For those not meeting expectations the staff then implement a tiered reengagement process.

We are in compliance with the minimum number of instructional days and a minimum number instructional minutes per day. Instructional Minutes are based on grade level: Kindergarten = 180 minutes a day; First - Third = 230 minutes a day; Fourth - Eighth = 240 minutes a day.

Teachers will log attendance and participation in our weekly engagement tracker. Teachers will differentiate between synchronous and asynchronous participation along with documenting whether in person, synchronous, and asynchronous learning was full day, partial day, or none. In the distance learning model we are implementing a blend of synchronous and asynchronous learning as we do not believe students learn best being online the entire day. The asynchronous work also allows flexibility for families to create their own schedules for home.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

We had all staff attend 3 days of professional development, focused on engagement, equity, communications, learning theory, and scheduling. We will continue to offer professional development during weekly faculty meetings, and provide trainings to new platforms (e.g. MAP Growth, Zoom, Google Classroom). Teacher teams and administrators help staff who may need technology training (e.g. zoom, google classroom, our student information system, google docs, parent communication system, etc.). We have schedule Pupil Free Days in order to analyze data to inform our plans and instruction. Weekly at faculty meetings we are training on new applications or sharing effective practices. Teachers are encouraged to attend professional developments with the National Council for Teachers of Mathematics, and specific trainings for software applications.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers: Curriculum and instruction planning by distance has changed how teacher teams support each other in lesson/unit development.

Part-time classified staff: Instead of supervision they will support teachers in zoom sessions. Afterschool “homework” support is an added duty to those who were not part of the afterschool program.

Administrators, School Operations Manager, Facilities Manager, Afterschool Coordinator are all part of the COVID team to ensure health and safety protocols are prepared and implemented when the school is in a hybrid model.

Specialists: Will be supporting with other needs (e.g. translations, technology management)

School Counselor/Psychologist: Will be involved in Tiered Reengagement protocols.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

Needs for these populations are more significantly impacted in a distance learning model. One need was to ensure that our English Learners, foster youth, low-income students, and Special Education students were able to access instruction by tracking engagement in distance learning. Each week teachers would record the level of engagement students had (e.g. attendance, participation, started and/or completed assignments). If a student fell into the “little or no engagement” category, the teachers would reach out to families to help determine support needs. Often times these included technology support, navigation of platforms, scheduling support, and/or help understanding new processes. If the teacher is unsuccessful in reaching out, our administrative staff then employ more varied procedures to contact parents and determine support needs. We helped parents by offering trainings, office hours, social emotional supports through our school psychologist and administrators, parent workshops, and ongoing communication and surveys to determine what additional systems or supports we needed to establish. In addition, extra support for students was also provided by our paraprofessionals who help teachers with small group and 1:1 support. For English Learners, teachers have continued to utilize our English Language Development monitoring portfolio, to help document any improvements in ELD. We have handed out over 160 laptops to families to assist with technology access, and help families who are not able to print, by providing print copies for pick up, classroom supplies, and other equipment loans. Students

with Special Needs are provided extra individualized support through the Special Education team, as well as offering to have some students onto campus for specialized services.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer Institute PD Teachers	\$7,680	Y
Summer Institute Aide salaries	\$10,700	Y
Software Zoom, Padlet, RazKids, Firewall, etc.	\$5,000	Y
Parent Square	\$2,850	N
Teacher technology Equipment (doc cams, headsets, chairs, adapters)	\$2,000	Y
Curriculum – virtual adaptations	\$3,000	N
Technology Consultant	\$3,500	N
Parent Volunteer processing and training	\$3,000	Y
Repurposed staff for classroom support, small group work, intervention classes	\$20,000	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We are implementing MAP Growth to assess student and MAP Accelerate to create individualized asynchronous learning plans. The diagnostic will inform teachers’ differentiation of live instruction and assignments. We will be employing afterschool supports and extra sessions for students who are struggling during both distance learning and hybrid models. These are small groups

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

We implemented Summer School for English Language Arts, Mathematics, and Extended School Year. We partnered with SpringBoard to help students who were struggling in reading, and employed our teachers to teach mathematics for students not meeting standard, and Extended School Year for students with special needs.

English learners, low-income students, homeless foster youth, and student with special needs will be offered specialized support structures beyond the normal programming. This includes assessments, 1:1 therapies, small group intervention, assistance with attending distance

learning, etc. Currently in the distance learning model, we are preparing to bring in small cohorts of students onto campus to receive support from staff. Per county health order, we are currently only allowed to bring in about 10% of our population for this purpose.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Effectiveness will be measure through our MAP growth assessment as well as student progress monitoring through school assessments (e.g. Fountas & Pinnell, On Demand Writing, CGI benchmark assessments, project rubrics, etc.)

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer School program	\$15,000	Y
Provision of arts and PE classes	\$235,000	N
Support Staff for during and after school small group and 1:1 RTI support.	\$27,000	Y
Repurposed staff for classroom support, small group work, intervention classes	\$50,000	Y
Substitute support for intervention	\$27,000	Y
Internet Access - Hotspots	\$5,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Social Emotional Learning is incorporated daily with students and during meetings for staff. We also have been offering community workshops for families on how to implement social emotional learning strategies at home. In addition, social skills group, individual mentorship, and posting regarding mental health resources for families and employees will be shared on a regular basis. We have also begun to hold sessions for affinity groups, and there we have been conducting workshops on anti-racism to help our community connect, discuss, and process the current unrest with the focus on systemic racism and violence against African Americans.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

We are tracking engagement, and have created a 4-level rubric system to determine who is meeting engagement targets. Engagement is defined as attendance in live sessions and completed assignments. Those falling below 75% engagement are identified on a weekly basis. Teachers are to reach out to families for the 1st-3rd contact attempts by phone and our parent communication system, if there is no response after that, non-classroom staff will respond with additional measures (e.g. work contacts, emergency contacts, home visits, etc.) to attempt to reach the families, determine hurdles, and provide supports via trainings, technology access, content access, etc. Materials will be translated for families who have indicated the need for translation support. In addition, to support our English Learners, we have are hosting “Spanish Speaking Families” workshops to help parents meet and network with one another as well as providing direct support and address issues they may be experiencing.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

We have been providing meals since closure, throughout the summer, and into this year. During the academic year, families place orders for meals they are interested in having. During distance learning, meals are delivered to the school, and families come to school to pick up their orders. During the hybrid model, students will be served meals in their classrooms during lunch time. Any family who desires a meal will be able to order one.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health & Pupil/Family Engagement and Outreach	School counselor; School Psychologist; PUC Counseling Intern	\$65,000	Y
Communications	Community Engagement Manager	\$33,000	N
Parent Square	Communications and Health Screening	\$3,000	N
School Nutrition	Labor for providing meals	\$15,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.78%	\$271.575

Required Descriptions

[For the actions 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 needs of these students.]

Our planning and decisions have all been based on a lens of building a program that foundationally addresses the challenges and barriers faced on needs of our foster youth, English learners, low-income students, and students with special needs. The basis of our trainings, planning, and structures were created with the lens of creating equitable classrooms that held the idea that our system must be created in way that allows us address barriers. We created a syllabus for each grade level, normed schedules, normed applications, and explicitly took the perspective of families and potential struggles. This helped us better see how parents, who now are an active partner in the schooling process, need support to not only reduce access barriers, but to also maintain continuity in learning. In addition, teacher and administrator office hours, parent workshops, schoolwide workshops, and regular newsletters and community meetings are focused on helping students maintain their learning in distance learning and as we transition to hybrid. The infrastructure we have developed is providing a common framework, and parents are beginning to support one another through the structures we have created (e.g. bubble directory for families who are willing to help support others or each other). These all work in tandem to help uplift our families to support each other, as well as the supports provided by the school.

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

In 2020-21 supplemental funds are directed toward meeting the needs of low-income pupils, foster youth, and English learners. We are focusing our work on equity and engagement, by having a lens that is not only focused on the content that is to be learned, but also the process by which we now need to understand barriers to access, be it technology access, family supervision, language, and/or mental health. We work to maintain high engagement through community building, progress monitoring, differentiation of instruction, targeted instruction, academic support, and teacher/staff professional development. The professional development will enhance teachers'/staffs' knowledge of utilizing instructional strategies and data to guide instruction especially strategies for our English learners, our foster youth, and our low-income students.